

Positive Behavioral Interventions and Supports  
At Antonio Del Buono Elementary School

Table of Contents

PBIS Overview

ADB Behavior Flow Chart

Positive Behavioral Supports at Antonio Del Buono

Acknowledgement System

Consequence System

Attendance Program

Lesson Plans

Arrival and Dismissal

Assemblies

Restroom

Cafeteria

Computer Lab

Front Office

Hallway

Library

Playground- Blacktop

Playground- Grass

Playground- Tanbark

Courtyard

Common Area Expectations

Classroom Behavior Expectation Matrix

ADB Way Song

Wonder Wolves

Prize Menu



## Positive Behavioral Interventions and Supports At Antonio Del Buono Elementary School

### A General Overview

The main focus of Positive Behavior Interventions and Supports (PBIS) is to provide a clear system for all expected behaviors at Antonio Del Buono Elementary School. While many faculty, staff and students may have assumptions of what is expected behavior, we cannot assume that everyone's beliefs are similar. Through PBIS, we will work together to create and maintain a productive, safe environment in which ALL school community members clearly understand the shared expectations for behavior. We believe that through the implementation of PBIS systems and strategies we will increase student academic performance, increase safety, decrease problem behavior, and establish a positive school climate.

PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors in the school. One of the keys of the system is a focus on prevention. It is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, 85-95% of the students will meet those expectations.

As part of PBIS, ADB has developed school-wide procedures to accomplish the following:

**Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. At ADB Elementary School our expectations are: Be Safe, Be Respectful, Be Responsible, Be Smart. These expectations are outlined in the expectations matrix included in this **packet handbook**.

**Teach Behavior Expectations.** The behavioral expectations are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to other curricula. The general rule is presented, the rationale for the rule is discussed, positive examples ("the right way") are described and rehearsed, and negative ("the wrong way") are described and modeled.

Students are given an opportunity to practice the "right way" until they demonstrate fluent performance. Lesson plans are included in this handbook.

**Acknowledge Appropriate Behaviors.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. ADB has developed a formal system that rewards positive behavior. "ADB Way tickets" are used by individual staff members, at their discretion, as a tool of encouragement and a student motivator. Staff members can award "ADB Way tickets" to students, whether they teach them or not. Instructions on the procedure to use in rewarding the ADB

Way tickets are included in this packet. Additionally, school-wide drawings for incentives **and assemblies** will further acknowledge and encourage appropriate behavior.

**Proactively Correct Behavior Errors.** When students violate the behavioral expectations they are informed that their behavior was unacceptable. Clear procedures are used to redirect students to appropriate behavior.

Another key element to PBIS is the analysis by the school team of discipline referral data. The team-based approach to data analysis allows the school to identify the problem areas, brainstorm interventions, acknowledge the students exhibiting the expected behavior, and communicate the findings to staff, students and parents.

On a daily basis, a student can earn "ADB Way tickets" when they are caught being Safe, Respectful, Responsible **and /or by a staff member** (see matrix for examples). There will be many instances when a student will receive verbal praise instead of an ADB Way ticket. The staff member may choose to give an ADB Way ticket so as to have greater impact.

All staff members have the opportunity to hand out ADB Way tickets whether they teach that particular student or not. This is a school-wide effort to positively reinforce student behavior.

ADB Way tickets are designed to be user friendly. They are small enough to fit into a pocket and will only take a quick moment to fill out.

How does the process work?

## **ADB Way**

Each teacher will receive a roll of tickets at the beginning of the year. If more tickets are needed, please see Kim in the office.

Tickets will be given out to students who are following the ADB Way expectations. Tickets need to be rewarded for the previous and current lessons taught. Teachers will thank students for the act they are being given the ticket for. For example, "Thank you for traveling the right way on the monkey bars."

Students will be responsible for writing their name and room number on the ticket and placing it in the designated envelope located in the classroom. The envelope is labeled "The ADB Way".

Teachers are responsible for making sure all tickets have been placed in the envelope prior to Morning Message.

### **Weekly Prizes**

Teachers will bring envelopes to the designated grade level Morning Message. Two tickets per class will be drawn by Mrs. Codiga/Mrs. Joe. In the event neither are there, the teacher will draw the tickets. Please note that the tickets drawn are the winners, whether or not they have won before. Recognition/prizes for this drawing will be at Morning Message. Remaining tickets will be saved for drawings at Wonder Wolf assemblies for a prize from the prize box or the prize menu. A **quarterly drawing** at Wonder Wolf Assemblies will be for a larger prize. (gift card from McDonald's, Baskin Robbins, etc.). These will be divided by grade level for 1-5 and **by class for TK/K**. TK/K will only use tickets for all drawings, including the drawing for the lunches during Wonder Wolf assembly weeks. Drawings for TK/K will be done the week of the Morning Messages and the day of the Wonder Wolf Assembly.

### **Wonder Wolves**

Wonder Wolves will be given to students who demonstrate a character that goes above and beyond expectations. They are not given for following the rules. The reason for student receiving the Wonder Wolf is to be written on the WW. (short and brief). This will be shared at the assembly.

The students are responsible for putting their name and room numbers on the Wonder Wolf and placing it in a special Wonder Wolf bag/box/basket.

The teachers are responsible for making sure all Wonder Wolves are placed in the special Wonder Wolf bag/box/basket and brought to the Wonder Wolf Assemblies.

Mrs. Codiga/Mrs. Joe/Teacher will draw two Wonder Wolves per class at the assembly. Please note that the Wonder Wolves drawn are the winners, whether or not they have won before. Winners will receive a special Character Counts prize and recognition at the assembly.

### **VIP Lunch**

Once a month, 2 extra tickets will be drawn per class. The winner from each class (and one guest) will dine at the special VIP table a date to be determined, usually the next week. TK/K will only have 2 tickets drawn per class and do not invite a guest. VIP students will receive recognition during the special, themed lunch. Students will bring their own lunches or school lunch, but will receive a small treat or snack. Pictures will be taken and placed on a special bulletin board.

### **Staff Recognition**

Staff can give receive PAWS for good deeds/helping others/etc. The PAWS will be placed on the recognition board in the staff room. Staff recognition occurs at Monday staff meetings.



# The ADB Way" Expectation Teaching Lesson Schedule

(20 Minute Lessons)  
2017-2018 School Year



\*Classroom Expectations: Teacher responsibility first day and daily reminders the first few weeks

		<u>Mon. 8/21</u>	<u>Tue. 8/22</u>	<u>Wed. 8/23</u>	<u>Th. 8/24</u>	<u>Fri. 8/25</u>
<b>Playground</b>	8:30am	TK - Ibarra		5th- Knutzen	4th- Johnson	3rd- Muñoz
	8:50am	TK- Hernandez		5th- Macias	4th- Trams	3rd- Diaz
	9:10am			5th- Page	4th- Stratford	3rd- Macias
<b>Courtyard</b>	8:30am	K- Ljungberg	TK - Ibarra		5th- Knutzen	4th- Johnson
	8:50am	K- Swift	TK- Hernandez		5th- Macias	4th- Trams
	9:10am	K- McGlashan			5th- Page	4th- Stratford
<b>Cafeteria</b>	8:30am	1st- Federspiel	K- Ljungberg	TK - Ibarra		5th- Knutzen
	8:50am	1st- Kapaku	K- Swift	TK- Hernandez		5th- Macias
	9:10am	1st- Henly	K- McGlashan			5th- Page
<b>Restroom</b>	8:30am	2nd- McCabe	1st- Federspiel	K- Ljungberg	TK - Ibarra	
	8:50am	2nd- Rengers	1st- Kapaku	K- Swift	TK- Hernandez	
	9:10am	2nd- Park	1st- Henly	K- McGlashan		
<b>Office</b>	8:30am	3rd- Muñoz	2nd- McCabe	1st- Federspiel	K- Ljungberg	TK- Ibarra
	8:50am	3rd- Diaz	2nd- Rengers	1st- Kapaku	K- Swift	TK- Hernandez
	9:10am	3rd- Andrade	2nd- Park	1st- Henly	K- McGlashan	
<b>Library</b>	8:30am	4th- Johnson	3rd- Muñoz	2nd- McCabe	1st- Federspiel	K- Ljungberg
	8:50am	4th- Trams	3rd- Diaz	2nd- Rengers	1st- Kapaku	K- Swift
	9:10am	4th- Stratford	3rd- Andrade	2nd- Park	1st- Henly	K- McGlashan
<b>Hallways</b>	8:30am	5th- Knutzen	4th- Johnson	3rd- Muñoz	2nd- McCabe	1st- Federspiel
	8:50am	5th- Macias	4th- Trams	3rd- Diaz	2nd- Rengers	1st- Kapaku
	9:10am	5th- Page	4th- Stratford	3rd- Andrade	2nd- Park	1st- Henly
<b>Comp. Lab</b>	8:30am		5th- Knutzen	4th- Johnson	3rd- Muñoz	2nd- McCabe
	8:50am		5th- Macias	4th- Trams	3rd- Diaz	2nd- Rengers
	9:10am		5th- Page	4th- Stratford	3rd- Andrade	2nd- Park

\*Arrival/Dismissal Expectations: All review lessons first day on own and daily reminders first week

\*SDC will complete all lessons by Wed. 8/30 on their own time schedule based on student/ class needs.



# The ADB Way” Expectation Teaching Lesson Schedule



(20 Minute Lessons)  
2016-2017 School Year

\*Classroom Expectations: Teacher responsibility first day and daily reminders the first few weeks

		<u>Mon. 8/28</u>	<u>Tue. 8/28</u>	<u>Wed. 8/29</u>
<b>Playground</b>	<b>8:30am</b>	2nd- McCabe	1st- Federspiel	K- Ljungberg
	<b>8:50am</b>	2nd- Rengers	1st- Kapaku	K- Swift
	<b>9:10am</b>	2nd- Park	1st- Henly	K- McGlashan
<b>Courtyard</b>	<b>8:30am</b>	3rd- Muñoz	2nd- McCabe	1st- Federspiel
	<b>8:50am</b>	3rd- Diaz	2nd- Rengers	1st- Kapaku
	<b>9:10am</b>	3rd- Andrade	2nd- Park	1st- Henly
<b>Cafeteria</b>	<b>8:30am</b>	4th- Johnson	3rd- Muñoz	2nd- McCabe
	<b>8:50am</b>	4th- Trams	3rd- Diaz	2nd- Rengers
	<b>9:10am</b>	4th- Stratford	3rd- Andrade	2nd- Park
<b>Restroom</b>	<b>8:30am</b>	5th- Knutzen	4th- Johnson	3rd- Muñoz
	<b>8:50am</b>	5th- Macias	4th- Trams	3rd- Diaz
	<b>9:10am</b>	5th- Page	4th- Stratford	3rd- Andrade
<b>Office</b>	<b>8:30am</b>		5th- Knutzen	4th- Johnson
	<b>8:50am</b>		5th- Macias	4th- Trams
	<b>9:10am</b>		5th- Page	4th- Stratford
<b>Library</b>	<b>8:30am</b>	TK - Ibarra		5th- Knutzen
	<b>8:50am</b>	TK- Hernandez		5th- Macias
	<b>9:10am</b>			5th- Page
<b>Hallways</b>	<b>8:30am</b>	K- Ljungberg	TK - Ibarra	
	<b>8:50am</b>	K- Swift	TK- Hernandez	
	<b>9:10am</b>	K- McGlashan		
<b>Comp. Lab</b>	<b>8:30am</b>	1st- Federspiel	K- Ljungberg	TK - Ibarra
	<b>8:50am</b>	1st- Kapaku	K- Swift	TK- Hernandez
	<b>9:10am</b>	1st- Henly	K- McGlashan	

\*SDC will complete all lessons by Fri. 8/26 on their own time schedule based on student/class needs.

## **A.D.B. Way Song**

**At ADB, it's the best place to be.  
At ADB, I'll be the best I can be.  
Be safe,  
respectful,  
responsible and smart.  
Be safe,  
respectful,  
responsible and smart.  
Be safe,  
respectful,  
responsible and smart.  
That's the way for me,  
ADB!!**



## **ADB's Anti – Bullying Rules**

- 1. We will not bully others.**
- 2. We will help students who are bullied.**
- 3. We will 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.**

Add ADB Character Counts - Wonder Wolves from Angela

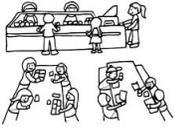
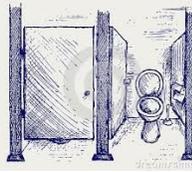


## "The ADB Way"



### Antonio Del Buono School Common Area Expectations

<b>Common Area</b>	<b><u>Be Safe</u></b> <i>Trustworthiness</i>	<b><u>Be Respectful</u></b> <i>Respectful &amp; Caring</i>	<b><u>Be Responsible</u></b> <i>Responsible &amp; Citizenship</i>	<b><u>Be Smart</u></b> <i>Fairness</i>
Playground (Black Top) 	<ul style="list-style-type: none"> <li>-Play Safely</li> <li>-Walk</li> <li>-Stay within the boundaries</li> </ul>	<ul style="list-style-type: none"> <li>-Wait your turn</li> <li>-Use appropriate Language</li> </ul>	<ul style="list-style-type: none"> <li>-Follow directions of the yard duty when you hear the bell or whistle</li> <li>-Bring in jackets &amp; Sweaters</li> <li>-Eat snacks at the planter boxes &amp; throw away trash</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> <li>-Follow game rules</li> <li>-Use restroom &amp; drink before the bell</li> </ul>
Playground (Tanbark) 	<ul style="list-style-type: none"> <li>-Play safely</li> <li>-Walk</li> <li>-Swing Safely (Count on to 20)</li> <li>-Slide down &amp; on your bottom only</li> </ul>	<ul style="list-style-type: none"> <li>-Wait your turn</li> <li>-Go in the correct direction on the equipment</li> <li>-Use appropriate Language</li> </ul>	<ul style="list-style-type: none"> <li>-Follow directions of the yard duty when you hear the bell or whistle</li> <li>-Bring in jackets &amp; sweaters</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> <li>-Follow game rules</li> </ul>
Playground (grass) 	<ul style="list-style-type: none"> <li>-Run &amp; play safely</li> <li>-Keep soccer away from fences and classrooms</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate Language</li> <li>-Be aware of others' activities &amp; games</li> </ul>	<ul style="list-style-type: none"> <li>-Follow directions of the yard duty when you hear the bell or whistle</li> <li>-Bring in jackets &amp; sweaters</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> <li>-Follow game rules</li> </ul>
Courtyard 	<ul style="list-style-type: none"> <li>-Walk in the courtyard</li> <li>-Use spork and straw appropriately</li> <li>-Walk to the playground</li> </ul>	<ul style="list-style-type: none"> <li>- Eat only your own food</li> <li>-Wait for table to be dismissed</li> </ul>	<ul style="list-style-type: none"> <li>-Pick up anything dropped</li> <li>-Sit at designated table, facing forward</li> <li>-Talk quietly</li> <li>-Throw away your garbage</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> <li>-Raise hand if you need something</li> <li>-Line up and follow class to playground</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>-Walk quietly &amp; sit properly at your table</li> <li>-Carry items carefully with 2</li> </ul>	<ul style="list-style-type: none"> <li>-Quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to meal selection</li> <li>-Take your selection &amp; utensils</li> </ul>	<ul style="list-style-type: none"> <li>-Keep hands and feet to yourself</li> </ul>

	hands		-Learn your #	
Restrooms 	-Lock and unlock stall when done  -Throw towel in garbage	-Use stall/urinal one at a time  -Respect privacy	-Use restroom before bell -Walk in quietly & take care of business -Use toilet and flush -Wash & dry hands -Leave it clean	-Keep hands and feet to yourself  -Leave promptly  -Notify adult if there is a need



### "The ADB Way"

## Antonio Del Buono School Common Area Expectations



<u>Common Area</u>	<u>Be Safe</u> <i>Trustworthiness</i>	<u>Be Respectful</u> <i>Respectful &amp; Caring</i>	<u>Be Responsible</u> <i>Responsible &amp; Citizenship</i>	<u>Be Smart</u> <i>Fairness</i>
Hallway/ Passing Areas 	-Walk facing forward in a single file line  -Stay to the right	-Be courteous to other classes and others around you  -Quiet voice if necessary to speak	-Stay in designated walking areas  -Keep hand behind you are in your pockets	-Keep hands and feet to yourself
Office 	-Hand note to office staff  -Leave and close the door quietly	-Walk to the front counter quietly  -Wait turn patiently  -Inside voice	-Have a pass or note  -Stay seated in designated area	-Keep hands and feet to yourself  -Speak when spoken to by office staff
Library 	-Walk at all times  -Wait patiently in line  -Push chair in when done	-Sit and wait for directions to be given  -Whisper voice	-Carefully place books on counter bar code up  -Use shelf markers properly  -Carry books properly	-Keep hands and feet to yourself  -Report any damaged books to librarian or teacher
Computer Lab	-Walk at all times  -Replace headphones when leaving  -Push in chair and line up	-Raise hand quietly for help  -Log off when necessary  -Leave keyboard and monitor in their place	-Sit at assigned seat  -Put headphones on carefully  -Log on correctly & leave icons as they are	-Keep hands and feet to yourself  -Snack & water placed under chairs
Arrival/ Dismissal	-Use crosswalks and sidewalks	-Listen for directions to line up	-Get breakfast and/or go to designated class area -Walk & talk in class area	-Keep hands and feet to yourself

	<p>----- -Walk with class to designated grade level area</p>	<p>----- -Sit patiently with class while waiting to be picked up</p>	<p>----- or stand in line ----- -Raise hand when you see the person who is picking you up</p>	<p>----- -Enter through multipurpose room ----- -Keep hands and feet to yourself</p>
<p>Assembly</p> 	<p>-Walk in quietly in a straight line and sit on your bottom.</p>	<p>-Quiet voice -Face forward, hands in lap -Applaud appropriately</p>	<p>-Put playground equipment away -Sit quietly and patiently -Be an active listener</p>	<p>-Keep hands and feet to yourself</p>

### Consequence System

When students violate the behavioral expectations, staff must intervene in order to inform the student of the problem behavior, teach the appropriate behavior for the particular situation, and administer appropriate disciplinary action. Gilbert Park has a 3 tiered consequence system.

#### **Level 1:**

For minor offenses, a staff member will give a verbal redirection and reminder. The staff member may also give the student a "Reminder" slip to further indicate to the student that the behavior was inappropriate for school.

#### **Level 2:**

For any offense that warrants communication with parents, student will receive an "Uh-Oh" form. The student takes home the original form to show their parents and returns the form to his or her teacher with a parent signature. The behaviors that indicate an "Uh-Oh" are more serious than a Level 1 offense and may result in disciplinary action. Students may also receive an "Uh-Oh" for repeatedly earning Reminders for the same behavior.

#### **Level 3:**

Serious student offenses for which the school principal will be involved call for a Referral Form. Such offenses will also merit parent communication and will likely result in some disciplinary action. A student may also receive a Referral for receiving 3 Uh-Ohs for the same offense.

All documentation regarding behavioral consequences goes through the classroom teacher. Specifically, the classroom teacher keeps the teacher copy of the Uh-Oh and Referral forms and monitors the return of parent forms.



# Antonio Del Buono Elementary School

"A good education builds a good citizen."

## ADB WAY BEHAVIOR FLOWCHART

*Be Safe  
Be Respectful*

*Be Responsible  
Be Smart*

### MINOR OFFENSES

Possible Citation

- Disruptions
- Arguing
- Not listening to an adult
- Not following ADB Way
- Inappropriate use of facilities
- Cheating
- Teasing
- Play fighting
- Spitting
- Property misuse
- Toys
- Swearing
- Lying
- Throwing food

### MAJOR OFFENSES

Automatic Referral

- Harassment
- Disrespect
- Stealing
- Bullying
- Weapons
- Drugs
- Alcohol
- Vandalism
- Abusive Language
- Threats
- Tampering w/ fire alarm
- Defiance
- Interfering w/ the rights of others
- Repeated minor offenses

Recovery

Buddy Break  
 Social Conference w/teacher  
 Reteach positive behavior

Teacher calls office for support (Sends Student with Discipline Referral)





# Antonio Del Buono Elementary School

*"A good education builds a good citizen."*

## ADB WAY BEHAVIOR FLOWCHART

*Be Safe  
Be Respectful*

*Be Responsible  
Be Smart*



## Attendance

As part of PBIS, we will be implementing a program to improve student attendance. This program focuses on encouraging those students without chronic attendance problems to come to school regularly and on time. The program is two-fold, including recognition for both individual and classroom attendance.

**Individual Recognition:** The attendance clerk will monitor student attendance on a monthly basis. Students with perfect attendance for the month will be excused early for the monthly assembly. These students will gather as a group in the multi-purpose room and be awarded an attendance certificate by the principal. They will get their picture taken as a group. The picture will be posted on the PBIS bulletin board. Students will be acknowledged as a group at the assembly.

**Classroom Recognition: Attendance Incentives: (Given monthly or at the end of the year)**

1. Awarding of “Wolfie” to visit the class that has the greatest percentage of perfect attendance. Done at each Wonder Wolf Assembly. Grades 1-3 vie for Wolfie Jr. at their assembly. Grades 4-5 vie for Wolfie at their assembly. The class awarded Wolfie get to dress him up in a theme of the class choice and keep him as a mascot for the month.
2. Perfect attendance certificates are given at the end of year assemblies for students with perfect attendance for the year.

# Lesson Plans

## Arrival and Dismissal

# ADB WAY Expectation Lesson Plans

**Overall Expectations: I will keep hands & feet to myself**

## **Safe, Respectful, Responsible & Smart**

<b>What it looks like</b>	<b>What it doesn't look like</b>
<p>Arrival</p> <ul style="list-style-type: none"><li>▪ I will arrive to school on time</li><li>▪ I will walk safely, use crosswalks and walk on the sidewalks</li><li>▪ I will enter through the multipurpose room</li><li>▪ I will get breakfast or go to my designated class area</li><li>▪ I will walk and talk near my designated class area or stand in my line</li><li>▪ I will listen for directions to line up</li></ul> <p>Dismissal</p> <ul style="list-style-type: none"><li>▪ I will walk with my class to my designated grade level area</li><li>▪ I will sit patiently with my class while waiting to be picked up</li><li>▪ I will raise my hand when I see the person who is picking me up</li></ul>	<p>Arrival</p> <ul style="list-style-type: none"><li>▪ I will not be late</li><li>▪ I will not run in the street or parking lot</li><li>▪ I will not enter through the office</li><li>▪ I will not loiter around the restroom or hallways</li><li>▪ I will not play or run around the playground</li><li>▪ I will not talk or interrupt while directions are given</li></ul> <p>Dismissal</p> <ul style="list-style-type: none"><li>▪ I will not run</li><li>▪ I will not scream, yell, chase others or swing anything around</li><li>▪ I will not run to the person who is picking me up</li></ul>

**TEACH:** Overview of the lesson: "Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart during arrival and dismissal times." Review the expectations above.

### **MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the arrival and dismissal areas and models each of the above expectations.

Teacher selects students to model

expectations listed above "What it looks like." Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the "What it doesn't look like." Followed by discussion – remind students – "That's not the ADB Way... We walk with our class, and stand or sit patiently in our designated class area."

**DISCUSSION:** "Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the arrival and dismissal areas?" When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. "Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart in the arrival and dismissal areas?"

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## Playground (Black Top)

### ADB WAY Expectation Lesson Plans

**Overall Expectations: I will keep hands & feet to myself**

#### **Safe, Respectful, Responsible & Smart**

<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"><li>▪ I will walk and play safely</li><li>▪ I will listen for the whistle and follow directions</li><li>▪ I will use appropriate language, kind words</li><li>▪ I will wait my turn</li><li>▪ I will stay in the boundaries</li><li>▪ I will use the tetherballs according to rules</li><li>▪ I will follow all game rules</li><li>▪ I will use the restroom &amp; drink water during recess</li><li>▪ I will follow instructions when the bell rings and walk to the line</li><li>▪ I will remember to bring in my jacket/sweater</li><li>▪ I will eat my snack at the planter boxes</li></ul>	<ul style="list-style-type: none"><li>▪ I will not run on the blacktop</li><li>▪ I will not tackle others, play rough, or play tag</li><li>▪ I will not play outside the boundaries</li><li>▪ I will not touch the tetherball after the bell/whistle</li><li>▪ I will not bounce, kick or spin a ball after the bell/whistle</li><li>▪ I will not play with any equipment after the bell/whistle</li><li>▪ I will not use bad language, unkind words</li><li>▪ I will not forget my jacket/sweater</li><li>▪ I will not cut in front of somebody else</li><li>▪ I will not wait until the bell rings to use restroom &amp; get water</li><li>▪ I will not eat while playing</li></ul>

**TEACH:** Overview of the lesson: "Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart on the black top." Review the expectations above.

#### **MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to black top area with equipment, jackets and snacks to model each of the above expectations. Teacher selects

students to model expectations listed above "What it looks like." Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the "What it doesn't look like." Followed by discussion – remind students – "That's not the ADB Way... We walk on the blacktop."

**DISCUSSION:** "Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like on the black top?" When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?"

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. "Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart on the black top?"

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## Computer Lab

### ADB WAY Expectation Lesson Plans

**Overall Expectations: I will keep hands & feet to myself**

#### **Safe, Respectful, Responsible & Smart**

<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"><li>▪ I will walk into the lab quietly</li><li>▪ I will sit at my assigned seat</li><li>▪ I will place my snack and/or water under my chair</li><li>▪ I will sit and wait for directions to be given</li><li>▪ I will put the headphones on carefully</li><li>▪ I will log onto the correct program and do my best</li><li>▪ I will leave the desktop icons where I found them</li><li>▪ I will raise a quiet hand to ask for help if I cannot hear</li><li>▪ I will leave the keyboard and monitor in their place</li><li>▪ I will log off when instructed to do so</li><li>▪ I will replace the headphones where I found them</li><li>▪ I will push in my chair and clean up any scratch paper and pencil</li><li>▪ I will line up quietly to exit the computer lab</li></ul>	<ul style="list-style-type: none"><li>▪ I will not run in the lab or be disruptive</li><li>▪ I will not sit in someone else's seat</li><li>▪ I will not place my snack and/or water near the computer</li><li>▪ I will not go ahead of my teacher's instructions</li><li>▪ I will not pull on the headphones or adjust the volume</li><li>▪ I will not log onto any program except the assigned program</li><li>▪ I will not add or move any icons</li><li>▪ I will not shout for assistance</li><li>▪ I will not move the keyboard or monitor from their correct place</li><li>▪ I will not continue playing on the computer if I'm asked to exit</li><li>▪ I will not do anything to damage my headphones</li><li>▪ I will not leave my chair out or leave my scratch paper behind</li><li>▪ I will not run or push to line up</li></ul>

**TEACH:** Overview of the lesson: "Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart in the computer lab." Review the expectations above.

**MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the library and models each of the above expectations. Teacher selects students to model

expectations listed above "What it looks like." Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the "What it doesn't look like." Followed by discussion – remind students – "That's not the ADB Way... We walk quietly into the computer lab, do our best on the designated program, and restore everything back to the way we found it."

**DISCUSSION:** "Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the computer lab?" When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?"

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. "Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart in the computer lab?"

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## Courtyard

### ADB WAY Expectation Lesson Plans

**Overall Expectations: I will keep hands & feet to myself**

#### **Safe, Respectful, Responsible & Smart**

<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"><li>▪ I will walk to the courtyard</li><li>▪ I will pick up anything I drop on my way</li><li>▪ I will sit on the bench at my designated table facing forward</li><li>▪ I will eat <u>only</u> my own food</li><li>▪ I will use my spork and straw... appropriately</li><li>▪ I will talk quietly</li><li>▪ I will raise my hand if I need something (i.e. restroom)</li><li>▪ I will wait for my table to be dismissed</li><li>▪ I will throw all my garbage away when dismissed</li><li>▪ I will line up and follow my class to the playground</li><li>▪ I will walk to the playground</li></ul>	<ul style="list-style-type: none"><li>▪ I will not run to the courtyard</li><li>▪ I will not ignore, throw or kick anything on my way</li><li>▪ I will not sit facing away from the table or stand on bench or table</li><li>▪ I will not share or take others' food</li><li>▪ I will not throw sporks, straws, food or garbage</li><li>▪ I will not yell</li><li>▪ I will not get up from the table without permission</li><li>▪ I will not leave the table until instructed</li><li>▪ I will not leave garbage on or under the table</li><li>▪ I will not get out of line or leave the courtyard without a yard duty</li><li>▪ I will not run to the playground</li></ul>

**TEACH:** Overview of the lesson: "Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart in the courtyard." Review the expectations above.

#### **MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the courtyard and models each of the above expectations. Teacher selects students to model

expectations listed above "What it looks like." Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the "What it doesn't look like." Followed by discussion – remind students – "That's not the ADB Way... We eat using our table manners."

**DISCUSSION:** "Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the courtyard?" When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. "Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart in the courtyard?"

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## Playground (Grass Area)

### ADB WAY Expectation Lesson Plans

**Overall Expectations: I will keep hands & feet to myself**

#### **Safe, Respectful, Responsible & Smart**

<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"><li>▪ I will run and play safely</li><li>▪ I will listen for the whistle and follow directions</li><li>▪ I will use appropriate language, kind words</li><li>▪ I will be aware of others' activities/games</li><li>▪ I will keep soccer games away from fences and classrooms</li><li>▪ I will follow instructions when the bell rings and walk to the line</li><li>▪ I will remember to bring in my jacket/sweater</li></ul>	<ul style="list-style-type: none"><li>▪ I will not play rough</li><li>▪ I will not tackle others</li><li>▪ I will not play tag</li><li>▪ I will not use bad language, unkind words</li><li>▪ I will not play soccer near the fences and classrooms</li><li>▪ I will not run to my line after the bell rings</li><li>▪ I will not forget my jacket/sweater</li></ul>

**TEACH:** Overview of the lesson: "Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart on the grass area." Review the expectations above.

#### **MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to grass area with a soccer ball, jackets and models each of the above expectations. Teacher selects students to model expectations listed above "What it looks like." Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the "What it doesn't look like." Followed by discussion – remind students – "That's not the ADB Way... We walk on the tanbark."

**DISCUSSION:** "Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like on the grass area?" When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. "Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart on the grass?"

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## Hallways, Passing Areas and Sidewalks

### ADB WAY Expectation Lesson Plans

**Overall Expectations: I will keep hands & feet to myself**

#### **Safe, Respectful, Responsible & Smart**

<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"><li>▪ I will walk facing forward in a single file line</li><li>▪ I will keep my hands behind me or in my pockets</li><li>▪ I will stay to the right</li><li>▪ I will be courteous to other classes and others around me</li><li>▪ I will stay in the designated walking areas</li><li>▪ I will use a quiet voice if necessary to speak</li></ul>	<ul style="list-style-type: none"><li>▪ I will not walk backwards or next to my friends</li><li>▪ I will not touch other students or the walls</li><li>▪ I will not be in other students/classes way</li><li>▪ I will not yell or disrupt others</li><li>▪ I will not walk in the plants or on the planter boxes</li><li>▪ I will not yell, shout or scream in the line</li></ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart in the hallways, passing areas and sidewalks.” Review the expectations above.

#### **MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the hallways or outside to sidewalk/class lines and models each of the above expectations. Teacher selects students to model expectations listed above “What it looks like.” Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the ADB Way... We walk in line, facing forward with our hands behind our backs or in our pockets.

**DISCUSSION:** “Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the hallways or in a line?” When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. “Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart in the hallways or in a line?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## Library

### ADB WAY Expectation Lesson Plans

**Overall Expectations: I will keep hands & feet to myself**

#### **Safe, Respectful, Responsible & Smart**

<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"><li>▪ I will walk into the library quietly</li><li>▪ I will carefully place my books on the counter with the bar code up</li><li>▪ I will sit and wait for directions to be given</li><li>▪ I will sit quietly and listen to the read aloud</li><li>▪ I will appropriately use a shelf marker when choosing a "Just Right" book</li><li>▪ I will wait patiently in line to check out my book</li><li>▪ I will use a whisper voice</li><li>▪ I will stay seated while I am reading my book</li><li>▪ I will push in my chair when it is time to leave</li><li>▪ I will carry my book(s) responsibly</li><li>▪ I will report damaged books to the librarian or teacher</li></ul>	<ul style="list-style-type: none"><li>▪ I will not run into the library</li><li>▪ I will not throw or slam my book on the counter</li><li>▪ I will not wander around the library</li><li>▪ I will not talk during the read aloud</li><li>▪ I will not put books back where they don't belong</li> <li>▪ I will not be pushing or shoving in line</li><li>▪ I will not talk loudly</li><li>▪ I will not get up from my chair or the floor until directed to</li><li>▪ I will not leave my chair out</li><li>▪ I will not swing my book around or carry it while it is opened</li><li>▪ I will not damage the books</li></ul>

**TEACH:** Overview of the lesson: "Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart in the library." Review the expectations above.

**MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the library and models each of the above expectations. Teacher selects students to model

expectations listed above "What it looks like." Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the "What it doesn't look like." Followed by discussion – remind students – "That's not the ADB Way... We walk quietly in the library, treat books respectfully and use a whisper voice."

**DISCUSSION:** "Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the library?" When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. “Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart in the library?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

**Multipurpose Room (Cafeteria)**

**ADB WAY Expectation Lesson Plans**

**Overall Expectations: I will keep hands & feet to myself**

**Safe, Respectful, Responsible & Smart**

<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"> <li>▪ I will walk in quietly and sit down on my bottom</li> <li>▪ I will put playground equipment in appropriate places</li> <li>▪ I will use a quiet voice</li> <li>▪ I will face forward with my hands in my lap</li> <li>▪ I will sit quietly and wait for my class to be called</li> <li>▪ I will listen to the meal choices to select quickly</li> <li>▪ I will remember to get all my meal items and utensils</li> <li>▪ I will learn my number and enter it quickly</li> <li>▪ I will carry all my items carefully with two hands to the table</li> <li>▪ I will walk to the table</li> </ul>	<ul style="list-style-type: none"> <li>▪ I will not run in the multipurpose room</li> <li>▪ I will not play with playground equipment</li> <li>▪ I will not yell, shout or scream</li> <li>▪ I will not turn and play with my neighbor</li> <li>▪ I will not be rude waiting for my classes turn</li> <li>▪ I will not take my time selecting my meal</li> <li>▪ I will not forget my meal items</li> <li>▪ I will not rely on someone else for my number</li> <li>▪ I will not drop my meal or items, if I do – I will pick them up</li> <li>▪ I will not run to the table</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart in the multipurpose room.” Review the expectations above.

**MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the multipurpose room and models each of the above expectations.

Teacher selects students to model

expectations listed above “What it looks like.” Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the ADB Way... We walk into the multipurpose room, sit quietly, select our food and walk carefully with our meal to the tables.”

**DISCUSSION:** “Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the multipurpose room?” When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. “Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart in the multipurpose room?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## **Multipurpose Room (Assemblies)** **ADB WAY Expectation Lesson Plans**

**Overall Expectations: I will keep hands & feet to myself**

<b>Safe, Respectful, Responsible &amp; Smart</b>	
<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"> <li>▪ I will walk in quietly in a straight line and sit down on my bottom</li> <li>▪ I will put playground equipment in appropriate places as needed</li> <li>▪ I will use a quiet voice</li> <li>▪ I will face forward with my hands in my lap</li> <li>▪ I will sit quietly and patiently with my class</li> <li>▪ I will listen for directions</li> <li>▪ I will be an active listener</li> <li>▪ I will applaud appropriately</li> </ul>	<ul style="list-style-type: none"> <li>▪ I will not run in the multipurpose room</li> <li>▪ I will not play with playground equipment</li> <li>▪ I will not yell, shout or scream</li> <li>▪ I will not turn and play with my neighbor</li> <li>▪ I will not be rude while waiting with my class</li> <li>▪ I will not talk or interrupt while directions are given</li> <li>▪ I will not be distracted or distract others</li> <li>▪ I will not whistle, scream or yell</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart in the multipurpose room.” Review the expectations above.

**MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the multipurpose room and models each of the above expectations.

Teacher selects students to model

expectations listed above “What it looks like.” Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the ADB Way... We walk into the multipurpose room, sit quietly, and wait for directions.”

**DISCUSSION:** “Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the multipurpose room?” When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. “Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart in the multipurpose room?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## Office

### ADB WAY Expectation Lesson Plans

**Overall Expectations: I will keep hands & feet to myself**

#### **Safe, Respectful, Responsible & Smart**

<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"> <li>▪ I will have a pass or note from an adult</li> <li>▪ I will walk to the front counter quietly</li> <li>▪ I will respectfully wait my turn to be helped</li> <li>▪ I will hand the pass to an office staff person</li> <li>▪ I will use an inside voice</li> <li>▪ I will stay seated in the student designated area</li> <li>▪ I will sit quietly and do my work</li> <li>▪ I will speak when I am spoken to by the office staff</li> <li>▪ I will leave and close the door quietly when I am excused</li> </ul>	<ul style="list-style-type: none"> <li>▪ I will not come to the office without a note or pass</li> <li>▪ I will not run or shout coming into the office</li> <li>▪ I will not enter the office area without permission</li> <li>▪ I will not throw the pass on the counter</li> <li>▪ I will not be loud and disruptive</li> <li>▪ I will not wander around</li> <li>▪ I will not be distracted or distract others</li> <li>▪ I will not interrupt the office staff</li> <li>▪ I will not slam the door</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart in the office.” Review the expectations above.

#### **MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the office and models each of the above expectations. Teacher selects students to model

expectations listed above “What it looks like.” Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the ADB Way... We will walk quietly up the office counter and hand our office pass or note to the office staff.”

**DISCUSSION:** “Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the office?” When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. “Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart in the office?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## Restroom

### ADB WAY Expectation Lesson Plans

**Overall Expectations: I will keep hands & feet to myself**

<b>Safe, Respectful, Responsible &amp; Smart</b>	
<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"> <li>• I will use the restroom during recess, before the bell rings</li> <li>• I will walk in quietly and take care of business</li> <li>• I will use the toilet and flush the toilet</li> <li>• I will wash hands with soap, dry hands with a paper towel and throw the paper towel in the garbage</li> <li>• I will lock my stall and unlock it when I leave</li> <li>• I will use the stall/urinal one at a time</li> <li>• I will respect others' privacy</li> <li>• I will leave promptly</li> <li>• I will leave the restroom clean and notify an adult if there is a need</li> </ul>	<ul style="list-style-type: none"> <li>• I will not use the restroom after the bell rings</li> <li>• I will not run into the restroom</li> <li>• I will not flush anything but toilet paper (i.e. apples)</li> <li>• I will not play in the sink, splash water, make paper wads, and not throw paper towels on the ground or in the toilet</li> <li>• I will not look under/over stalls</li> <li>• I will not share a stall/urinal with others</li> <li>• I will not bother others</li> <li>• I will not play in the restroom</li> <li>• I will not write on the walls/damage the restroom or graffiti</li> </ul>

**TEACH:** Overview of the lesson: “Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart in the restroom.” Review the expectations above.

#### **MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to the restroom and models each of the above expectations. Teacher selects students to model

expectations listed above “What it looks like.” Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students – “That's not the ADB Way... We do our business, wash hands and leave promptly.”

**DISCUSSION:** “Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like in the restroom?” When you see someone break the rule – how can you kindly remind them they aren't following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. “Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart in the restroom?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

## Playground (Tanbark)

### ADB WAY Expectation Lesson Plans

<b>Overall Expectations: I will keep hands &amp; feet to myself</b>
---

<b>Safe, Respectful, Responsible &amp; Smart</b>	
<b>What it looks like</b>	<b>What it doesn't look like</b>
<ul style="list-style-type: none"> <li>• I will walk and play safely</li> <li>• I will listen for the whistle and follow directions</li> <li>• I will use appropriate language, kind words</li> <li>• I will wait my turn</li> <li>• I will go in the correct direction on the structures</li> <li>• I will use the swings safely on my bottom and count to 25</li> <li>• I will go down the slide on my bottom, one at a time</li> <li>• I will follow instructions when the bell rings and walk to the line</li> <li>• I will remember to bring in my jacket/sweater</li> </ul>	<ul style="list-style-type: none"> <li>• I will not go up on the slide</li> <li>• I will not tackle others, play rough, or play tag</li> <li>• I will not go the wrong way on the structures</li> <li>• I will not run in the tanbark</li> <li>• I will not use bad language, unkind words</li> <li>• I will not forget my jacket/sweater</li> <li>• I will not cut in front of somebody else</li> <li>• I will not push other students</li> <li>• I will not swing on my belly or stand on swing</li> </ul>






**TEACH:** Overview of the lesson: “Today we are going to talk about how ADB Students understand how to be safe, respectful, responsible and smart on the tanbark.” Review the expectations above.

**MODELING:**

A. Demonstrate examples of the following expectations (students can demonstrate).

Teacher takes class to tanbark with jackets and models each of the above expectations.

Teacher selects students to model

expectations listed above “What it looks like.” Give tickets to students doing the modeling.

B. Demonstrate examples of NOT following expectations (teacher, not students).

Teacher models the “What it doesn't look like.” Followed by discussion – remind students –

“That's not the ADB Way... We walk on the tanbark.”

**DISCUSSION:** “Tell me what ADB Students understand about being safe, respectful, responsible & smart. What does it look like or sound like on the tanbark?” When you see someone break the rule – how can you kindly remind them they aren’t following the ADB Way rule?

**PRACTICE:** Practice with students & reinforce immediately with tickets. Debrief any questions. “Are there any questions you have about how ADB Students understand how to be safe, respectful, responsible, & smart on the tanbark?”

**FOLLOW-UP:** Check with students to monitor behavior, stop and redirect. Chronic problems get a citation.

Reinforce behaviors: Praise, Tickets, etc.

Rewards Menu’s go here after changes made