

**NH CEBIS**  
New Hampshire Center for Effective Behavioral Interventions and Supports  
A PROJECT OF SERESC

**A-2: PBIS Tier 1 Prevention Features:**  
*Using positive behavioral practices to maximize the prevention of concerning behavior*

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**Participant Objectives**

**Participant Objectives:**

- Basic understanding of the components of Multi-Tiered Systems of Support (MTSS).
- Learn Tier 1 Prevention Features in a MTSS.
- Learn the elements of a School-Wide Behavioral Matrix.
- Learn a process for establishing a Classroom Routines Matrix.
- Learn a few basic interactive prevention strategies.

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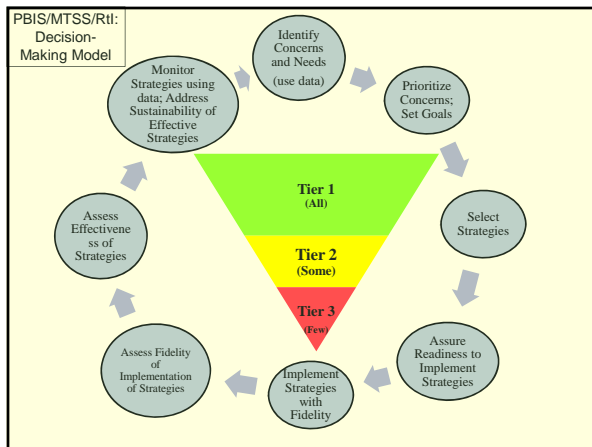
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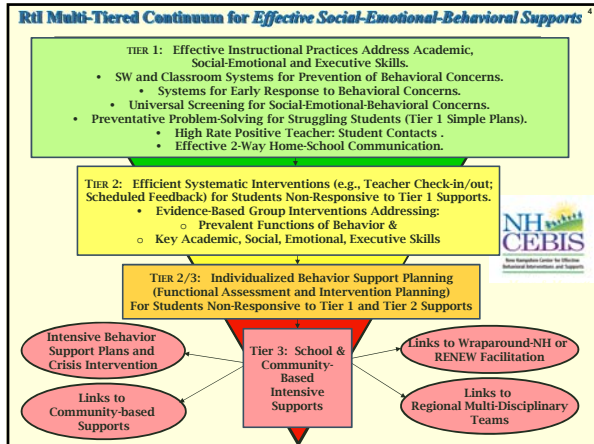
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**Tier 1:**

**School-Wide Systems, Practices and Data**

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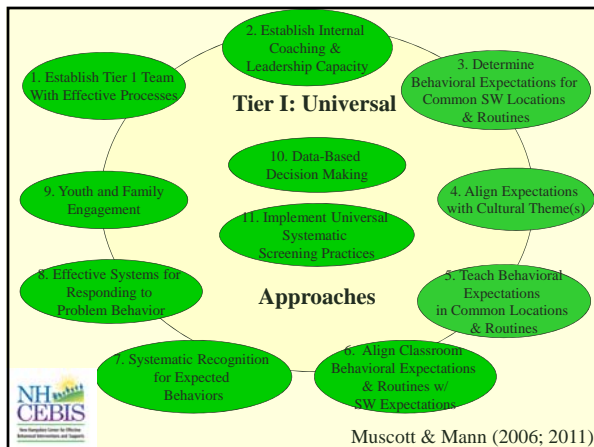
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**Preventing Behavioral Concerns:**  
*Tier 1 Prevention Features:*

1. **Establish Common Language and Cultural Themes:**
  - Identify SW Behavioral Expectations (Core Values).
  - Identify Cultural Themes/ Motto/ Mascot/ "M-O".
2. **Identify Expected Behaviors**
  - Identify Behaviors within Locations and Routines.
3. **Teach Expected Behaviors and Routines:**
  - In Classroom and Non-Classroom Settings.
4. **Systematically Acknowledge Students for Exhibiting Expected Behaviors.**
5. **Establish Cultural Approaches for Relationship-Building.**
6. **Assess:**
  1. Fidelity of Implementation of Prevention Strategies.
  2. Effectiveness of Prevention strategies.

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
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**Responding to Behavioral Concerns**  
*Tier 1 Response Features:*

1. Define concerning behaviors
2. Differentiate behaviors to be handled by staff, office/administration, support room (etc.)
3. Determine what types of behaviors will be documented (data collected)
4. Develop a form for documentation
5. Determine responses:
  - Staff
  - Administrative/ Behavioral Support
6. Use data for decision making

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
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**Preventing Behavioral Concerns:**  
*Tier 1 Prevention Features:*

**Establish Common School-Wide Behavioral Expectations and Theme**

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## School-Wide Expectations

Respect    Tolerance    Care    Be Safe  
 Show Kindness    Citizenship    Responsibility    Resilience  
 Perseverance    Do the Right Thing    Be Prepared  
 Cooperation    Fairness

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**Behavioral Matrix: Contains the *Big SW Expectations* and the Pro-social *Expected Behaviors* within *Key Locations or Routines***

	Act Responsibility	Behave Safely	Communicate Respectfully
<b>In the Hallways</b>	SSS = Silent, Straight, and to the Side	SSS = Silent, Straight, and to the Side	SSS = Silent, Straight, and to the Side
<b>Locker Routine</b>	<ul style="list-style-type: none"> <li>Go straight to your classroom</li> <li>In classroom, unpack your needed belongings including your snack</li> <li>Then return backpack and unneeded belongings to locker</li> </ul>	<ul style="list-style-type: none"> <li>Open/close doors gently using hands</li> <li>Keep your body and possessions close to the locker.</li> </ul>	<ul style="list-style-type: none"> <li>Silent at the lockers</li> <li>Do your locker business quickly</li> <li>Straight back to class when done</li> </ul>
<b>In the Cafeteria</b>	<ul style="list-style-type: none"> <li>Wait Your Turn</li> <li>Ask Permission to Use the Bathroom Pass</li> <li>Clean Your Area (Table &amp; Floor)</li> <li>Eat only Your Own Lunch</li> </ul>	<ul style="list-style-type: none"> <li>Stay Sitting on Your Seat</li> <li>Walk in the Cafeteria</li> <li>Mouths Closed when Eating</li> </ul>	<ul style="list-style-type: none"> <li>Quiet Voices</li> <li>Raise Your Hand if You Need Something</li> <li>Use "Please" and "Thank You"</li> </ul>
<b>At Recess</b>	<ul style="list-style-type: none"> <li>Line up When Called</li> <li>Return Equipment</li> <li>Stay Within Playground Boundaries</li> <li>Play away from the rock wall</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Footwear (See Handbook)</li> <li>Walk in the wood chip area</li> <li>Play on grass, wood-chip or blacktop only</li> <li>Hands and Feet to Self</li> </ul>	<ul style="list-style-type: none"> <li>Be a Good Sport</li> <li>Use Kind Words</li> <li>Use Equipment Appropriately</li> </ul>
<b>In the Bathroom</b>	<ul style="list-style-type: none"> <li>When using the bathroom, remember:               <ul style="list-style-type: none"> <li>Shut (queue)</li> <li>Flush</li> <li>Wash</li> <li>Throw in Trash</li> <li>Back to a Bench</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Report Inappropriate or Unsafe Behaviors</li> <li>Only 1 boy and 1 girl out of the room at a time</li> <li>Only lock stall when in use</li> </ul>	<ul style="list-style-type: none"> <li>Give Others Privacy (Eyes to yourself)</li> </ul>

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## Cultural Theme

Wise at the Winship    Three Bee's    Marlborough Dukes  
 7 Habits/Leader in Me    Responsive School Culture    CHAMPS the Charger  
 Sandown STAR    RR Railroad: Respect & Responsibility    The Whitefield Way  
 DANTE Says: Do A Nice Thing Every Day

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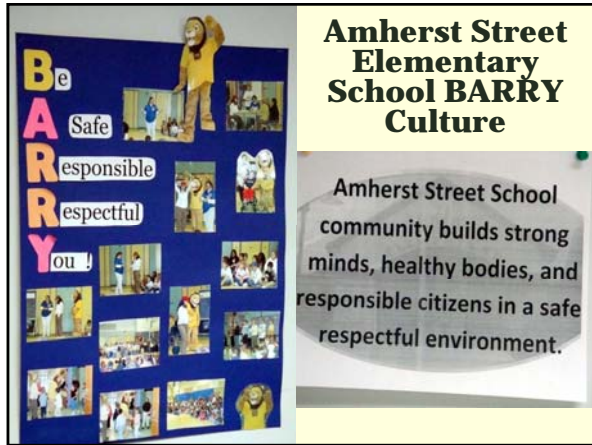
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*Dante Says:* **IN THE CAFETERIA**

**Respect Yourself:**

- Practice good table and line manners
- Remain seated at assigned table until dismissed

**Respect Others:**

- Stop and listen when signaled
- Keep hands and feet to self

**Respect the Environment:**

- Keep it clean

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**NH CEBIS**  
The Collaborative Center for Educators, Administrators, Parents, and Students  
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**Introducing the Program to Students and Families at Marlborough**

PHOTO: A man in a knight costume is speaking into a microphone. A woman in a hijab is holding a sign that says "The Plan".

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**NH CEBIS**  
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**Establishing Language in Culture**

- “Be Wise at the Winship”
- Hoot-Hoot!
- “The Whitefield Way”
- “The ABC’s of Abbot-Downing”

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**Preventing Behavioral Concerns:**  
*Tier 1 Prevention Features:*

**Identify Common Behavioral Routines**

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
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**Teachable Behavioral Routines:**

- Signal for Attention
- Conflict Resolution
- Taking a 'Calming Breath' or Movement Break
- Organizing a Binder/ Binder Check
- Walking in the halls 'Quiet, Straight and to the Right'
- Taking Turns
- Arrival to Class Routine
- 'Trash in the Can'
- Bathroom Pass
- Homework Completion
- Class Dismissal Routine
- Clean Tables
- Prepared for Class
- Returning from Recess
- Morning Meeting
- Listening Ears

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**Preventing Behavioral Concerns:**  
*Tier 1 Prevention Features:*

**Systematically Teach Behaviors and Routines :**  
*Use the Science of Teaching*

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## The Science of Teaching

1. Provide engaging instruction
2. Practice behaviors and routines in context
3. Provide feedback:
  - Systematically notice desired behavior
  - Correct by demonstrating desired behavior
4. Assess fidelity of implementation
5. Assess effectiveness of strategy

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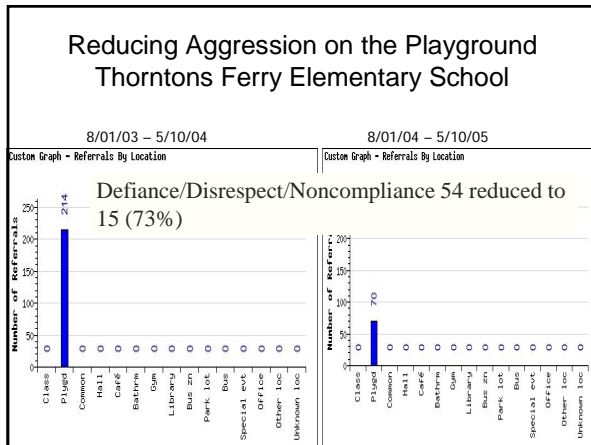
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
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### WHY the Improvement? Michelle Auger, Asst. Principal

- Focused on TEACHING and RE-TEACHING playground expectations.
- Key adults (guidance, administration, and Paraeducators that have duties) guide kids to *practice* these expectations.
- 'Recess Booklet' all staff have with them at recess to increase consistency of expectations & responses.
- Use PRE-CORRECTION: Give students common message: pre-correct playground expectations prior to leaving classroom.
- Recess monitors use ACTIVE SUPERVISION (Move, Scan, Interact): Taught and Practiced

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**A Suggested Opening Week Prevention Practice:**

## Developing a Classroom Routines Matrix

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## Structure is the degree to which a student can predict what is going to happen next.

Bob McLaughlin

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
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### Effective Routines Anderson (2010)

- Routines should be clear and predictable
- Staff role in the routines should be consistent
- Distinct behaviors exist for different routines
  - Broad Classroom rules should be linked to all routines

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### Aligning School-wide and Classroom Expectations

- Identify your key **classroom routines**
- Use your **school-wide expectations as basis to create a Classroom Routines Matrix**

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Routines Matrix	Arrival to Class Routine	Group Discussions	Signal for Attention	Silent Reading	Transition from Individual to Groups	What to do when you are done but others aren't	Sharpen Pencil	Class end Routine/ Transition to Hallway
Respectful								
Responsible								
Safe								

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Routines Matrix								
Routines:								
Expectations:								
Safe								
Responsible								
Kind								

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**Activity: Record Classroom Routines**

**5 Minutes:** Write the classroom routines that you use or want to use in your classroom.

**Report out:** Create a staff-wide list of routines teachers use or want to use.

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
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**Classroom Routines Examples**

- Arrive to class late procedure
- Arrival Routine
- Dismissal Routine
- Signal for Attention: Give me Five
- Homework Expectations
- Homework review routine
- AM Meeting
- Line-up
- Bathroom Pass Routine
- Snack
- Literature Circles
- Partner Reading
- Done with assignment but others are working
- Transitions: Whole to small group, small group to independent work, etc.
- Ask for help
- Ask a question
- Group Discussions Protocol
- When visitors enter
- What to do if a student is bothering you
- Recording HW Assignments
- Fire drill

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**Discuss:**

1. Which of the routines on our list are taught using a strategic plan?
2. Are there any routines that all staff should teach?
3. If so, is there an existing (or can we create a) lesson plan?

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
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**Identify positively stated behaviors for each expectation within the classroom routines**

Completing the matrix  
Two Options:

1. Teacher completes/provides and teaches the matrix.
2. Teacher uses student input to create the matrix collaboratively (recommended).

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Routines Matrix			
Routine:	Arrival	Silent Reading	Computer Time
Behavior Expectation: Safe	<ul style="list-style-type: none"> <li>■ Safe Walking</li> <li>■ Hands and feet to self</li> <li>■ Careful with backpacks</li> </ul>	<ul style="list-style-type: none"> <li>■ Stay in your area</li> </ul>	<ul style="list-style-type: none"> <li>■ One person per computer station</li> <li>■ Hands on keyboard (not on electric cords or power supply)</li> </ul>
Respectful	<ul style="list-style-type: none"> <li>■ Kind Words and Actions</li> <li>■ Positive Greetings</li> </ul>	<ul style="list-style-type: none"> <li>■ Quiet Voices (Level 0 = Silent)</li> <li>■ Respect property by taking care of your book</li> <li>■ Listen for adult instructions</li> </ul>	<ul style="list-style-type: none"> <li>■ Wait turn</li> <li>■ 10 minutes per station when someone is waiting</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>■ Bring homework, writing utensil and books</li> </ul>	<ul style="list-style-type: none"> <li>■ Have your book ready</li> <li>■ Read something you are interested in</li> </ul>	<ul style="list-style-type: none"> <li>■ Return to log-in screen when finished</li> <li>■ Take all materials with you</li> <li>■ Raise hand when you need help</li> </ul>

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
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**The Classroom Routines Behavior Matrix**

- Use behaviors you **want** to see.
- Not the “don’ts” or the incorrect behaviors.
- No more than 3 behaviors in any box.
- Craft the language so that you are describing behaviors in observable, measurable, and teachable terms.
- As needed, you’ll want to teach the behavioral routines as thoroughly as you’d teach any academic lesson.

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**Primary Prevention: First 7 Weeks Plan (Example)**

**Week 1 - 2:**

- **Classroom Teachers Develop Routines Matrix and Classroom Rules:**
  - Teachers Teach Key Classroom Routines
  - All teachers teach common *Signal for Attention*
- **Whole school playground demonstration (led by Mrs A). Playground Matrix** is visible in playground and classroom.
  - Mrs. A leads Grade-Wide instruction of recess (playground) expectations and routines.
- **Whole school Cafeteria demonstration (led by Mrs A). Cafeteria Matrix** is visible in cafeteria and classroom.
  - Mrs. A leads Grade-Wide instruction of recess (playground) expectations and routines.
- **Teachers instruct/Practice Behaviors with their class in Non-Classroom Locations:**
  - Non-Classroom Matrices Posted in Classroom and in-Locations.
  - Teacher Facilitates Initial Practice in Expected Behaviors in Key Locations Emphasizing Behaviors from the Matrix:
    - Hallway (includes school arrival and dismissal routines)
    - Bathroom
    - Cafeteria (boost the lesson taught by Mrs. A)
    - Playground (boost the lesson taught by Mrs. A)

**By end of Week 2:**

- Completed initial teaching of expected behaviors in each key location.
- Classroom Matrix has been developed and key classroom routines have been taught.
- All students have been taught the school-wide signal for attention.

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**Primary Prevention: First 7 Weeks Plan (Example)**

**Week 3: Teach/Learn ABC's of ABC Elementary School:**

- Implement Lesson Plan to assure all students know the "ABC's of ABC Elementary"

**Week 4: Implement Playground Lesson Plan with Week-Long Focus**

- Implement booster Lesson Plan for playground expectations and routines. Includes recognition plan and assessment plan.

**Week 5: Implement Hallway and Lesson Plan with Week-Long Focus**

- Implement booster Lesson Plan for playground expectations and routines. Includes recognition plan and assessment plan.

**Week 6: Implement Cafeteria Lesson Plan with Week-Long Focus**

- Implement booster Lesson Plan for playground expectations and routines. Includes recognition plan and assessment plan.

**Week 7: Implement Bathroom Lesson Plan with Week-Long Focus**

- Implement booster Lesson Plan for playground expectations and routines. Includes recognition plan and assessment plan.

**School-Wide Celebration**

- **Week 8: Team Reviews School-Wide Data** and develops action plan for boosting taught locations/routines or addressing a different behavior, location or routine.

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**See First 7 Weeks Teaching Plan Examples**

- ABC's of Abbott-Downing Lesson: *“Act Responsibly, Behave Safely, Communicate Respectfully”*
- Grinnell ES: Hallway Lesson: *QSR (Quiet, Safe, and to the Right)*
- Abbott-Downing ES: Bathroom Lesson

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**Basic Prevention Strategies to Promote Adult:Student Relationship**

- **Be Glad to See Them.**
- **Notice positive behaviors at least as often as you notice problem behaviors.**
  - **4:1 *positive contacts to negative contacts*** (reprimand, signs of disappointment, negative judgments).
- **Be 'present' with students when speaking with them.**
- **Discover and acknowledge each student's value to the classroom/school community.**
- **Use Active Supervision: Move, Scan and Interact.**
- **Validate as a primary response.**

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