



PBIS in Expanded Learning Programs

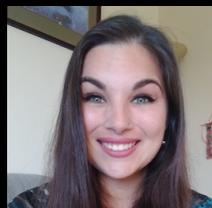
Monterey Peninsula Unified School District



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GROUP EXPECTATIONS



Expectation	What this means for us
Be Positive	<ul style="list-style-type: none"> • Assume best intentions • Bring your best attitude
Be Engaged	<ul style="list-style-type: none"> • Be active in conversations; provide your input • Put technology away • Avoid side conversations
Be Respectful	<ul style="list-style-type: none"> • Be open to other ideas and suggestions • Recognize that different people learn/process in different ways

Workshop Objectives

- **Learn what PBIS is, why it's important to schools, and how it can be implemented in Expanded Learning programs**
- **Learn from the Monterey Peninsula Unified Expanded Learning team's experiences of how they've been implementing PBIS over the past few years**
- **Leave with some strategies of how to start and develop PBIS in your programs**



Quality Standards for Expanded Learning Programs

The standards should be considered in the context of the five [Learning in After-School and Summer Principles](#)¹ which clearly communicate how expanded learning programs contribute to children's learning.

Point-of-Service Quality Standards

1 Safe and supportive environment

The program provides a safe and nurturing environment that supports the developmental, social/emotional and physical needs of all students. [Page 7](#)

2 Active and engaged learning

Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. [Page 8](#)

3 Skill building

The program maintains high expectations for all students, intentionally links program goals and curricula with 21st century skills and provides activities to help students achieve mastery. [Page 9](#)

4 Youth voice and leadership

The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. [Page 10](#)

5 Healthy choices and behaviors

The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. [Page 11](#)

6 Diversity, access and equity

The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. [Page 12](#)

Programmatic Quality Standards

7 Quality staff

The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. [Page 13](#)

8 Clear vision, mission and purpose

The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. [Page 14](#)

9 Collaborative partnerships

The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. [Page 15](#)

10 Continuous quality improvement

The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact. [Page 16](#)

11 Program management

The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements. [Page 17](#)

12 Sustainability

The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions. [Page 18](#)

“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to multiply, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to drive, we teach.
If a child doesn’t know how to behave, we ... teach?
punish?”

Why can’t we finish the last sentence as automatically as we do the others?”

- John Herner, Former Director
National Association of State Directors of Special Education

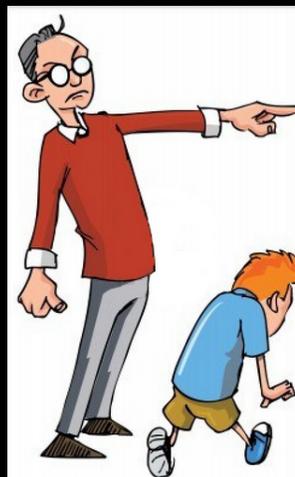
A Different Approach to Discipline

Traditional Discipline vs. **Positive Behavior Support**

- Focuses on the student's problem behavior
- Goal is to stop undesirable behavior through use of punishment
- Adults incorporate explicit, direct instruction of the appropriate behavior
- Adults acknowledge the appropriate behavior
- Adults alter their environments
- Adults teach students to replace undesired behavior with a new behavior or skill

Does the Traditional Approach Work?

- In one school year, a 6th grade teacher processed a total of 273 office discipline referrals.
- In one school year, a 13 year old student received 87 office discipline referrals.
- Higher rates of suspensions are indicators of high school drop out
- 75% of state prisoners are high school drop outs



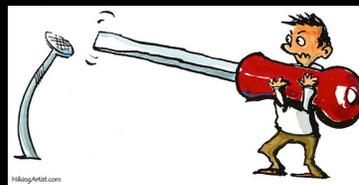
“PUSH OUT” BEGINS WITH OFFICE DISCIPLINE REFERRALS



T &

The Challenge

- Too many educators **resort to punishment** to try and reduce problem behavior in school.
- **Get tough practices:** increased monitoring, zero tolerance policies, and re-re-reviewing “rules”.
- **Reactive responses:** removing student (exclusion) and using public shame “interventions” that may provide short-term relief for the educator, but are emotionally harming to the student.



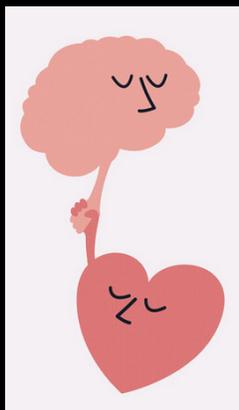
Why Doesn't Getting Tough Work?

- Excluding students doesn't teach new skills
- Fosters environment of control, but not necessarily of respect
- Triggers and reinforces antisocial behavior
- Shifts accountability away from Frontline Staff and on to someone else (i.e. Site Supervisor, Program Manager)
- Diminishes child-adult relationships

NEW WAY OF THINKING

- Educators **cannot** “make” students learn or behave.
- Educators **can** create environments that increase the likelihood students learn and behave.
- Educators **can** build effective environments in which positive behavior is more effective than problem behavior.

Develop a Compassionate Mindset



- Avoid labeling students as “bad”. Just like with academics, there are some students who need extra behavioral supports to help them achieve success.
- On any given day 1 of 5 students will be:
 - Having a problem
 - Getting over a problem
 - Getting ready to have a problem

Categories of Adverse Childhood Experiences

- Recurrent and severe physical abuse (11%)
- Recurrent and severe emotional abuse (11%)
- Contact sexual abuse (22%)
- Growing up in a household with:
 - An alcoholic or drug-user (25%)
 - A member being imprisoned (3%)
 - A mentally ill, chronically depressed, or institutionalized member (19%)
 - The mother being treated violently (12%)
 - Both biological parents *not* being present (22%)

Source Fellitti et al <http://www.healthpresentations.org/>

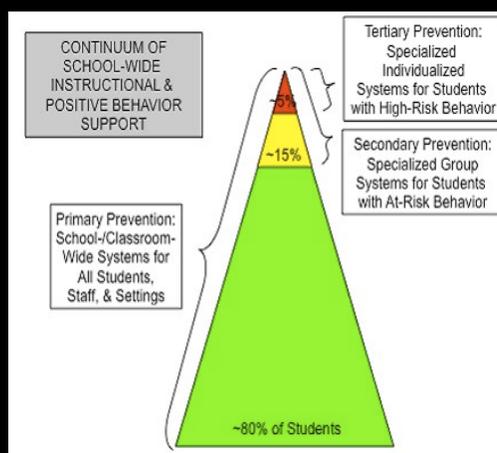
Why Develop a System for Teaching Behavior?



What is PBIS?

It's a framework of **evidence-based practices**, proven to improve the social climate of schools.

It's a systems-based approach, not a curriculum.



PBIS OUTCOMES



When implemented with fidelity, PBIS is research-based to do the following:

- Reduce time spent out of instruction (reductions in office discipline referrals)
- Improve school climate
- Improve perceptions of organized health and safety
- Decrease teacher-reported bullying behaviors and peer rejection

PBIS and Social Emotional Learning practices lay the groundwork for student achievement



Programs that are More Engaging have Fewer Behavior Problems!

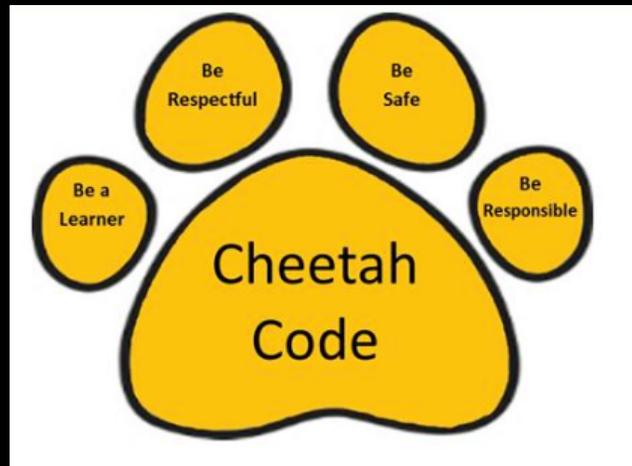
- Strong program design
- Great teaching
- Engaging curriculum
- Activities that are appealing, culturally relevant and developmentally appropriate
- Youth voice



Key Components of PBIS

- We **DEFINE & POST** the behavior we want to see
- We teach the behavior to all students
- We regularly “**catch**” and positively reinforce the behaviors we want to see
- We regularly monitor behavior





Define the Expected Behavior

Shift in Mindset

Tell students what you **want them to do** instead of what you don't want them to do.



Why Define Behavior?

- Having a common set of broad 3-5 behavior expectations with specific, measurable rules creates consistency.
- Means all staff teach, monitor and reinforce the same set of expectations every day.
- Students experience more consistency and know what to expect from all adults between 8:00 am-6:00 pm.

Are we clear?



What are Behavior Expectations?

- Strong or confident hope
- Describe the general ways people will behave
- Apply to all people in all settings (students, staff)
- Ambiguous, not measureable. They don't mean the same thing to all people.
- Min 3; max 5

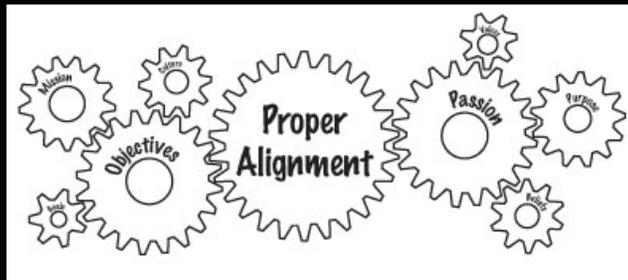
Examples of Expectations

- Respect
- Responsible
- Safe
- Kind
- Caring
- Excellence



Choose 3-5 Behavior Expectations

Optimal: Adopt the regular school day 3-5 behavior expectations!



Elementary School Example



Secondary Example



Then what are Behavior Rules?

- Rules define the behavior expectations in specific settings
- Describe specific behaviors
- Observable and measurable
- Positively stated
- Brief and age appropriate

Handout

Examples of Behavior Rules

- Throw out and recycle your trash
- Hands, feet and objects to self
- Raise your hand before speaking
- Be in your seat when the bell rings
- Use an inside voice
- Flush, wash and exit

Which are Rules? Expectations?

- Be responsible
- Remain seated during instruction
- Keep all four legs of your chair on the floor
- Show self control
- Put garbage in the proper container
- Be a problem solver
- Walk at all times
- Be ready to learn
- Follow the rules

What is wrong with these rules?

Classroom Rules

- Follow proper lab procedures
- Follow staff instructions
- No food or drink
- No commercial work
- Don't print improper materials
- No disturbances
- Don't create unsafe situations
- Don't damage or disassemble equipment
- No moving of equipment
- Exit when labs are closing

Not obeying rules may result in losing lab privileges.

What is wrong with these rules?

PHYSICAL EDUCATION CLASS RULES

1. BE NICE!
2. BE SAFE!
3. TAKE CARE OF
THE EQUIPMENT!
4. WORK HARD!
5. PLAY FAIR!
6. HAVE FUN!



Where Does Misbehavior Commonly Occur?

Common after school settings:

- Learning areas
- Eating areas
- Outdoor areas
- Bathrooms



Develop a Behavior Expectations Matrix

 Harding After-School Vikings Behavior Expectations "BEE" a Viking Be Kind, Be Responsible, Be Safe			
	BE KIND	BE RESPONSIBLE	BE SAFE
SNACK AREAS	- Keep hands, feet and objects to self	- Line up for snack - Throw garbage in trash cans.	- Check in with instructor right after school
LEARNING AREAS	- Use whisper voices - Include others in your group	- Listen and follow instructors' directions. - Participate in activities	- Stay with your group.
OUTDOOR AREAS	- Show great sportsmanship. - Share games and equipment.	- Include others in games.	- Use equipment properly.
BATHROOMS	- Keep bathrooms free of graffiti and trash. - Respect the privacy of others.	- Enter, go, flush, wash and leave.	- Report to adults when restrooms are not safe or clean. - Go with a partner.

Handout

Blend Setting, Expectations and Rules

In the **bathroom**, being **respectful** means waiting your turn.

In the **bathroom**, being **responsible** means go, flush, wash and exit. It also means put all trash in the garbage can.

In the **bathroom**, being **safe** means walk in and out.

ACTIVITY: Begin to Fill in a Behavior Expectations Matrix

Martinez Middle School After School Program Behavior Expectations				
	Learning Areas	Eating Areas	Outdoor Areas	Bathrooms
Respectful				
Responsible				
Safe				

RESOURCES: Behavior Rules Guidelines, Behavior Rules Examples

Defining Behavior Reflections: MPUSD Team



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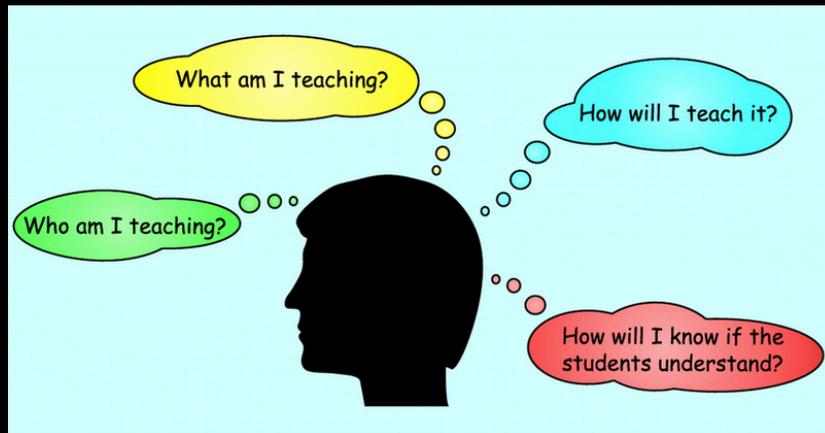
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Teach the Expected Behavior

Key Components of PBIS

- We **DEFINE & POST** the behavior we want to see
- We **TEACH** the behavior to all students
- We regularly “catch” and positively reinforce the behaviors we want to see
- We regularly monitor behavior



Why Develop a System for Teaching Behavior?

- Youth arrive into our expanded learning programs with a wide array of backgrounds, socio-economic contexts and cultures. They come with different expectations and customs.
- Behavior is learned . . . and that means it can be taught!



Behavior Lesson Plans

- Create consistency:
 - for students
 - for staff to be on “the same page”
- Are fairly detailed descriptions of expected behavior
- Can be presented naturally and in short intervals

Learning Environments



- Respectful** → - Raise your hand when you have a question, comment or something to share.
- Responsible** → - Bring homework everyday and complete it.
- Reflective** → - Return books and supplies as found. - Work quietly.

XYZ After-school Program Behavior Lesson Plan

Expectation: **RESPECTFUL LEARNING ENVIRONMENT**

Location: _____

Staff should refer to the location poster for this writing when teaching this lesson.

STEP 1: TELL

- Ask students what they think **respectful** during homework/assignment time LOOKS like.
 - Provide **EXAMPLES** from the behavior matrix:
 - Raise your hand when you have a question, comment, or something to share.
 - Keep the line of respectful and respectful hands close to the desk.
 - Return all supplies to the desk your hand when you want to ask a question.

STEP 2: SHOW

- Ask students what **examples** of the expected behavior you want to see.
 - Example: "Is this being respectful during homework or assignment time?"

STEP 3: DO

- Ask a few students volunteers to help demonstrate each appropriate behavior. Provide reinforcement for correct demonstration. (Do not have students make the non-examples)
- Throughout the rest of the work, staff should provide reinforcement for students demonstrating the respectful behaviors you want to see during homework/assignment time.

XYZ After-school Program Behavior Lesson Plan

Expectation: **RESPONSIBLE LEARNING ENVIRONMENT**

Location: _____

Staff should refer to the location poster for this writing when teaching this lesson.

STEP 1: TELL

- Ask students what they think **responsible** during homework/assignment time LOOKS like.
 - Provide **EXAMPLES** from the behavior matrix:
 - Bring homework everyday and complete it.
 - Use the homework to your benefit.
 - Use the homework to your benefit.
 - Take the time to write down your homework after each class in your planner.
 - Get your homework out and on your desk quietly and quickly with a pencil.

STEP 2: SHOW

- Ask students what **examples** of the expected behavior you want to see.
 - Example: "Is this being responsible during homework or assignment time?"

STEP 3: DO

- Ask a few students volunteers to help demonstrate each appropriate behavior. Provide reinforcement for correct demonstration. (Do not have students make the non-examples)

XYZ After-school Program Behavior Lesson Plan

Expectation: **REFLECTIVE LEARNING ENVIRONMENT**

Location: _____

Staff should refer to the location poster for this writing when teaching this lesson.

STEP 1: TELL

- Ask students what they think **reflective** during homework/assignment time LOOKS like.
 - Provide **EXAMPLES** from the behavior matrix:
 - Return books and supplies as found.
 - After finishing a file in class, return it back to the bookshelf when done.
 - After taking an object out of their cubby to work on, return it where it belongs.
 - When borrowing materials, return them to the marker case.
 - When used and finished, use their time and place back to the shelf.
 - When you borrow the bathroom, return the key to the desk.

STEP 2: SHOW

- Ask students what **examples** of the expected behavior you want to see.
 - Example: "Is this being reflective during homework or assignment time?"

STEP 3: DO

- Ask a few students volunteers to help demonstrate each appropriate behavior. Provide reinforcement for correct demonstration. (Do not have students make the non-examples)

Video Example: Tell / Show / Do



Steps to Teaching Behavior

1. **TELL** – Staff tell students what the expected behavior looks and sounds like (examples and non-examples)
2. **SHOW** – Staff model and demonstrate the expected behavior in different settings (examples and non-examples)
3. **DO** – Students practice performing the correct behavior (never the non-examples)

“SHOW” is taught in settings where the behavior happens; natural context



Teaching Reflections: MPUSD Team



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“Catch” and Positively Reinforce Expected Behavior

Key Components of PBIS

- We define and post the behavior we want to see
- We **teach** the behavior to all students
- We regularly **“CATCH”** and **POSITIVELY REINFORCE** the behaviors we want to see
- We regularly monitor behavior



Positive Contact vs. Positive Reinforcement

What is the difference?



Positive Contact

Positive contact builds **positive relationships** with students are the cornerstone of effective classroom management. Students who feel cared about are more likely to be engaged and cooperative.

- Not contingent on specific behavior
- Every student should receive positive contact, regardless of their behavior
- Used by all staff with all students
- Used in high frequency

Positive Contact sounds like . . .

- “I missed you yesterday! Are you feeling better?”
- “Hi Arturo. How are you doing today? Would you introduce me to your friend?”
- “Great to see you Jasmine!”
- “I know you’re going to do well on your math test tomorrow – great work today!”
- “Hey Trey, how was your soccer game last weekend?”
- “Good work Ellie!”
- “Awesome!” “Well done!” “Good idea” “You rock!”
“Looking good!” “Now you’ve got it!” “Great idea!”

So What is Positive Reinforcement?

- Labels the behavior – be specific!
- Notice and knowledge the behavior you want to see – “catch” students doing the right thing
- Delivery at least 4 positive reinforcements for every correction or instruction. Called the **4:1 rule**
- Use with groups as well as individuals
- Pleasant consequences

Positive Reinforcement Tips

- **Always verbal** (most effective tool!)
- Sometimes also accompanied by a “thing” – a token, a reward, an activity, etc.



Earn your Tiger Paw!

- Positive
- Accepting
- Winning
- Safe

Types of Acknowledgements



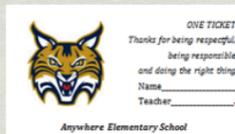
SOCIAL



SENSORY



ESCAPE



TANGIBLE



ACTIVITY

Positive Staff Climate

If you are a leadership role (i.e. Site Coordinator, Program Director, ASES Grant Manager) it is critical that you are always working to create a positive climate amongst your staff!

- Speak with kindness
- Model compassion
- “Catch” them doing things well
- Provide support: training, coaching, mentoring
- Empower them
- Model the behavior you want to see

Reinforce Staff Efforts to Teach, Monitor and Positively Reinforce Behavior!



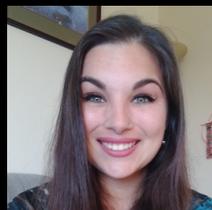
Positive Reinforcement Reflections - MPUSD Team



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Key Components of PBIS

- We define and post the behavior we want to see
- We **teach** the behavior to all students
- We regularly “catch” and positively reinforce the behaviors we want to see
- We regularly **MONITOR** behavior





Monitor Behavior

Reactive vs. Proactive Approaches

Reactive

- Staff respond to problems after they occur
- May quickly end a behavior, but rarely has a long lasting effect
- Students might learn what not to do, but they don't learn how to behave differently

Proactive

- Staff work to prevent problems in the first place
- Goal is to anticipate problem behavior and stop it
- Remarkably effective and often enough for vast majority of students
- Teaches students replacement behaviors

Proactive Strategies

1. Active Supervision
2. Remind and Reinforce
3. Precorrect



STRATEGY #1: Active Supervision

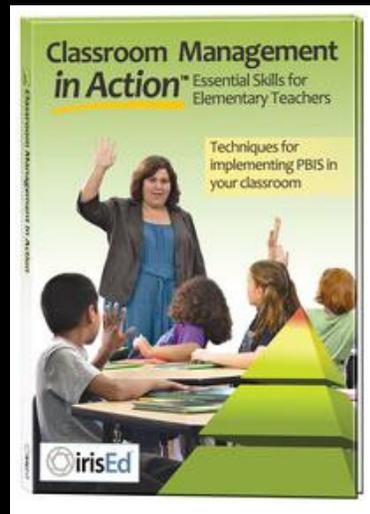
- Move
- Scan
- Interact



Especially helpful in large settings with large groups of participants!

What Gets in the Way?

- Staff who stand at the front or in one spot
- Staff who sit at a desk
- Staff who prefer to do paperwork or other tasks
- Staff who are unprepared for the day and catching up on other tasks
- Staff who talk too much with other adults
- Staff who talk at length with one or a few students and neglect the others
- Staff who don't positively engage with students. (i.e. rarely smile, don't know students' names, etc.)
- Physical layout of the classroom



Video Clip: Move & Scan
Classroom Management in Action (Iris Media)

STRATEGY #2: Remind and Reinforce

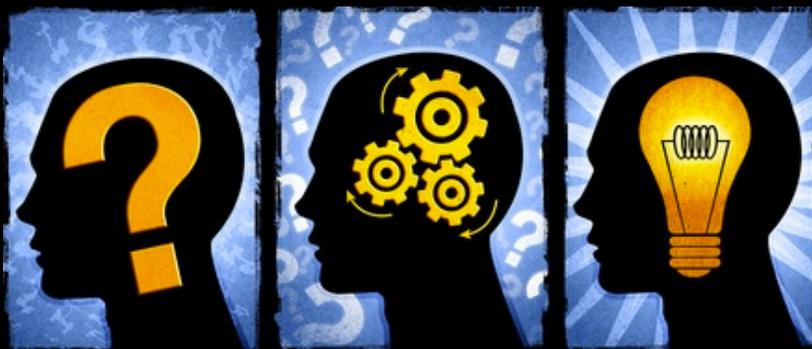
- **REMINDER**– a prompt or cue to help students remember what expectations they should follow
- **REINFORCE** – “catching” the correct behaviors and positively reinforcing the student



STRATEGY #3: Precorrect

- Changing the setting, materials or routines to make undesired behavior less likely to occur.
- Encourages desired behavior
- Can create environmental changes help improve group behavior
- Can make individual changes that affect and help one student

Precorrection = Problem Solving

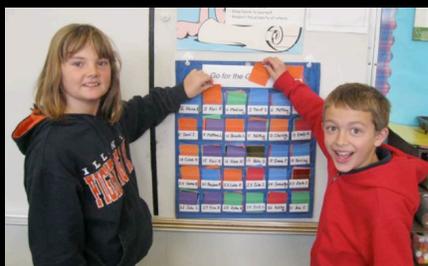


Precorrection Resource: Volume Chart



Behavior Monitoring Charts

- Challenge of traditional behavior monitoring charts. They're often punitive!
- A positive alternative: "Go for the Gold"



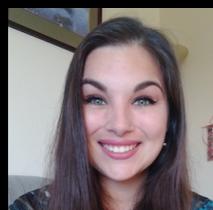
Monitoring Reflections - MPUSD Team



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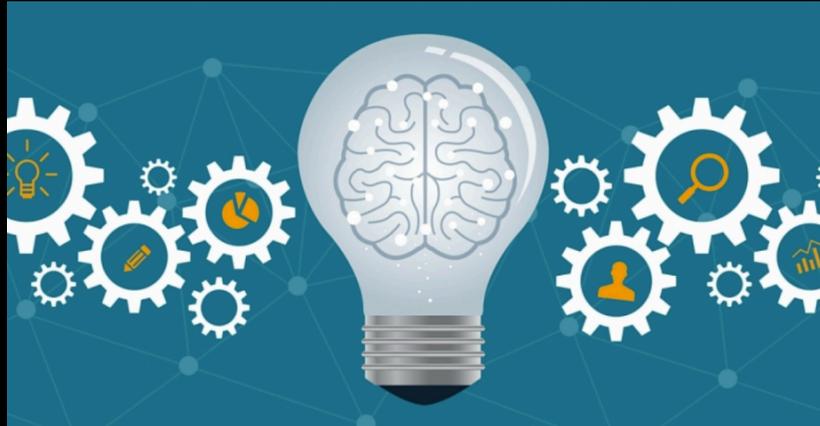


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Discussion & Reflection



Resources from Today's Workshop

Request from Julie_Bennett@sccoe.org





Defining and Posting Behavior Expectations

A behavior matrix is a combination of components that help define the behavior we want to see in our after school program. It's composed of three elements: expectations, settings and rules. When completed, it forms a grid or matrix that helps staff learn/memorize so they can effectively teach, monitor and positively reinforce the behavior.

Behavior Expectations

- Broad, general ways that you hope people will behave in your program
- They mean many different things to different people (i.e. respectful, responsible, kind)
- Ambiguous, hard to measure.
- Minimum 3; maximum 5
- Ask your principal if they have these. If so, always adopt their 3-5 behavior expectations! This helps you align with the core day and gives students and staff a common language from 8 am to 6 pm.

Behavior Settings

- Ask yourself where student problem behaviors most commonly occur. Choose 4-5 settings and add those to your matrix
- At minimum include "Learning Areas" because students spend so much time in homework completion and classroom-based enrichment. Can also include other learning areas like computer labs and libraries.
- Other common after school settings: snack areas, outdoor areas, bathrooms, check-in areas

Behavior Rules

- Behavior rules help define the behavior expectation (i.e. "Keep hands, feet and objects to yourself" is "Respectful"; "Always walk" is "Safe"; "Raise your hand before speaking" is "Responsible")
- These are the most common rules used by staff.
- Kept to a minimum; 5 are usually sufficient in any one quadrant
- Stated in positive wording; free of words like "no" and "don't"
- Observable and measurable
- Age appropriate
- Concise; free of words that need further definition
- If repeat a rule in multiple settings, be sure to repeat it across the same behavior expectation (for example, "Clean up" should always be "Responsible")
- Not to be confused with procedures or routines (i.e. what is the procedure for turning in homework, what is the procedure for using the restroom)
- Work to keep your matrix to 20 rules or less. More than that it's too difficult for staff to remember, teach and positively reinforce them. And too hard for students to follow them
- Refer to the "Behavior Rules Example and Non-Examples" for ideas

Posting your Behavior Expectations

Complete Behavior Matrix

- The full matrix should be shared with staff so they can learn it. Staff should memorize it so they can effectively teach, monitor and positively reinforce these behaviors. Print letter sized for quick



Harding After-School Vikings Behavior Expectations

"BEE" a Viking
Be Kind, Be Responsible, Be Safe

	BE KIND	BE RESPONSIBLE	BE SAFE
SNACK	- Keep hands, feet and objects to self	- Line up for snack - Throw garbage in trash	- Check in with instructor right after school

monitor and positively reinforce these behaviors. Print letter sized for quick reference on staff clipboards.

- It can also be also shared with families in newsletters and orientations. Consider translating it into families' home languages as well.
- The full matrix should not be posted in the program for students to see.

	BE KIND	BE RESPONSIBLE	BE SAFE
SNACK AREAS	- Keep hands, feet and objects to self	- Line up for snack - Throw garbage in trash cans.	- Check in with instructor right after school
LEARNING AREAS	- Use whisper voices - Include others in your group	- Listen and follow instructors' directions. - Participate in activities	- Stay with your group.
OUTDOOR AREAS	- Show great sportsmanship. - Share games and equipment.	- Include others in games.	- Use equipment properly.
BATHROOMS	- Keep bathrooms free of graffiti and trash. - Respect the privacy of others.	- Enter, go, flush, wash and leave.	- Report to adults when restrooms are not safe or clean. - Go with a partner.

Location Posters

- It's recommended you unpack all of the behavior expectations and behavior rules for a *single setting*, and combine them into large location posters.
- Graphics and color can make these posters come alive and help your English Language Learners and early learners.
- Will be helpful teaching/re-teaching aids for staff and wonderful visual reminders for students.
- These posters should placed daily throughout the settings in your program for quick reference.
- They should be easy to put up and take down daily so they don't compete with the core day rules

CLASSROOM RULES

Always Responsible	Always Respectful	Always Safe
Stay focused on your work. 	Raise your hand to speak.  Use an indoor voice.  Keep your eyes on the speaker. 	Keep hands, feet and objects to yourself. 



Behavior Rules (Examples and Non-Examples) for Common Expanded Learning Settings

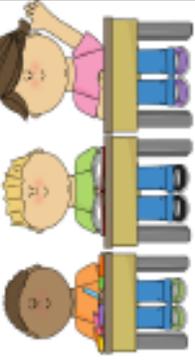
Location	Poor Rule Example	Good Rule Example(s)
Bathroom	Don't dirty it.	Keep bathroom clean. Keep bathroom free of trash.
Bathroom	If you don't need to use it, don't go.	Use only when needed. Use restrooms when needed.
Bathroom	Use the bathroom correctly.	Go, flush, wash and leave. Go, flush, wash and exit.
Bathroom	Don't take too long.	Go quickly. Go, flush, wash and exit.
Bathroom	Don't go unless you have to.	Use restroom during breaks. Use restrooms as needed.
Bathroom	Don't stand on the toilets.	Keep your feet on the floor at all times. Two feet on the floor.
Bathroom	No loud voices.	Speak softly. Use inside voices.
Snack Area	Use table manners.	Use "please", "thank you", and "excuse me". Use "please", "thank you", and "you're welcome".
Snack Area	Don't leave your trash.	Clean up after yourself. Clean up around your area before leaving.
Snack Area	Don't eat other people's food.	Eat your own food.
Snack Area	Don't get up from your seats.	Stay seated. Only get up when told.
Snack Area	No leaving until your leader releases you.	Wait to be excused. Wait to be released by your teacher.
Snack Area	No yelling.	Use soft voices. Keep tone of voice soft.
Snack Area	No cutting in line.	Stay in your place in line.

Location	Poor Rule Example	Good Rule Example(s)
Homework Area	No talking when teacher is talking.	Raise your hand and wait your turn. Raise your hand and wait patiently to speak. Raise your hand when you have a question, comment or something to share.
Homework Area	Be respectful.	Use appropriate language. Bring homework everyday and complete it. Return materials after you use them.
Homework Area	Allow others to learn.	Stay on task and let others work. Stay quiet during homework time.

Homework Area	Allow others to learn.	Stay on task and let others work. Stay quiet during homework time.
Homework Area	Don't touch other students or their property.	Keep hands, feet and objects to self. Keep hands and belongings to yourself.
Homework Area	No disturbing others with loud voices.	Work quietly. Use quiet voices when speaking to others.
Homework Area	Be respectful of books and supplies.	Return supplies. Return books and supplies as found.
Homework Area	Be responsible.	Listen carefully and follow directions. Come to program ready to learn and participate.
Outdoor Area	No running on blacktop.	Always walk on blacktop. Walk unless otherwise instructed.
Outdoor Area	Be respectful of equipment.	Use equipment properly.
Outdoor Area	Choose to do the right thing.	Follow game and activity rules. Use good sportsmanship.
Outdoor Area	Respect games and game boundaries.	Share games and equipment. Follow the rules of the activity.
Outdoor Area	Don't leave anyone out of a game.	Allow others to join. Include others.
Outdoor Area	Non-participation is not allowed.	Be active and join in. Participate actively.
Outdoor Area	Be respectful.	Use kind words. Keep hands, feet and objects to self.

MPUSD
 Expanded Learning Opportunities
 After School Program - Behavior Guidelines

EXPECTATION	SETTING & RULES			
Everyone Respectful	Check-in	Academic Support	Snack/Supper	Social Enrichment
	<ul style="list-style-type: none"> - Pay attention 	<ul style="list-style-type: none"> - Work quietly - Stay on task 	<ul style="list-style-type: none"> - Try it - Say "Please, thank you and excuse me" - Wait quietly 	<ul style="list-style-type: none"> - Pay attention - Participate
Let's be Responsible	<ul style="list-style-type: none"> - Bring stuff - Follow directions 	<ul style="list-style-type: none"> - Bring homework - Read it, try it and stick with it - Clean up - Turn in homework 	<ul style="list-style-type: none"> - Clean up 	<ul style="list-style-type: none"> - Keep belongings with you - Return permission slips - Clean up
Ongoing Safety	<ul style="list-style-type: none"> - Report to program immediately after bell rings 	<ul style="list-style-type: none"> - Stay seated 	<ul style="list-style-type: none"> - Stay seated 	<ul style="list-style-type: none"> - Stay with staff at all times

ACADEMIC ENRICHMENT	
<p>Everyone Respectful</p> 	<ul style="list-style-type: none"> * Work quietly * Stay on task
<p>Let's be Responsible</p> 	<ul style="list-style-type: none"> * Bring homework * Read it, try it and stick with it * Turn in homework * Clean up
<p>Ongoing Safety</p>	<ul style="list-style-type: none"> * Stay seated 

SNACK/SUPPER	
<p>Everyone Respectful</p> 	<ul style="list-style-type: none"> * Try it * Say "Please, thank you and excuse me" * Wait quietly
<p>Let's be Responsible</p>	<ul style="list-style-type: none"> * Clean up 
<p>Ongoing Safety</p>	<ul style="list-style-type: none"> * Stay seated 

MPUSD
Expanded Learning Opportunities
After School Program - Behavior Lesson Plan

EXPECTATION: Let's Be Responsible

SETTING: Social Enrichment

Staff should refer to the location poster for this setting when teaching this lesson.

STEP 1: TELL

1. Ask students what they think **let's be responsible** during **social enrichment** looks like.
2. Provide examples from the behavior matrix:
 - **Keep your belongings with you**
 - Take your things wherever you go, unless a staff member says otherwise
 - **Return permission slips**
 - Bring back permission slips for all field trips so you can participate
 - **Clean Up**
 - Throw away your trash in the garbage.
 - Wipe up any spills or tell a staff member if the spill is too large to clean up alone
3. Elicit and provide **NON-EXAMPLES**:
 - Leaving your things in a room that you aren't going to stay in
 - Taking a permission slip home and not getting it signed
 - Leaving trash on the tables and/or the floors
 - Knowingly leaving a spill unattended

Step 2: SHOW

1. Staff should model what each of the expected behaviors are that you want to see.
Example: "Is this **responsible** during **social enrichment** time?"
2. Staff should model what some of the behaviors should **NOT** look like.
Example: "Is this **respectful** during **social enrichment** time?"

STEP 3: DO

1. Ask a few student volunteers to help demonstrate each appropriate behavior. Provide reinforcement for correct demonstration. (Do not have students model the non-examples.)
2. Throughout the rest of the week, staff should provide reinforcement for students demonstrating **responsible** behaviors you want to see during **social enrichment** time.

One thing I love about my job is running the Design Squad. I enjoy the engineering design process and seeing students' faces light up when they realize how fun it is.

One thing you might not know about me is that I have two parakeets named Lucy and Desi.

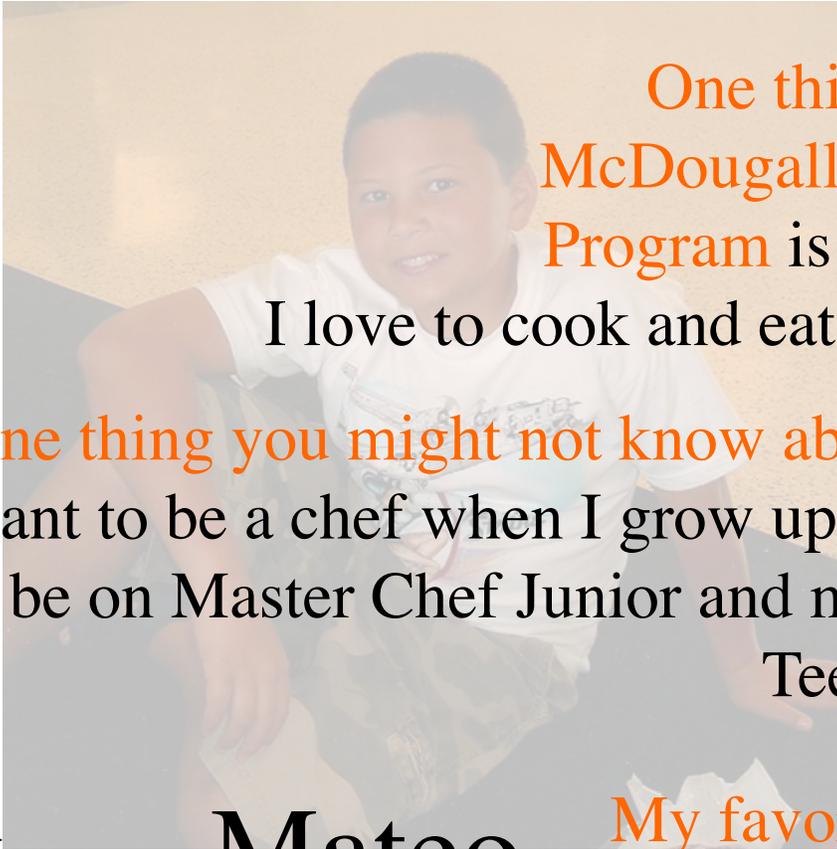
My favorite outdoor game at McDougall After School Program is Circle Soccer.



Ms.

23





One thing I love about McDougall's After School Program is Culinary Club.

I love to cook and eat what we cook!

One thing you might not know about me is that I want to be a chef when I grow up. I first want to be on Master Chef Junior and maybe Chopped Teen Tournament.

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Mateo
6th Grade

My favorite that we play after school program is Bean Pass



**ACTIVITY #3:
Ways I can Positively Reinforce Students' Good Behavior**

Purpose: It's important that staff understand that at the root of all behavior is the desire to either OBTAIN something (i.e. attention, activities, materials) or AVOID something (i.e. peer attention, adult attention, activities, materials). Therefore it's important that staff begin to determine the true goal of the student's misbehavior, and in turn begin to teach and reinforce the expected behavior.

Directions: Using the "Free or Inexpensive Rewards" Ideas in your handouts, as a team brainstorm incentives for students' appropriate behavior in the table below. Spend 10 minutes writing 3-4 ideas in each column.

<p>Social</p> <p>Specific praise or recognition in front of peers</p>	<p>Activities</p> <p>Special privileges for a student</p>	<p>Materials</p> <p>Tangible objects that students desire</p>

Free or Inexpensive Incentives for Elementary Students

1. Assist the custodian
2. Assist with announcements
3. Be a helper in another classroom
4. Be featured on a photo recognition board
5. Be recognized during announcements
6. Be the first one in the snack line
7. Be the leader of a class game
8. Be the line leader or the caboose
9. Be the Site Coordinator's helper for the day
10. Borrow the Group leader's chair for the day
11. Buzz cut a design in an agreeable male's head
12. Choose a book for the Group Leader to read aloud to the class
13. Choose any class job for the week
14. Choose music for the class to hear
15. Choose the game during physical activity
16. Choose which homework problem the Group Leader will give the answer to for a freebie
17. Cut the Site Coordinator's tie off and have your picture featured on a bulletin board with the neck part of the tie as the frame. Keep the tip for a souvenir.
18. Dance to favorite music in the classroom
19. Design a class/school bulletin board
20. Design and make a bulletin board
21. Do half of an assignment
22. Draw on the chalkboard
23. Draw on a small white board at desk
24. Draw pictures on the chalkboard while the Group Lead reads to the class (illustrating the story being read)
25. Duct tape the Site Coordinator to the wall during snack time or an assembly
26. Earn a free pass to a school event or game
27. Earn a gift certificate to the school store or book fair
28. Earn a pass to the zoo, aquarium, or museum
29. Earn a trophy, plaque, ribbon or certificate
30. Earn an item such as a Frisbee, hula hoop, jump rope, paddleball or sidewalk chalk, which promote physical activity
31. Earn extra computer time
32. Earn play money to be used for privileges
33. Earn points for good behavior to "buy" unique rewards (e.g. Autographed items with special meaning or lunch with the Program Manager.)
34. Earn the privilege of emailing a parent at work telling of accomplishments
35. Eat lunch with an invited adult (grandparent, aunt, uncle)
36. Eat with a friend in the classroom (with the Group Lead)
37. Get "free choice" time at the end of the day
38. Get a flash cards set printed from a computer
39. Get a video store or movie theatre coupon
40. Get extra art time
41. Go on a walking field trip (earn privilege for whole class)
42. Go to the library to select a book to read
43. Have a drawing lesson
44. Have a free serving of milk

42. Go to the library to select a book to read
43. Have a drawing lesson
44. Have a free serving of milk
45. Have an extra recess
46. Have Group Leader share a special skill (e.g. Sing)
47. Have the Group Leader make a positive phone call home
48. Help in a another classroom
49. Keep a stuffed animal at desk
50. Learn how to do something special on the computer- like graphics or adding sound
51. Learn how to draw something that looks hard, but with help is easy
52. Listen to music while working
53. Listen with a headset to a book on audiotape
54. Make deliveries to the office
55. Operate the remote for a PowerPoint lesson
56. Pick a game at recess that everyone plays including the Group Lead
57. Play a computer game
58. Play a favorite game or puzzle
59. Read a book to the class
60. Read morning announcements
61. Read outdoors
62. Read to a younger class
63. Receive a "mystery pack" (gift-wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
64. Receive a 5-minute chat break at the end of the class or at the end of the day
65. Receive a note of recognition from the Group Lead or Site Coordinator
66. Receive a plant, seeds and a pot for growing
67. Receive art supplies, coloring books, glitter, bookmarks, rulers, stencils, stamps, pens, pencils, erasers and other school supplies
68. Select a paper back book to take home to read from the Group Leader's personal library
69. Sit at the Site Coordinator's desk for the day or a set amount of time
70. Take a trip to the treasure box (non-food items such as water bottles, stickers, key chains, temporary tattoos, yo-yo's, bubbles, spider rings, charms and pencil toppers)
71. Take care of the class animal
72. Take home a class game for a night
73. Teach the class a favorite game
74. Use colored chalk
75. Work as the Site Coordinator apprentice for 20 minutes
76. Work in the lunchroom
77. Write with a marker for the day
78. Write with a special pen for the day
79. Write with a special pencil for the day

Free and Low Cost Incentives for Secondary Students

1. Adult volunteers to write a job recommendation for the student
2. Assisting coach for any sport
3. Assisting Site Coordinator to develop ways to reward frontline staff who go out of their way to help students
4. Chance to go to grade school and teach students about a topic of interest
5. Choosing to do a PowerPoint for the class on a particular subject of interest
6. Choosing what assignment the class does for homework
7. Designing theme for school dance, ice cream social, game night
8. Dress as the school mascot during a game
9. Earning the chance to be the water/towel person at a sporting event
10. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
11. Earning the chance to scoreboard assist at a game
12. Eating lunch with a preferred adult
13. Free entrance to a dance
14. Free entrance to a football, basketball, etc. game
15. Free library pass to research a topic of interest
16. Getting a postcard in the mail telling parents what after school staff admire most about their child
17. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
18. Getting to buzz cut a design in the Program Director's hair (custodian's hair)
19. Getting to cut the Program Director's tie off (use loop to frame student's face on a bulletin board of fame)
20. Getting to duct tape the Site Coordinator to the wall
21. Getting to scoop food at the cafeteria for a snack period (social opportunity)
22. Getting to shoot a video about the school's expectations to show on CC TV
23. Hall pass to leave class 5 minutes early and go by the coldest water fountain
24. Help from an adult of choice on a class they are struggling with (Free tutoring)
25. Homework free night
26. Learning how to do something of interest on the computer (animation, graphics, CAD)
27. Learning how to play chess
28. Learning how to play sports even if they didn't make the team
29. Learning how to run the light board or sound booth for a school performance
30. Let student make a bulletin board in the front hall highlighting an event of choice
31. Make the morning announcements
32. Office aid for a period
33. Opportunity to be part of a brainstorming adult team at the school
34. Opportunity to eat lunch outdoors at a special table
35. Opportunity to eat lunch with a parent or grandparent at a special table
36. Opportunity to introduce the players over the PA during a home game

35. Opportunity to eat lunch with a parent or grandparent at a special table
36. Opportunity to introduce the players over the PA during a home game
37. Opportunity to shadow business owner for a day- credit for writing about the experience
38. Opportunity to shadow the Site Coordinator for an hour or the day
39. Opportunity to take care of lab animals in Science class
40. Opportunity to wear jeans instead of school uniform for a day
41. Program Coordinator grills hotdogs for students who have 0 tardies in the month & this student helps
42. Privilege of leaving book in class overnight instead of having to lug to locker
43. Privilege of seeing embarrassing photo of adult that no one else sees (Senior Portrait)
44. Reserved seating at a school play for student and five friends
45. Send home a postcard about positive things the student has done this week
46. Serve as a student ambassador if visitors come to the school
47. Serving as a "page" for a local politician for the day
48. Serving as a door greeter for a parent night at school with a badge of honor to wear
49. Singing karaoke during lunch (approved songs)
50. Sit at score table in basketball game
51. Sit in score box at a football game
52. Sitting in the Group Leader's chair for the period
53. Special recognition at any after school program event (i.e. Guest DJ, MC at Culminating Event, etc.)
54. Special seating at snack table with friends
55. Student gets to pick which problem the after school staff will make a freebie answer on homework
56. Student plans spirit week activity for one of the days (hat day, sunglasses etc.)



Ms. Jen's Group Student Star Chart

Earn a star every day you are being **responsible** by **bringing all of your materials to program**. When you earn 5 stars, you get to draw an item from the Mystery Bag!

	#1	#2	#2	#4	#5
Amaya					
Albert					
Blake					
Brenda					
Carlos					
Crystal					
Damien					
Darian					
Gabriel					
Gabby					
Kristin					
Manuel					
Parker					
Priscilla					
Rafael					
Rodney					
Steven					
Samantha					

Rewarding Great Behavior!

Ms. Alfonso's Group

Entire Class

Why: For using quiet voices during homework time

Tracking: Filling the marble container to the bottom rim

Reward: Entire class earns a pizza party



Individual Students

Why: For having your homework completed and checked, then choosing an alternative activity right away

Tracking: Earn 5 stars on your chart

Reward: Choose an item from the Mystery Bag



ACTIVITY #2:
Practice Positive Reinforcement Language

Objective: When using positive reinforcement, adults should be intentional about “catching” and acknowledging the behavior they want to see.

Directions: Write in your school’s 3-5 school-wide behavior expectations below. Then brainstorm ways you could verbally reinforce the appropriate behaviors in the list below, aligning the language to the expectation whenever possible. (If you don’t work at a school site, use “Respectful, Responsible and Safe”.)

Expectation 1:

Expectation 2:

Expectation 3:

Expectation 4:

Expectation 5:

Several students are patiently waiting their turn to use the bathroom - all the stalls are currently being used.

1. Two students help up another student who tripped and fell.
2. Joey, who often runs when he shouldn’t, is walking during transition from snack time to clubs.
3. A group of 5-6 students playing soccer allow in two students who’ve asked to join the game.
4. The students at the Cheetas table are using quiet voices during homework time.
5. Joey and Diana both raise their hands to ask a question.
6. Maria, who has been forgetting her materials recently, today brought everything she needed to complete her homework.
7. Most of the students at one table have finished snack and are throwing away their trash and recyclables.
8. Marcus lets you know that the water won’t turn off in the boy’s bathroom.

9. Jenina, who often gets sidetracked and takes longer than others to transition, puts her project away the first time you remind her group to transition from project time to free reading time.

9. Jenina, who often gets sidetracked and takes longer than others to transition, puts her project away the first time you remind her group to transition from project time to free reading time.

Creative and Effective Ways to Motivate Expanded Learning Staff

Bring the Vision to Life	Empower Staff to Lead	Build Meaningful Relationships	Deliver Genuine Public Praise	Invest in their Journey
<ul style="list-style-type: none"> • Catch them doing good and link to the vision • Make vision / mission visible • Keep Doing, Stop Doing, Change • Value their ideas and suggestions and name them 	<ul style="list-style-type: none"> • Share the power – delegate daily responsibilities • Collaborate on mission statement (after school program specific) • Allow opportunities for creativity in creating activities • Give them a voice • Daily huddle • Rotate staff to lead staff meetings 	<ul style="list-style-type: none"> • Getting to know your staff; build relationships • Find their passion, skills and talents! • Know their strengths and use them • Find and use staff passions and skills (what do they enjoy doing?) • Build relationships with them • Conduct intake survey – (birthday, candy bar, person they to meet dead or alive?) • Have staff take strength finder assessment • Be willing to have tough conversations • Maintain two way conversation • Team building 	<ul style="list-style-type: none"> • Applaud their efforts (private and public) through praise / thank you cards • Assign bulletin board to showcase class highlights • Create and distribute end of year strength certificate • Celebrate success • Praise staff (formal and informal) • Praise staff successes • Feed them! • Publicly honor / thank you 	<ul style="list-style-type: none"> • Invest in training them • Model what you want to see them doing (i.e. how you engage with students) • Allow for continual improvement • Provide specific skill based training opportunities

Staff Recognition Ideas

Just like with students, Site Coordinators and Program Managers are encouraged to positively reinforce staff for appropriate behaviors. Staff should embody the same school-wide behavior expectations as students. Below are some examples of different types of recognition you might consider when building a recognition system for staff.

Social	Activity	Materials	Tokens
Specific praise or recognition in front of peers	Special privileges	Tangible objects that staff desire	Items exchanged for other reinforcers
<ul style="list-style-type: none"> • “We value you” notes from PBIS team • Website postings • Formal awards • Certificates • Flags hung by teacher room • Bulletin Boards: post positive behavior changes seen by staff or displaying Staff Stars • Classroom Fairy: leave _____ during recess/lunch for _____ • Location Awards: Golden Apple/Expo Marker award • Newsletter/Postcard recognition (school) • Staff Pledge walls: staff get _____ for pledging to _____ • AM Announcements 	<ul style="list-style-type: none"> • Early out of school • Early out to Lunch • Free homework pass (admin corrects 1 days homework) • G.O.O.S.E. “get out of school early” • Admin Covers Class • Special Lunch • Pass to miss a staff meeting • Pass to miss a supervision duty • Pass to miss a yard duty • 5 min massages by volunteer masseuse in staff room • 5 minute manicures by beauty school volunteers • Preferred parking • Valet Parking 	<ul style="list-style-type: none"> • Food / Donut Day • Pins • Special Lunch • Items donated by Parents • Mystery box with Key • Coffee Gift Cards • Movie tickets • Breakfast/lunch delivered to teacher • Dixie cup of snack/trail mix/candy in teacher mail box w/ special note • Food during a meeting • Online greeting card • Potluck • Recess coffee cart • Coffee in the AM • Teacher Supplies • Flowers from someone’s garden 	<ul style="list-style-type: none"> • Raffles (monthly or weekly) • Special Lunch • Items donated by Parent group • Admin covers last period of the day • Lunch out • Electric pencil sharpener • Restaurant Gift Cards

Tips for Recognizing Staff

- 1) Acknowledge accomplishments
- 2) Recognize and remove barriers to staff accomplishments
- 3) Set a positive tone

4) Call people by their names vs. “my staff”

- 3) Set a positive tone
- 4) Call people by their names vs. "my staff"
- 5) Include support staff in decision making and meetings
- 6) Avoid interrupting staff when they're talking with students/parents
- 7) Ensure professional growth experiences for everyone
- 8) Lead by example
- 9) Honor good work by giving responsibility
- 10) Above all, say "thank you"

Ways I can Positively Reinforce Staff Behavior

Social Specific praise or recognition in front of peers	Activity Special privileges	Materials Tangible objects that staff desire	Tokens Items exchanged for other reinforcers

Guidelines for Being Proactive



Overview

- Approaches to behavior can be proactive or reactive
- Reactive approaches involve responding to problem behavior before it occurs. This can quickly stop a behavior, but rarely has a long lasting effect.
- Proactive approaches focus on anticipating preventing behavior before it occurs.
- There are three proactive strategies: Active Supervision, Remind & Reinforce and Precorrect

Strategy #1: Active Supervision

- There are three elements of active supervision:
 1. Move - move around in a random fashion in close proximity to students
 2. Scan - supervise by looking (eyes) and listening (ears). Helps you redirect those who might be about to engage in undesirable behaviors and reinforce those who are behaving correctly.
 3. Interact - engaging in frequent, positive interactions with all participants

Strategy #2: Remind and Reinforce

- A reminder is a prompt or cue to help students remember expectations they should follow
- Reinforcement is “catching” and positively reinforcing the behaviors you want to see (i.e. verbal, non-verbal, token rewards)
- Sometimes remind and reinforce isn’t enough to help students remember expectations. They may need to be retaught with “Tell, Show and Do”

Strategy #3: Precorrect

- Precorrecting is when adults change the setting, materials or routines to make undesirable behaviors less likely to occur.
- Precorrection encourages desired behavior
- At the group level, precorrection involves environmental changes that affect all students.
- At the individual level, precorrection involves individual student changes that affect one particular student.

Be Proactive Quiz

- Being proactive involves:
 - Anticipating problem behavior and stopping it from occurring.
 - Waiting for problem behavior to occur.
 - Preventing problem behavior.
 - Both (a) and (c).
- Ms. Jensen's participants tend to talk loudly during snack time. She sees Eric talking and laughing very loudly so she says, "Eric, you know we're supposed to talk quietly with friends during snack. Please sit by me for the rest of snack." Ms. Jensen uses a proactive approach in this scenario. True or false?
 - True
 - False

Use the scenario below to answer questions 3-5

Mr. Klein knows that his students sometimes get carried away during kickball games. So he makes sure that he's walking around the playground at all times. He notices that when he's walking around the playground, students tend to play more safely and fairly. While walking around, he makes sure to keep an eye on students. He does this by visually scanning the playground. When he sees a student catch a ball or make a good kick, he says, "Way to go!" or "Nice kick!" He also gives lots of high fives or fist bumps to students who are being good team players.

- Which element of active supervision does Mr. Klein utilize when he constantly walks around the playground?
 - Scan
 - Move
 - Interact
 - Reinforce
- Which element of active supervision does Mr. Klein utilize when he keeps an eye on participant and visually scans the playground?
 - Scan
 - Move
 - Interact
 - Reinforce
- Which element of active supervision does Mr. Klein utilize when he praises participants and gives them high fives and fist bumps?
 - Scan
 - Move
 - Interact
 - Reinforce
- A _____ is a prompt or cue that helps students remember what behaviors are expected of them.
 - Reminder
 - Reinforcer
 - Routine
 - Schedule
- Once afterschool staff have reminded participants of desired behavior, it's best to reinforce participants who exhibit that behavior. True or false?
 - True
 - False

Use the scenario below to answer questions 8-10

Mr. Lu and Ms. Jones used to let their students get their own cups and napkins from a bin in the back of the room for snack, but they found that participants were shoving each other to be first in line and bickering over what color cup they got. Now, while Ms. Jones finishes story time with students, Mr. Lu places a cup and napkin at each student's desk. Mr. Lu and Ms. Jones also know that one student in particular, Harrison, can be a messy eater. Occasionally he spills his snack on

line and bickering over what color cup they got. Now, while Ms. Jones finishes story time with students, Mr. Lu places a cup and napkin at each student's desk. Mr. Lu and Ms. Jones also know that one student in particular, Harrison, can be a messy eater. Occasionally he spills his snack on the floor or on his clothes and becomes frustrated. They decide to move Harrison's seat to the front of the room so they can keep an eye on him. Mr. Lu also gives Harrison lots of extra napkins.

8. By setting up snack for students instead of letting them get their own cup and napkin, what did Mr. Lu and Ms. Jones change?
 - a. The setting
 - b. The routine
 - c. The students' behavior
 - d. All of the above
9. Which behaviors in this scenario did Mr. Lu and Ms. Jones precorrect for at the group level?
 - a. Being messy
 - b. Shoving each other to be first in line
 - c. Bickering over cup color
 - d. Both b and c
10. Which behaviors in this scenario did Mr. Lu and Ms. Jones precorrect for at the individual level?
 - a. Being messy
 - b. Shoving each other to be first in line
 - c. Bickering over cup color
 - d. All of the above

MPUSD After School Program Active Supervision Tips

Highlights:

- **Report to your assigned supervision areas** immediately at the designated times, and remain in the area.
- **Avoid conversations with other staff** that are not relevant to the safety of students being immediately supervised.
- **Keep cell phones put away** except to check the time or communicate about immediate safety concerns.
- **Walk around and monitor all assigned zones** staff should never be seated while supervising students, with the exception of needs related to a medical concern
- **Immediately respond to student misbehaviors** by redirecting students to engage in more appropriate behaviors, or removing students from activities where rules are not being followed [PBIS Matrix]

Supervisors are also encouraged to interact with students in positive ways that emphasize the appropriate behaviors that are occurring. These positive statements should outweigh (4:1) the number of redirection/negative statements. Statements such as “You are walking and being safe,” “This group of students is being responsible by following the tetherball rules,” and “You are being respectful by talking in low voices while you eat” are examples of positive reinforcement. Please continue to redirect students and stop negative behaviors as needed, especially when there are safety concerns.

Please be aware and vigilant with regards to bullying or potential bullying situations. It is required that you document these instances with the PBIS behavior referrals and respond immediately so students know this is not tolerated.

Minute-by-Minute Monitoring: MMM

The most frequently used management techniques are those that prevent small problems from escalating into big ones. Many classroom incidents can be prevented by a simple technique suggested by Hartford, Connecticut, teacher Robert Bencker. Bencker, who teaches at an inner city alternative high school program, suggests that teachers set the tone for the day by greeting each student personally as he or she enters the classroom. Use the opportunity, he says, to establish rapport, and to deal with such minor problems as gum chewing, boisterous behavior, bad moods, or unwanted materials, quietly and discretely -- before they can erupt into public confrontations that threaten control and disrupt the class. But don't stop there. Once students are in the classroom, you'll want to continue with some of these teacher-recommended techniques for maintaining control without confrontation:

-
- Establish eye contact
- Move around the room and increase proximity to restless students
- Send a silent signal
- Give a quiet reminder
- Re-direct a student's attention
- Begin a new activity
- Offer a choice
- Use humor not sarcasm
- Provide positive reinforcement
- Wait quietly until everyone is on task
- Ask a directed question

Volume Chart

A Precorrection Technique to Address Noise

Precorrecting is when staff change the setting, materials or routines to make undesirable behaviors less likely to occur. If noise during homework time or enrichment is an issue, you may wish to create a “Volume Chart” for your room. Volume charts are a great way for staff to teach students how loudly they may talk throughout the program.

- During enrichment time, you may move the arrow to the “Table Talk” time and prompt students with a cue like, “Since we’re going to work on our seed projects now, you may use Table Talk voices”.
- During instruction, you might prompt students with, “I’m going to explain how to complete our computer lesson for the next 5-10 minutes. Notice that I’m moving the volume arrow to ‘Look and Listen’. Thank you for being respectful by listening without talking until I call on you for questions.”



A Caution on Behavior Monitoring Charts

Many afterschool professionals create and use behavior monitoring charts. These may take many forms including writing students' names on the board under smiley face or sad face columns, or creating individualized clothespins with students' names and clipping them to a diagram depicting how the adult feels the student is behaving at any given time.

Too often these become punitive or punishing systems. Imagine how you'd feel if your boss put your name up on a chart letting all your colleagues know he/she wasn't happy with you because you showed up a few minutes late to work or didn't replace paper in the copy machine.

There are many negatives of using these types of behavior monitoring charts:

- They do not teach replacement behaviors
- They can cause the student to feel public shame, particularly those who struggle with behavior
- They can erode positive adult/student relationships



Tracking Problem Behaviors - in private

If staff need to track students' problem behaviors, they should do this on a document that is not visible to other students. That document may inform conversations the staff have with the student, with parents and with the Site Coordinator for possible inclusion into a Behavior Contract.

Go for the Gold: A Positive Twist on Behavior Monitoring Charts

Check out the "Go for the Gold" resource in this packet for a positive behavioral twist on a traditional behavior monitoring chart.

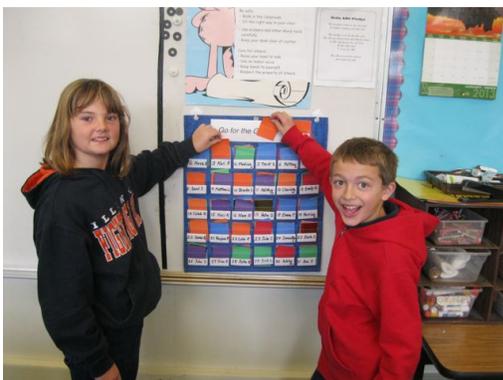
“Go for the Gold” A Positive Twist on Behavior Monitoring Charts

The Go for the Gold behavior monitoring chart creates opportunities for staff to give students feedback on their appropriate behavior.

Benefits of the System

- This multi-colored card system allows all students to continuously be moving toward a common goal of getting a “gold” card. It’s a system that is used and achievable for **ALL** students, not just those students who are more adept at managing their behavior.
- It’s a positive system that reinforces itself. Students feel successful, the staff are getting whole group notice and interest by reinforcing appropriate behaviors, and peer reinforcement also reinforces as peers cheer on one another when someone reaches gold.
- Teacher learns students’ names quickly at the beginning of the year.
- Teacher rarely needs to warn of problem behavior, and problem behaviors in the class have been reduced dramatically in Steven’s class since he instituted this system.
- Creates a consistent, positive and caring environment.

Order	Colors
1	Green
2	Purple
4	Blue
8	Gold



How it Works

- Purchase a clear pocket chart, one pocket for each student in your classroom. Write each student’s name on a label and stick to the front of each pocket.
 - Use 8 different colored pieces of paper. With each color, cut out colored

Write each student's name on a label and stick to the front of each pocket.

- Use 8 different colored pieces of paper. With each color, cut out colored squares that can fit inside the pockets.
- Ensure your classroom rules are specific, measurable, stated positively, no more than 5, and aligned to the 3-5 school-wide behavior expectations. They should be posted. You should teach them to all students, and remind and reinforce them with positive reinforcement. You will also occasionally need to reteach them.
- When you catch a student following one of the expectations, positively reinforce the behavior you're seeing and either change the student's color card or ask him/her to change the card. Be sure to acknowledge the behavior, not the student (i.e. Thanks for being responsible by having your materials ready.)
- When the student gets to the gold card, he/she can pick a prize out of the prize box (consider parent/community donations of small prizes).
- This should be an ongoing, recurring cycle; student starts back at the starting color after reaching gold.
- Staff should track students getting to gold, working to every student is reaching gold at least once/month. This is especially helpful tool to help the teacher track and reinforce those students who are quiet and don't often get acknowledged for behaving appropriately as well as students who struggle behaviorally.
- Remember to post the rules for "Go for the Gold" and teach students who this system works.
- Remind yourself that a system like this is only as good as the staff who implements it. If you're not consistent catching and reinforcing behavior and using the system, students will notice the inconsistencies and give up because "it doesn't work".

Set Yourself Up for Success

For this system to work, you should work to have good preventative systems in place:

- Ensure your classroom rules are specific, measurable, stated positively, no more than 5, and aligned to the 3-5 school-wide behavior expectations.
- Classroom rules should be large, poster-sized so everyone can see them
- You should teach the classroom expectations to all students. You will also occasionally need to reteach them to all students.
- You should work to "catch" the behaviors you want to see and verbally reinforce them. Use your proactive skills of active supervision (move, scan, interact), remind and reinforce and precorrect.

"Go for the Gold!"

Cougars Know their ABCs:

Always Do your Best, Be Safe and Care for Others

Always Do your Best, Be Safe and Care for Others

When you're following the behavior expectations in class, I'll remind you to change your color card on the "Go for the Gold" chart. Use the chart guide below to remember the color order. When you get to gold, you may choose a prize from the prize box.

Be your best and go for the gold every day! You can do it!

Order	Colors
1	Green
2	Purple
4	Blue
8	Gold