

BRIDGEHAMPTON SCHOOL DISTRICT

Positive Behavior Interventions & Supports Handbook



*Bridgehampton Elementary School
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PBIS Elementary Team

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PBIS at BHS

Positive Behavior Interventions and Supports (PBIS) at Bridgehampton Elementary School is committed to ensuring the academic and social-emotional well-being of each student while instilling our core values of being respectful, responsible, and safe. Our mission is to provide a climate with unified goals and expectations for ALL students.



Elementary PBIS Initiative

The elementary initiative is to work together to teach, model, and reward positive behavior.

Tier 1 support of PBIS consists of specific expectations, rules, routines, and physical arrangements for all settings throughout the school that are developed and taught by staff with the goal of teaching the behaviors we want to see students displaying and preventing occurrences of behavior the school would like to target for change.

During the school year **Tier 1** incentive will include...

- Student of the Month Winners are recognized and announced each month at our k-5 assemblies.
- Mega Recess Classrooms are recognized monthly for modeling positive behavior with additional recess.
- PBIS Rewards System Data is collected with our PBIS Rewards online software.
- PBIS team meetings Monthly Meetings are supporting teachers with Tier 1 Intervention.

- PBIS website Resources are provided for staff on our PBIS website.
- Universal processes and procedures intended for all students and staff across all environments.
- Classroom processes and procedures that reflect school-wide expectations for student behavior and pre-planned strategies for implementation within the classroom setting.



What is PBIS?

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, **proactive**, three-tiered framework that improves and integrates all of the data, systems, and practices affecting student outcomes every day.

PBIS creates schools where all students succeed and aids in establishing behavioral support and social culture needs for students to achieve academic and social/emotional success



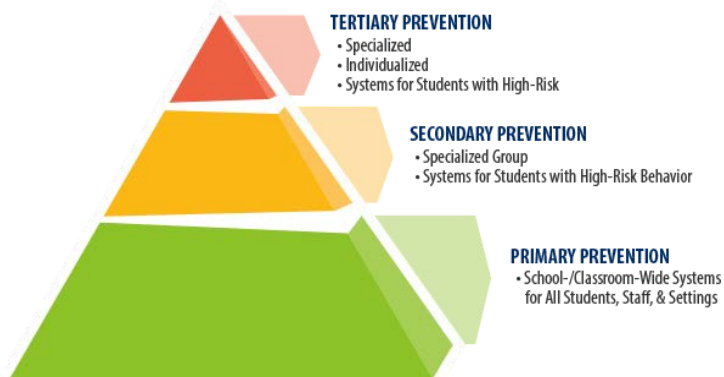
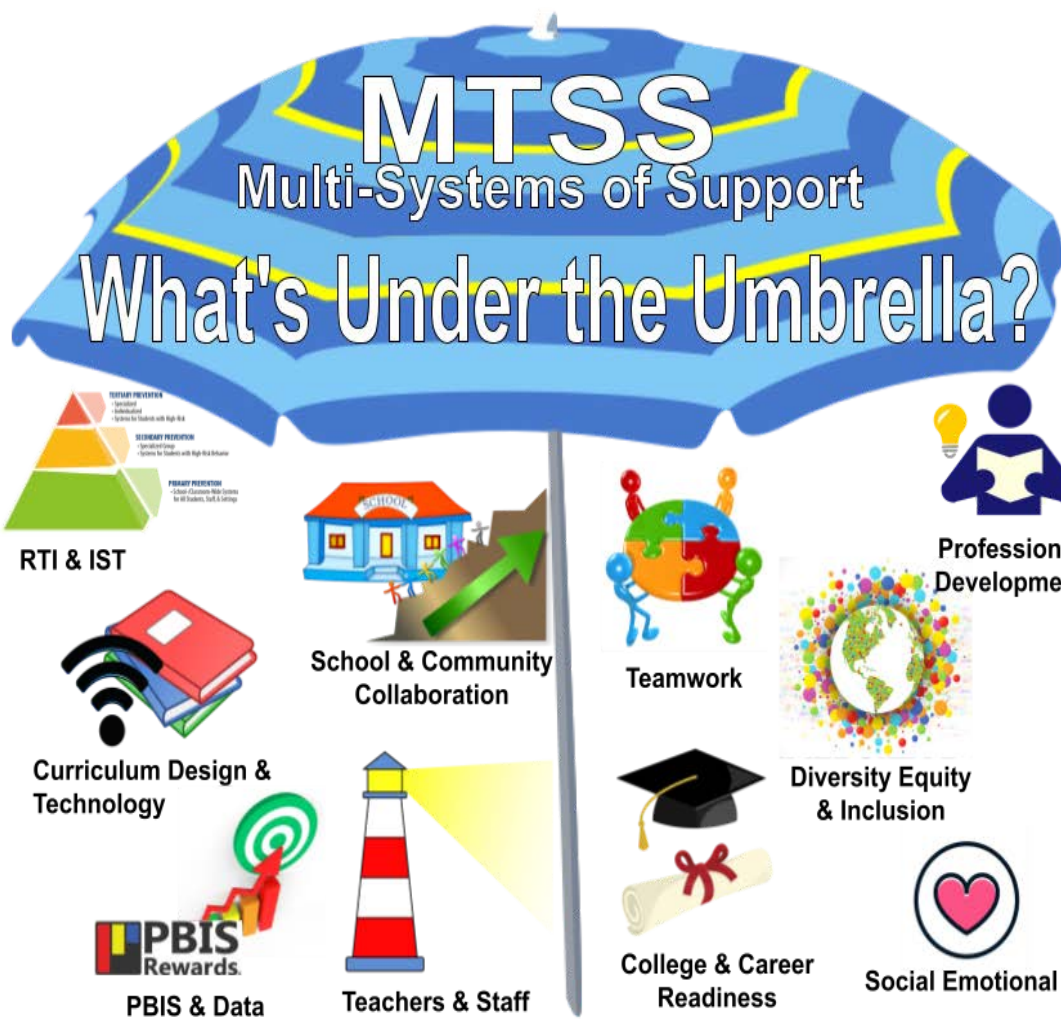
MTSS at Bridgehampton

What are Multi-Tiered Systems of Support?

Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks:

[Response to Intervention](#) (RtI) and [PBIS](#). Reference

<https://www.pbisrewards.com/blog/what-is-mtss/>



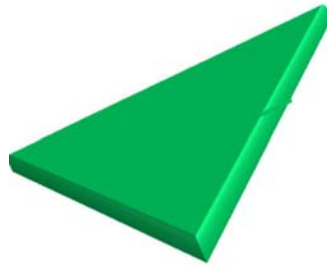
PBIS at Tier 1

- PBIS TEAM** focuses on Tier 1 - the **GREEN** layer of the triangle
- Supporting a strong foundation for Behavioral Expectations

- that consists of specific expectations, rules, routines, and physical arrangements for all settings throughout the school that are developed and taught by staff with the goal of teaching the behaviors we want to see students displaying and prevent occurrences of behavior the school would like to target for change.

What does it look like?

- ***Clear classroom expectations and procedures taught in the first week of school.***
- ***Utilizing the schoolwide matrix as a teaching tool to reinforce expectations.***
- ***Using Classroom matrix for day-to-day classroom management***
- ***Relationship building is key to successful classrooms-Get to know your students!***



PBIS at Tier 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. **Include “for student**

behaviors in which Tier 1 processes produced little to no change” These supports help students develop the skills they need to benefit from core programs at the school.

What does it look like?

- *Utilize BASS support-Behavior Academic Support Specialist (Elementary & Secondary) Complete form and submit to BASS person before going to IST*
- *Design and Develop specific interventions - 6-8 weeks*
- *Collect data-Is the intervention working? Or try something new/different*
- **Target social skills instruction**
- **Behavior support plans**
- **School-based mentors-Support of guidance suite staff**
- **Classroom management support (insert name here)**
- **Check-in/check-out (can be assigned teacher to student)**
- **Increased academic support-small group/one-to-one support**



PBIS at Tier 3

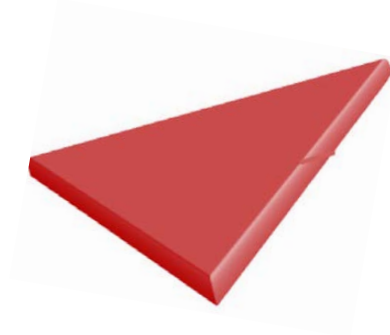
At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal

assessments to determine a student's needs.

Use of team-based strategies

What does it look like?

- *More Intensive area of supports-work with IST (instructional support team on your level)*
- FBA and/or IBP
- parent collaboration
- parent training/education
- a collaboration with guidance
- intensive academic/behavior support



Data



- PBIS Rewards is a Software-as-a-Service solution that provides an automated schoolwide PBIS management system. Our system simplifies the implementation and tracking of the PBIS

framework within a school.

- The primary purpose of implementing PBIS is to change the climate of our schools so that they are a great place to grow educationally, emotionally, and socially. An important measurement of progress involves tracking office discipline referrals.
- With PBIS Rewards, teachers, administrators, and staff can all support student growth and development through acknowledgment of student successes with PBIS expectations.



Bridgehampton's Behavior Matrix and Consequences

Learn Well...Stay Safe...Graduate...Participate



	<u>Behavior Examples</u>	<u>Teacher Action</u>
SIR	<p><u>Disruption:</u></p> <ul style="list-style-type: none"> • Call Out • Shout • Gestures • Out of Seat • Minor Disruptions to the Learning Environment <p><u>Defiance-Disrespect</u></p> <ul style="list-style-type: none"> • Insubordination • Name Calling • Dishonesty • Incomplete Homework • Spreading Rumors • Leaves Without Permission • Off Task Behaviors <p><u>Inappropriate Language</u></p> <ul style="list-style-type: none"> • Curse • Swear • Make profane, lewd, or abusive comments <p><u>Physical Contact (Low Intensity)</u></p> <ul style="list-style-type: none"> • Push or Shove • Hit or Kick (Low Intensity) • Scratch 	<ul style="list-style-type: none"> • Prompt (Verbal/Visual Cue) • Redirect (Restate Matrix Behavior) • Re-teach Expectation to Class (State Matrix Behavior, Model Behavior) • Provide Choice (Another Location, Order of Task, Alternate Supplies) • Conference with Student (Describe Problem, Discuss Alternate Behavior) • Parent Contact • Sent to Nurses Office • Sent to Bathroom/Water Fountain • Conference with a Colleague • Conference with student • Teacher Managed Lunch Detentions • Ask Student to Write an Apology Letter
	<u>After Three SIR's of the same behavior it becomes an ODR Write-Up.</u>	<u>Administrative Action</u>

Including any Behavior which may warrant a Disciplinary Action



Bridgehampton's Behavior Matrix and Consequences




Learn Well...Stay Safe...Graduate...Participate



	<u>Behavior Examples*</u>	<u>Administrative Action</u> <u>May Include but Not Limited To:</u>
ODR 1	<ul style="list-style-type: none"> • Use of Profanity • Inappropriate Gestures/Language • Dress Code Infractions (Skirts/shorts below fingertips, three fingers for tank tops, sagging pants showing underwear, bra straps, and bare midriff) • Unauthorized Cell/Head Phone Usage • Rough Play/Horse Play • Moderate Disruption to the Learning Environment • Third Late to Class or School- 6th-12th Grade 	<ul style="list-style-type: none"> • Conference with Principal • Parent Phone Call • Time Out in Hallway or Classroom • Cell/Head Phone Taken for the Day • Dress Code: Change Outfit-ISS or Sent home • Writing a Behavior Essay • Detention: Lunch or After School • Conference with Counselor
ODR 2	<ul style="list-style-type: none"> • Stealing or Vandalizing • Physical non-incidental pushing, hitting, kicking, etc. • Verbal threats of violence • Violence or Disrespect to Staff • Endangering self or others with unsafe actions • Unauthorized Cell/Head Phone Usage • Sixth Late to Class or School- 6th-12th Grade • Repeated Level 1 ODR Offenses 	<ul style="list-style-type: none"> • Conference with Principal/Parents • Parent Phone Call or Conference • Detention After School • In-School Suspension • Cell/Head Phone Taken-Banned from School for a Week • Out of School Suspension, if warranted • Other consequences as suitable • Behavior Contract • Problem-solving conference with parents • Restricted Schedule
ODR 3	<ul style="list-style-type: none"> • Sexual misconduct • Bullying/Harassment of Students or Staff • Possession of a weapon, something with the likeness of a weapon, and/or ammunition • Unauthorized Cell/Head Phone Usage • Ninth Late to Class or School- 6th-12th Grade • Repeated Level 2 ODR Offenses 	<ul style="list-style-type: none"> • Conference with Principal, Parents, and Other Staff Involved • Detention: Lunch or After School • Out of School Suspension/Law Enforcement Referral • Cell/Head Phone Banned From School for 30 Days • Outside Agency Referral • Behavior Contract • Problem-solving conference with parents • Restricted Schedule
ODR 4	<ul style="list-style-type: none"> • Unauthorized Cell/Head Phone Usage • Physical violence causing bodily injury • Repeat Level 3 ODR Offenses 	<ul style="list-style-type: none"> • Conference with Principal, Parents, Superintendent, and Counselor. • Automatic Out of School Suspension • Law Enforcement Involved • Cell/Head Phone Banned From School for rest of Year • Restricted Schedule • Outside Agency Referral

Including any Behavior which may warrant a Disciplinary Action

Elementary Behavior Matrix 2022-2023

	Bus	Arrival	Hallway	Cafe	Recess	Bathroom
Bee Respectful 	Take time to greet the bus driver & monitor	Say, "Good Morning" or give a friendly wave	Stay on the right side of the hallway and staircase Please walk and keep your voices low	It's nice to say, "please and thank you" Invite others to sit with you	Invite others to play with you Share and use kind words	Wait our turn and give others privacy
Bee Responsible 	Check your seat and keep track of your belongings	Set your alarm clock and arrive to school on time	Keep your hands by your side	Clean up after yourself	Be honest and play fair	Keep bathrooms clean Throw the garbage in the trash
Bee Safe 	Wait for your turn when you exit	Walk on the sidewalk and watch for cars and other people	Remember to walk and not run	No need to rush, remember to walk into the cafe Follow all cafe routines Be aware of possible allergies	Keep your hands to yourself and be mindful of personal space Be careful with playground equipment to Remember to go to an adult if a problem occurs	Wash your hands with soap for at least 30 seconds

Station Rotation-“Hive Huddle” (reteaching)

The PBIS Team along with staff and teachers will explicitly teach our school’s positive expectations and behaviors.

Research shows that when educators explicitly teach positive expectations and behaviors to students behavioral incidents will be reduced. Our goal will be preventative and proactive in teaching behaviors.

The PBIS Team, staff, teachers, and administrators will use the PBIS Matrix to explicitly teach positive expectations and behaviors to the students.

A Hive Huddle can include videos during morning announcements, and reteaching at monthly assemblies. This can be done after vacations as a preventative and proactive way to reteach core values



But Why?

FAQ's:

Why PBIS?

PBIS gives us the tools to teach just as we would with any subject area. It is a structured system implemented to help create an environment that students strive to master.

The system is designed for ALL students. Research shows that students are motivated when seeing their peers receive recognition and acknowledgement.

Why Should We Do It?

By integrating behavior supports (i.e. instructional choice, preteaching, opportunity to respond, teaching expectations and positive reinforcement) into our instruction, we strengthen proactive behaviors and reduce the probability that challenging behaviors will occur.

Most child behavior is strengthened or weakened by what happens after the behavior occurs. Recognizing students for following rules, directives, directions, participating, etc., is one of the most effective tools for managing, promoting, and correcting undesired behaviors.

When Should We Do It?

Recognition and praise should be given for the big and very small things that our students do correctly/appropriately.

Recognition and praise should be provided when students are exhibiting appropriate behaviors, following rules, are on task, using materials properly, utilizing their time well, are organized and prepared, do something nice for another, pay attention, etc.

As frequently as possible!

How Should We Do It?

- Verbal praise should be paired with tangible rewards to help internalize behaviors.
- Remember, every student learns differently! You can individualize based on your students' needs.
- Help to establish clear expectations that are defined consistently throughout the school-wide setting that are understandable for all students, especially those with language barriers or special education needs

Shouldn't They Already Know How To Behave?

- Discourage punishment or consequences with assumptions that students should have mastered the skills for good behavior
- Disruptive behavior does not always come from the desire to break the rules.

MEGA Recess

Mega Recess is a monthly class-earned reward for exhibiting BHS core values of ***Respect Responsibility and Safety***. Each child has an opportunity to participate and exhibit these core values of positive behavior to earn the class reward.

It is an “extra recess” period for students who show BHS Values-we encourage teachers and staff to participate in this fun reward to further reinforce our core values

M	Music
E	Entertainment
G	Games
A	Activities

How can our class earn MEGARecess?

- Teachers and staff will be given a set number of Mega cards. The Mega cards are to be used for classrooms outside of their own.
- The goal is to have students recognize classrooms that work together and to reach a goal.
- These Mega cards should be given to classrooms that exemplify exceptional behavior and follow our school-wide expectations.
- Mega cards are to be placed into their Mega bag that will be hung on the classroom door facing the hallway.
- At the end of each month, cards will be counted and the winning class with the most will receive MEGA RECESS during our monthly assembly.
- Whole class acknowledgment (rewards) will be handed out by teachers and administration to classes that are demonstrating appropriate expected behaviors across all areas outside of the classroom.

What do rewards look like?

- Classrooms/Students will be presented with a certificate and a Golden Frisbee. Awards should be displayed proudly outside of the classroom in the hallway.

What does MEGA Recess consist of?





MEGA Recess should be approximately 15-20 minutes long.

MEGA Recess will be supervised by the classroom teacher.

MEGA Recess can include extra playground time and structured games



Suggested Teacher Interventions

4 Functions of Behavior				
Function		What it Does	When it Happens	What to Do
S Sensory		Provides stimulation to the pleasure zone in the brain	Anytime, especially when anxious or excited	Provide deceleration techniques and redirect to more appropriate behaviors
E Escape		Removes undesired activities, interactions, or situations	When task is too: understimulating, hard, easy, boring, or undesired	Provide a "first, then, when" prompt, offer choices, or alter then length of task
A Attention		Provides access or awareness to/from people or interactions	When social attention is desired	Provide positive reinforcement or attention before the behavior happens.
T Tangible		Provides preferred activities or items	When a preferred activity or item is wanted/desired	Provide a transition activity/object, increase accessibility, or provide DRA/DRO

Sample of Classroom Matrix

Classroom Matrix PBIS Rewards.				
Expectations	SETTING			
	Enter/Exit the Classroom	Restroom	Group Instruction	Computer Technology Use
Be Respectful	<ul style="list-style-type: none"> Be at a level 1 Use kind language Sit at your assigned seat Push chairs in 	<ul style="list-style-type: none"> Raise your hand and ask permission to use the restroom before leaving the classroom Leave and return at a level 0 	<ul style="list-style-type: none"> Be at a level 0 when the instructor is speaking Raise your hand and wait to be called on to ask the instructor questions Stay on task 	<ul style="list-style-type: none"> Only use websites allowed by instructor Consume food and drinks away from the computers
Be Responsible	<ul style="list-style-type: none"> Bring necessary supplies Fill out agenda Be/Leave on-time Clean up your area 	<ul style="list-style-type: none"> Leave and return with a hall pass assigned by the instructor Use the restroom and return to class within 10 minutes 	<ul style="list-style-type: none"> Participate Be an active listener and learner Complete work that is assigned and turn it in on-time Always do your best work Ask for help when needed 	<ul style="list-style-type: none"> Stay on task and only use websites allowed by the instructor Return the computer to the cart and plug it in when you are done using it Ask for help when needed
Be Safe	<ul style="list-style-type: none"> Walk- don't run Enter/exit the doorway in a single file line Keep hands away from other's and their belongings Follow the directions 	<ul style="list-style-type: none"> Walk directly to the restroom and straight back to class 	<ul style="list-style-type: none"> Follow the directions Use kind language 	<ul style="list-style-type: none"> Walk with the computers Make sure the computer is closed when carrying it Hold the computer with both hands Follow the directions

Matrix Templates

1. PBIS Template

https://docs.google.com/document/d/1mAA_mGpoFjc3VPPV5IRML4c7UWRmSxaCv5z69pDsh2Q/edit?usp=sharing

2. Teacher Modified Template

<https://docs.google.com/document/d/1jaNAhkWj8DRYJYwvowwDA7VTzF8Ldef0ZAFpOyzq78/edit?usp=sharing>




	Be Respectful	Be Responsible	Be Safe
Classroom			
Hallway			
Cafeteria			
Recess			
Specials			
Bathroom			

3. Modified PBIS Template

<https://docs.google.com/document/d/1XcSv75t9XO7BMS0TrClgTfXvFtMedCSSOAOoQRKFX64/edit?usp=sharing>

Additional Examples

1. Teacher Completed Social Contract / Matrix

OUR SOCIAL CONTRACT						
	Lining Up	In the classroom	Teaching Time	Group Work	On Your Own	In the Hall & Specials
Be Respectful 	-Greeting	-Be kind to others -“Read the room”	-Raise your hand	-Voice level 1-2	-Voice level 1 -Keep your desk neat	-Voices on 0 -Respect work on walls -Wait for special teacher to give instructions
Be Responsible 	-Put your belongings away -Complete your job	-Keep your desk clean -Pick up materials on the floor	-Stay focused	-Complete your share	-Ask a friend if you need help -Bring your agenda book everyday -Do your homework!	-Walk in a straight line
Be Safe 	-Wait your turn -Give space to others	-Scissor Safety	-Hands to yourself	-Use kind words -Use supplies properly	-Keep track of your belongings -Ask for help if you need it	-Hands to self -Stay with your class

CREATED AND SIGNED BY THE 2nd GRADE


Family Resources



Center for Evidence-Based Practice: Young Children with Challenging Behavior

University of South Florida
Department of Child and Family Studies
Louis de la Parra Florida Mental Health Institute
University of South Florida, MHC 2113A
13301 Bruce B. Downs Blvd.
Tampa, FL 33612-3807
813-974-6100

The Center for Evidence-based Practice: Young Children with Challenging Behavior is funded by the U.S. Department of Education, Office of Special Education Programs (2001-2006) to raise the awareness and implementation of positive, evidence-based practices, and to build an enhanced and more accessible data base to support those practices.

 Evidence-Based Practice:
Young Children
with Challenging Behavior
www.challengingbehavior.org



August 2006

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POSITIVE SOLUTIONS FOR FAMILIES

Eight Practical Tips for Parents of Young Children with Challenging Behavior



Has life with your young child become filled with conflict and confusion? Does it seem as if even the simplest activity can turn quickly into disaster when your child's behavior is out of control? Are you beginning to feel as if things are getting worse instead of better? You're not alone. Many, if not most, parents find themselves struggling with the challenging behavior of their young child at some point in time. The good news is that there are evidence-based, effective strategies that you can use to create positive solutions for your family.



How to Use This List
Review each of the tips below and think about situations you have experienced that are similar to the provided examples. You will need to decide which strategies are likely to work best for your family. You might want to try one or two of the strategies at first and then add others as you become more comfortable with the process. Remember, the idea is to develop specific approaches for your own family that can be used in everyday life.

Tip #1: Keep Your Expectations Realistic

It is important for you to know and understand your child's abilities and limitations. When you expect too much or too little from your child it can lead to problems and frustrations for you both.

—You are in a restaurant with a group of friends. The waiter took your order over 30 minutes ago and your food still hasn't arrived. 2 1/2 year-old Simone is getting impatient—she is throwing her crayons and saying that she wants down. Instead of getting angry and frustrated with her for acting up, try taking her for a short walk to give her and others a needed break.

Tip #2: Plan Ahead

Try to anticipate what your child may do or need in various situations. Make sure that you plan ahead to set your child up for a successful experience. Hope for the best, but plan for the worst. Always have a back-up plan!

—Your family is in the car headed to your mother's house for dinner. It is usually a short drive,

but rush-hour traffic is snarled. It's 6:30 pm, and you're already 45 minutes late. Your 3-year-old is screaming for food in the backseat. Luckily, you remembered to bring some snacks and a sippy cup of water to hold her over until you can make it home.

Tip #3: Clearly State Your Expectations in Advance

Some undesirable behavior occurs because your child can't act differently, other times it occurs because your child simply doesn't want to act differently. Either way it helps for you to remember that your child cannot read your mind. Be sure to give your child one clear instruction so that he knows what it is that you want him to do.

—You are visiting at your sister's house and your daughter has been playing with her favorite cousin. Over the course of the afternoon, toys have been tossed aside and scattered throughout the room. When you say, "Come on Alicia, it's time to get ready to go!" she ignores you completely and continues to play. A better approach might be to say, "All right, time to get going. Alicia, let's start putting the blocks in their box. I see it over there in the corner!"

Tip #4: Offer Limited, Reasonable Choices

Most children are not born with the built-in ability to make decisions and then accept the consequences. In order for your child to learn to take personal responsibility they will need plenty of support and practice.

—You have just picked up your son at childcare and he doesn't want to get into his car seat. One way to avoid a struggle might be to say, "Zachary, the car won't start until you get buckled in your seat. Do you want to climb up in there yourself, or do you want Daddy to put you in?"

Tip #5: Use "When...Then" Statements

A "when...then" statement is a simple instruction that tells your child what he or she must do in order to earn a desired consequence (what he/she wants to do). This is also known as a contingency statement.

When you use a contingency statement, be sure you:

- ✓ Give it a positive focus
- ✓ State it only once
- ✓ Set a reasonable time limit
- ✓ Follow through
- ✓ Are prepared for your child's response—it may be "NO!"

—It's a sunny day and your barefoot child has decided she would like to go out in the backyard and play. She starts outside and you stop her and say, "No...not on your shoes." She starts to throw a tantrum. Here's an alternative approach you might want to use next time. "When you put on your shoes, then you may go outside." You are not just saying "No". You are letting her know what needs to happen in order for her to reach her desired destination.

Tip #6: Catch Your Child Being Good

Did you ever stop to think about how much time you spend telling your child what he should not do? Instead, try giving specific, positive attention to the behavior that you want to see. This will teach your child what you want him to do and increase the likelihood that this behavior will occur again and again.

—You are enjoying a remarkably calm family meal. Instead of waiting for your 4-year-old to begin fidgeting, trying to leave, or stuff green beans down his shirt, you look at him and exclaim, "Manuel, it makes Daddy so happy to see you eating your dinner like a big boy!"

Tip #7: Stay Calm

When your child's behavior is unacceptable, you can choose to either respond to it or ignore it. If you decide that a reaction is required, remember that the least response necessary is



usually last. Acting calm with a minimum of attention will reduce the risk of strengthening the very behavior you wish to discourage. When you remain calm, it also gives you time to think about how you want to respond. Remember, you are modeling desired behavior for your child—the more out-of-control your child becomes, the more self-control you need to show. When you remain calm your child learns appropriate ways to respond to difficult situations.

—You are cleaning your house in preparation for your in-law's annual visit. You go in the kitchen for just a moment and return to your family room to find that your 2-year-old son has colored on a white wall with red and blue crayons. Your immediate reaction is to scream in horror. However, you think twice, take a deep breath and say, "Christopher, paper is for coloring. Mommy's walls are not," and buckle him in his high chair where he can continue to create his art on paper.

Tip #8: Use Neutral Time

Neutral time cannot be found in the middle of a difficult situation filled with strong feelings. Instead, neutral time is when everyone is calm enough to think and talk and listen. It's important to remember that neutral time can occur either before or after a child's unacceptable behavior occurs. You can talk about what happened earlier and talk about positive ways to handle problems in the future. The challenge is to identify neutral time and make use of these opportunities.

—You are sitting on the sofa reading books with your daughter when you look up at the clock and realize it is 7:30—bedtime is approaching fast. Getting Emma to brush her teeth each night has become more and more of a struggle. As you hold her on your lap you say, "Almost bedtime kiddo. Hey, tonight Mommy is going to brush her teeth of the same time you do—it'll be fun for us to do it together!"

Home Expectations Matrix | PBIS Rewards®

Expectations	Meal Time	Work Time	Play Time	Bed Time
Be Respectful	<ul style="list-style-type: none"> • Say please, thank you, and excuse me • Ask others about their day and share about our day with others • No cell phones, tablets, or computers at the table 	<ul style="list-style-type: none"> • Keep work area clean • Keep voice volume low • Only ask for help after attempting to complete assignments independently • Mute yourself during Zoom meetings unless the teacher gives permission to speak 	<ul style="list-style-type: none"> • Play with toys as intended • Keep voice volume low in the home and medium outside • Include everyone • Share toys with siblings and friends 	<ul style="list-style-type: none"> • Put dirty clothes in basket • Use quiet voices • Say something you are grateful for
Be Responsible	<ul style="list-style-type: none"> • Help set the table or prepare meals • Try new foods • Take your plate from table when done eating 	<ul style="list-style-type: none"> • Work in a location that promotes focus • Check Google Classroom and emails from teachers during the day • Keep a schedule of assignments/due dates • Turn in work completed and on-time • Show up on time for any type of meetings 	<ul style="list-style-type: none"> • Follow rules during games • Congratulate the winners of games • Only play with one toy at a time • When asked to stop playing, stop the first time • Clean up/put toys back where they're stored 	<ul style="list-style-type: none"> • Put on PJ's • Brush your teeth • Use the bathroom • Read for fun before bed
Be Safe	<ul style="list-style-type: none"> • Wash your hands • Keep chair on 4 legs 	<ul style="list-style-type: none"> • Report unsafe or bullying sites and comments to an adult • Keep personal credentials and information private (username & passwords) 	<ul style="list-style-type: none"> • Keep small toys/pieces on the table • Use toys and games as intended • Ask permission before going to a new location • Wear protective eye wear when necessary 	<ul style="list-style-type: none"> • Clean up toys before you go to bed • Lights out at 9:00 PM
Adult Role	<ul style="list-style-type: none"> • Announce meal time in advance • Assign chore roles 	<ul style="list-style-type: none"> • Monitor work and provide assistance when needed 	<ul style="list-style-type: none"> • Monitor playtime • Provide a 5-minute warning before it's time to stop playing 	<ul style="list-style-type: none"> • Remind kids to go to bathroom and make sure lights are out at 9:00 PM

Create your own at home!

Expectations	Meal Time	Work Time	Play Time	Bed Time
Be Respectful				
Be Responsible				
Be Safe				
Adult Role				

PBIS Resources & Website

<https://www.pbisrewards.com/>

<https://www.pbis.org/pbis/what-is-pbis>

<https://bridgehampton.k12.ny.us/Assets/District Links/081817 Behavior Matrix.pdf?v=821>

<https://www.pbisrewards.com/blog/what-is-mtss/>