

CUBS rules: Expected Behaviors
by Location

CARE FOR ALL PROPERTY

Classroom - Keep my work area clean and push in my chair.

Hallway - Be careful not to touch the wall .

Bus - Keep the bus clean.

Bathroom - Flush the toilet, wash my hands without splashing and throw away my paper towel.

Playground - Use the equipment properly and do not touch the woodchips.

Cafeteria - Keep my table clean and throw away my trash.

USE WHOLE BODY LISTENING

Classroom - Raise my hand and wait for my turn to speak.

Hallway - Keep my body and eyes facing forward.

Dismissal - Walk down the hall quietly and line up with eyes facing forward.

Bus - Go to my seat, and stay seated.

Bathroom - Use a whisper voice and wait quietly for friends.

Playground - 1st whistle:
FREEZE and LISTEN.

2nd whistle: LINE UP with my class.

**BE RESPONSIBLE. KEEP HANDS
FEET AND OBJECTS TO YOURSELF.**

Classroom - Give others their personal space.

Hallway - Walk quietly with hands to my sides and eyes facing forward.

Dismissal - Keep my hands to my sides.

Bus - Keep hands, feet and objects to myself.

Bathroom - Keep my body and eyes in my own bathroom stall.

Playground - Use nice touch when I play with other children at recess.

Cafeteria - Stay seated and only eat my food.

SHOW RESPECT FOR ALL

Classroom - Use first time listening and nice talk when speaking to others.

Hallway - Use a whisper voice.

Dismissal - Line up quietly without bothering others.

Bus - Keep hands to myself. Use nice talk and ask the bus driver for help if I need it.

Bathroom - Take care of my own bathroom needs without bothering others.

Playground - Use nice talk and take turns playing with friends.

Cafeteria - Eat my lunch without bothering others.

School-Wide Positive
Behavior Support Plan
(SWPBS)



Phoenixville Area School
District

*Kindergarten
Center*

CUBS ARE WE!

What is SWPBS?

School-Wide Positive Behavior Support (SWPBS) is a research-based Response to Intervention (RtII) initiative that implements behavioral support strategies through consistent modeling and practice, guided by data-based decision-making.

As a faculty, we have defined four expected behaviors (CUBS rules) for The Kindergarten Center.



C Care for all property
U Use whole body listening
B Be responsible
S Show respect for all

Reinforcement for Positive Behavior

Rewards are given when students are demonstrating expected behaviors by following the CUBS rules.

PAW prints - an individual reward for following 1 or more of the CUBS rules.

CUBS tickets - a class reward given when the whole class demonstrates 1 or more of the CUBS rules.

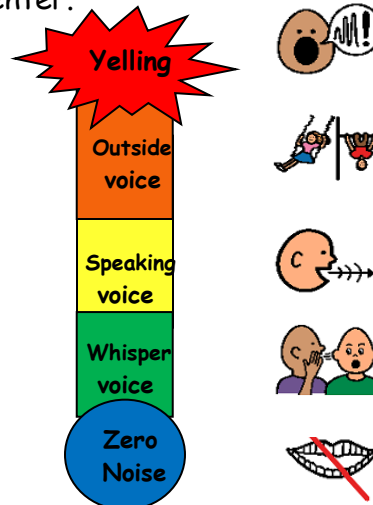
Clip Chart

While rewarding students for demonstrating expected behaviors, we also want to teach accountability when

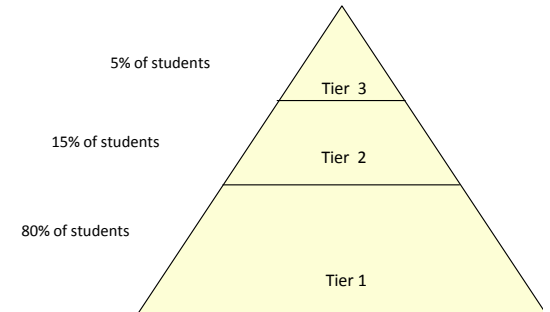
students demonstrate unexpected behaviors. All students have a clip with his/her name on it. Each clip begins on **Ready to Learn**. The students can 'clip up' for expected behavior or 'clip down' for unexpected behaviors. If a student clips down they will have a chance to clip back up, often avoiding a consequence. When your child clips down to **parent contact** OR 2) when your child clips down to **teacher choice** 3+ times within the AM/PM session, you will receive a note home explaining the unexpected behavior.. The note also asks parents to review the corresponding expected behavior(s) with their child.

Voice Thermometer

We teach our students about appropriate voices to use in different locations here at the Kindergarten Center.



Three-Tiered RtII Model



Tier 1 All students will be taught CUBS rules and will be using the clip chart.

Tier 2 Approx.15% of students will have a informal plan to modify behavior (i.e. individual behavior plan, check in/check out, communication log, counseling group, etc.)

Tier 3 Approx. 5% of students will receive a more formal behavior assessment / behavior intervention plan called a Functional Behavior Assessment (FBA).

Each student's tier will be determined using data such as office reports, time on task observations and Functional Behavior Assessments.