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WELCOME TO PBIS – A BOONE COUNTY INITIATIVE

This PBIS handbook was developed to facilitate the use of PBIS at Stephens Elementary. Please take a moment to read through it and familiarize yourself with this program and how it is used at our school.

PBIS is a positive behavior intervention program implemented school-wide at Stephens Elementary. The program consists of having 3 to 5 positively stated expectations which were determined by the faculty and staff during the first phase of the implementation process. PBIS offers many benefits such as maximizing instructional time, improving overall school behavior, having clear consistent policies, and reducing office referrals.

Your PBIS team is composed of Jim Detwiler, Gregg Frank, Shannon Crawford, Shannon Hager, Mindy Kimmich, Susan Pastor-Richard, Anne Schleusner, Michelle Schilling, Karen Steele, Kathy Petronio, Mary Hoover, and Felicia Anderson. The team is here to assist you as we continue the program at Stephens. This year, we will focus on classroom expectations. Every faculty and staff member will begin using the Clip Up, Clip Down chart. The colors will be the same for every classroom and also including the cafeteria. The charts will be provided at the beginning of the school year and introduced at our first faculty meeting.

We look towards this exciting endeavor as we continue the process of utilizing PBIS in our school. Please feel free to email us any questions or concerns you may have.

Respectfully,

The PBIS Team
What is KYCID?

It’s a program designed to create a more positive, safe and supportive learning environment for both staff and students. Its purpose is to train and support schools in the implementation of positive, proactive, and instructional strategies so students become self-disciplined, responsible, and productive members of their community and ultimately the Commonwealth of Kentucky.

- Aims to build effective environments in which positive behavior is more effective than problem behavior.
- Is a collaborative, assessment-based approach to developing effective interventions for problem behavior.
- Emphasizes the use of preventive, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.
- “The behavior we pay the most attention to is the behavior we'll get more of.”

www.kycid.org

Why is it good for Stephens?

Many school goals can be hampered by social and behavioral factors. Nationwide data shows that extreme violence in schools has stabilized, but the rate of disruptive classroom behavior has escalated.

Reactive management practices (verbal reprimands and clamping down on misbehavior) are only a temporary solution to problematic behaviors. Problem behaviors typically reoccur, sometimes at a higher rate and at a more intense level. This program will help all of us (administration through the school staff) to shift the culture of behavior management from one that is reactionary to one that is preventive and positive.

This is a type of behavior management system that is MORE than a program – it’s a cultural attitude and practice. Since it causes a shift in culture, it will endure. This is good for Stephens Elementary School because it creates an even more positive learning environment for students that frees up more time for engaged instruction while less time is spent with reacting to problematic behaviors.
PBIS Committee Members and Email addresses:

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## Stephens Elementary

### Stinger Pride

#### Expectation Matrix

<table>
<thead>
<tr>
<th></th>
<th>After School</th>
<th>Arrival</th>
<th>Assemblies</th>
<th>Bus</th>
<th>Cafeteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Bee” Safe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk at all times</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Stand in single file</td>
</tr>
<tr>
<td>Follow adult directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Keep hands and feet to self at all times</td>
</tr>
<tr>
<td>Sit quietly in blue carpet area</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Walk at all times</td>
</tr>
<tr>
<td>Exit bus front to back and remain in single file from bus to the building</td>
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</tr>
<tr>
<td>Walk in single file in the building</td>
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</tr>
<tr>
<td>Hands and feet to self at all times</td>
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<td></td>
</tr>
<tr>
<td><strong>“Bee” Respectful</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Listen to coaches, parents, teachers, etc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Say please and thank you to everyone</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treat school respectfully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voice Choice 0—Silent hallways</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Say goodbye and thank you to bus driver</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Greet all adults (Smile, use eye contact and name)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Voice Choice 1—Whisper while waiting</td>
<td></td>
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<tr>
<td>Voice Choice 0—Silent during assembly</td>
<td></td>
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<tr>
<td>Listen attentively to speaker</td>
<td></td>
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<tr>
<td>Use applause appropriately—Clap only and feet still</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Voice Choice 1—Talk quietly to person next to you</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greet and thank your bus driver (Smile, use eye contact and name)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speak kindly and respectfully to bus driver and students</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Voice Choice 2—While in line and getting served</td>
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<td></td>
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<tr>
<td>Voice Choice 2—Speak Quietly during lunch</td>
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<tr>
<td>Be kind and considerate to everyone</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Say please and thank you to everyone</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Follow all directions from cafeteria workers</td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>“Bee” Responsible</strong></td>
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<tr>
<td>Follow same rules as during the school day</td>
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</tr>
<tr>
<td>Show your Stinger Pride</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Stay in line as you exit bus</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Stay on green line or right side of hall</td>
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</tr>
<tr>
<td>Go to the restroom before assembly</td>
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<td></td>
</tr>
<tr>
<td>Listen, participate and learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep area clean</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exit bus from front to back</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep area clean—Pick up dropped forks, napkins and spoons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Touch only what you are taking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Buy lunch only</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
and snacks
• Clean up your area (table and floor)
• Dump and return tray carefully
• 3 minutes of silence at end as you exit to prepare for learning
<table>
<thead>
<tr>
<th></th>
<th>Dismissal</th>
<th>Hallway</th>
<th>SAT</th>
<th>Restroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Bee” Safe</td>
<td>• Walk in single file at all times</td>
<td>• Walk in single file at all times</td>
<td>• Play safely</td>
<td>• Walk at all times</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and feet to self at all times</td>
<td>• Keep hands and feet to self at all times</td>
<td>• Keep hands and feet to self at all times</td>
<td>• Keep hands and feet to self at all times</td>
</tr>
<tr>
<td>“Bee” Respectful</td>
<td>• Voice Choice 0 – Silent Hallways</td>
<td>• Voice Choice 0 – Silent Hallways – except when necessary</td>
<td>• Take turns</td>
<td>• Voice Choice 0 – Silent at all times</td>
</tr>
<tr>
<td></td>
<td>• Say goodbye to your teacher</td>
<td></td>
<td>• Include everyone</td>
<td>• Respect the privacy of others</td>
</tr>
<tr>
<td></td>
<td>• Greet your bus driver and make eye contact</td>
<td></td>
<td>• Speak politely and respectfully to everyone – Always say “good game”</td>
<td>• Take turns</td>
</tr>
<tr>
<td>“Bee” Responsible</td>
<td>• Make sure you have all belongings</td>
<td>• Stay on green line or right side of hall</td>
<td>• Follow all equipment and game rules</td>
<td>• Go, Flush once, Wash</td>
</tr>
<tr>
<td></td>
<td>• Stay in line until seated on bus</td>
<td>• Always remember that other students are learning in classrooms</td>
<td>• Return equipment properly at the end of SAT</td>
<td>• Respect all equipment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Turn off faucets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Keep restroom clean</td>
</tr>
</tbody>
</table>
Clip Charts

All of the clothespins start in the middle level, Ready to Learn. The clothespins can be clipped to the left and right edges of the Ready to Learn level of the chart. During the course of the day, the clothespins move up and down the chart based upon the behavioral choices each student makes. Good behavior allows the student to move the clip up one level (Clip up!). Conversely, inappropriate behavior will require the student to move the clip down one level (Clip down). It is suggested the clip be moved one level.

All homeroom classrooms will have a clip chart. Special area teachers, RTI, Special Education teachers and other staff members will be able to utilize the same chart by noting to the student or classroom teacher that so and so should move up or move down upon returning to class. The student should indicate the color they are on at the end of the day in their planner.

The cafeteria will also utilize the clip chart. Common areas such as the hallway will continue to utilize the “bees”.

If a student ends the day on any color below blue it is suggested that you indicate to the parent what warranted this move on the clip chart. There are suggested forms in www.newmanagement.com that you may use or write the information in the planner. All parents will receive a color clip chart to help explain the program. This topic should also be included in your curriculum presentation when we have that event.
Rewards and Recognitions

Bees are given out to individual classes based on the PBIS expectations. Bees cannot be given to individual students nor can they be taken away. Teachers will be given quarterly rewards based on how well they are implementing PBIS. All classes reaching a benchmark will be announced at the end of the day.

<table>
<thead>
<tr>
<th>Bees earned per class</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>First dismissal</td>
</tr>
<tr>
<td>200</td>
<td>Extra SAT</td>
</tr>
<tr>
<td>300</td>
<td>Airheads</td>
</tr>
<tr>
<td>400</td>
<td>Giant mascot bee to be displayed in class for 1 week.</td>
</tr>
<tr>
<td>500</td>
<td>First lunch of grade level</td>
</tr>
<tr>
<td>600</td>
<td>Hat day</td>
</tr>
<tr>
<td>700</td>
<td>Giant mascot bee to be displayed in class for 1 week.</td>
</tr>
<tr>
<td>800</td>
<td>PJ Day</td>
</tr>
<tr>
<td>900</td>
<td>Surprise!</td>
</tr>
</tbody>
</table>

Note: First lunch is per grade level only. Teachers have the option of substituting first lunch for another prize at their discretion.

At every level reached by class, teacher will be entered in a drawing. Teachers and staff can also be nominated and drawings will be held on a quarterly basis.

It is up to the teacher to email Katherine Decker and Susan Pastor-Richard when they have achieved a prize level.
2012-2013

Minor Behavior Flow Chart

Can I (or should I) ignore?

Minor Behavior

Non-Verbal Intervention

Eye contact

Prior proximity

Touch shoulder

Verbal Intervention

Tell student to stop

Tell student they are in violation of procedure

Explain consequences for action

Further Action Needed

Time Out

Loss of Privilege

Written Assignment

Letter of Apology

Student Conference

Parent Phone Call

Parent Conference
MINOR BEHAVIOR INCIDENT TEACHER REFERRAL REPORT

Student: ________________________________     Referring Teacher: ____________________

Grade: _________     Date of Incident: __________     Time of Incident: _________

Location of Incident:     ___ Classroom/Gym/Library     ___ Cafeteria     ___ Hallway     ___ Playground
                          ___ Restroom     ___ Bus     ___ Off-Campus     ___ Other: _______________

Others Involved:     ___ None     ___ Peers     ___ Teacher     ___ Staff     ___ Substitute     ___ Other

POSSIBLE MOTIVATION
___ Obtaining Peer Attention     ___ Obtaining Adult Attention     ___ Obtaining Item/Activity
___ Avoiding Task/Activity     ___ Avoiding Work     ___ Avoiding Peers
___ Avoiding Adults     ___ Unclear/Unknown     ___ Other

BEHAVIOR EXPECTATION NOT FOLLOWED

BE RESPECTFUL
___ Dishonesty
___ Misuse of Property
___ Calling Out in Class
___ Annoying/Disruptive Behavior
___ Inappropriate Language
___ Defiance of Authority
___ Negative Tone
___ Disrespectful Behavior
___ Inappropriate Voice Choice
___ Other

BE RESPONSIBLE
___ Failure to Stay in Seat
___ Misuse of Property
___ Unprepared for Class
___ Dress Code Violation
___ Failure to Complete Assignment
___ Possession of Unauthorized Item
___ Cheating
___ Stealing
___ Inappropriate Use of Technology
___ Failure to Follow Procedures
___ Other

BE SAFE
___ Throwing objects
___ Running
___ Failure to Keep Hands/Feet to Self
___ Physical Contact
___ Other

Brief Description of Incident:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

TEACHER ACTION/INTERVENTION

___ Redirect Student     ___ Loss of Privilege     ___ Student Conference
___ Non-Verbal Intervention     ___ Written Assignment     ___ Behavior Contract
___ Verbal Intervention     ___ Special Seating     ___ Letter of Apology
___ Reteach Appropriate Behavior     ___ Time Out     ___ Parent Conference

Parent Phone Contact Date: ____________________________
Teacher Comments: __________________________________
Parent Comments: ____________________________________

Teacher / Date     Student / Date     Parent / Date

Stephens Elementary
5687 Hwy 237
Burlington, KY 41005
859-334-4460

Principal – James Detwiler
Assistant Principal – Gregg Frank
Student: ___________________  Referring Teacher: ___________________________
Grade: _________  Date of Incident: __________  Time of Incident: __________
Location of Incident:       ___ Classroom/Gym/Library  ___ Cafeteria  ___ Hallway  ___ Playground
                        ___ Restroom  ___ Bus  ___ Off-Campus  ___ Other: _______________
Others Involved:     ___ None  ___ Peers  ___ Teacher  ___ Staff  ___ Substitute  ___ Other

POSSIBLE MOTIVATION
___ Obtaining Peer Attention  ___ Obtaining Adult Attention  ___ Obtaining Item/Activity
___ Avoiding Task/Activity  ___ Avoiding Work  ___ Avoiding Peers
___ Avoiding Adults  ___ Other  ___ Unclear/Unknown

BEHAVIOR EXPECTATION NOT FOLLOWED
___ Abusive Language/Profanity  ___ Blatant Disrespect/Insubordination
___ Defacing Property/Vandalism  ___ Fighting/Aggressive Behavior
___ Malicious Bullying/Harassment  ___ Major Defiance – Disrupts Learning of Class
___ Repeated Dishonesty*  ___ Possession of Dangerous Instrument
___ Sustained Behavior That Disrupts Class*  ___ Threatening/Harassment
___ Chronic Minor Infractions*  ___ Other*

Brief Description of Incident:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

ADMINISTRATIVE ACTION (completed by administrator)
___ Conference w/student (warning given)  ___ Time Out  ___ Suspension
___ Contact/Conference w/parent  ___ Detention (___ # of Days)
___ Referral to Guidance/Support Team  ___ Saturday School  ___ Other
Comments: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

SIGNATURES:
_____________________  ________________________  ________________________
Administrator / Date  Student / Date  Parent / Date
DATA Information

The School-Wide Information System (SWIS) is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are:

- An efficient system for gathering information
- A web-based computer application for data entry and report generation
- A practical process for using information for decision making

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students’ academic and social achievements.

The data may be summarized to provide information about individual students, groups of students, or the entire student body over any specified time period. Both numerical printouts, and graphs (histograms) are created for use in decision-making. Stephens Elementary focuses its data report on the following three criteria and distributes the results to the staff on a monthly basis.

a. The number of office discipline referrals per month.
b. The type of problem behaviors leading to office referrals.
c. The locations of problem behavior events.
**LESSON PLAN**

**EXPECTATION:** BEE SAFE/BEE RESPECTFUL/BEE RESPONSIBLE in ________ARRIVAL________

**OBJECTIVE:** To be safe, respectful and responsible at arrival

**LEARNING TARGET:** I will be safe, respectful and responsible at arrival

**INTRODUCTION:**

*This activity can be done in the classroom*

1. Today we will talk about procedures for arriving to school each morning. This will ensure that everyone arrives to their classroom safely.
2. Turn to partner and tell them who brings you to school.
3. Now, with your partner, describe what it was like when you got off the bus or out of the car and came into the building.
4. Have them share out 1 word for the feeling about your experience. Record words on the board.

**TELL PHASE**

1. Have a guided discussion about responses and ask questions that help the students problem solve to fix the problem.
2. Use the discussion to identify the arrival procedures set in place
3. Display the chart and discuss the bullets of “Bee” Safe, “Bee” Responsible, and “Bee” Respectful.

**SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON-EXAMPLES) WHAT DOES IT LOOK LIKE/SOUND LIKE**

1. Have students arrange a few chairs in room to create a “mock” bus.
2. Role play examples of the arrival procedures.

**DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)**

1. Students demonstrate behaviors:
   - Exiting bus from front to back
   - Walking in single file into the building
   - Greet all adults with smile, eye contact and name
   - Walking to classroom on green line with 0 voice choice
   - Grades 1, 2, 4 down 1st grade hallway (practice this with students)
   - Grades K, 3, down library hallway (practice with students)

**CONCLUSION (REVIEW AND SUMMARIZE THE LESSON WITH T-CHART, ACTIVITY, ETC.)**

1. Talk about ways these procedures can keep us safe, responsible and respectful

**OTHER ACTIVITIES AND/OR RESOURCES:**
### LESSON PLAN

**EXPECTATION:** BEE SAFE/BEE RESPECTFUL/BEE RESPONSIBLE in _______ HALLWAYS

<table>
<thead>
<tr>
<th>OBJECTIVE: To be safe, respectful and responsible in the hallways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEARNING TARGET:</strong> I will be safe, respectful and responsible in the hallways at all times</td>
</tr>
</tbody>
</table>

**INTRODUCTION:**

This activity can be done in the classroom

1. Today we are going to talk about being safe, being respectful and being responsible in the hallways.
2. Where does our class walk or wait in line in our school? (halls, cafeteria, recess, playground)
3. Ask students to identify the best way to walk safely, respectfully and responsibly.

**TELL PHASE**

1. Students list behaviors they need to follow to be safe, respectful, and responsible in the hallways
2. Discuss walking on the green line, appropriate greetings, silence in the hall and why it is so important because students are learning in classrooms.
3. Go over procedures on the Stinger Pride for Hallways

**SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON-EXAMPLES) WHAT DOES IT LOOK LIKE/SOUND LIKE**

1. Teacher demonstrates being safe, respectful, and responsible in the hallway.
2. Model non-examples so students can see the difference. Have students identify the way to make the behavior appropriate.

**DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)**

1. Students demonstrate behaviors:
   - Teach students to walk on right side or green line
   - Practice facing forward and staying together
   - Arms at side or hip and lip variation
   - Teach to keep feet on green line
   - Practice what silent means
   - Practice voice choice 0, 1, and 2 so students recognize the difference
   - Teach that hands and feet are silent too
   - Teach the act of greeting while staying in line: smile, eye contact, whisper name when appropriate.
   - Explain to students that an adult may have to talk in the hallway in order to carry out something relevant to their class but they remain silent (Adult talks should only be related to something that needs taken care of at that point. Other talks should take place during planning, etc.
   - Discuss importance of silence because students are working in the school
2. Review procedures daily and always after 3 day break.
CONCLUSION (REVIEW AND SUMMARIZE THE LESSON WITH T-CHART, ACTIVITY, ETC.)

1. Review hallway procedures.
2. Call on students to see if they can name all of the hallway procedures

OTHER ACTIVITIES AND/OR RESOURCES:
IMPORTANT! (Be sure to practice these other scenarios because S’Cool Moves and Minds in Motion are important aspects of our students’ day. We need to teach students to do these things appropriately observing procedures. These can be practiced on other days.)

See information on back! These procedures will need practiced before beginning these activities with your students!

S’Cool Moves will be located by each restroom. These are wonderful movement activities that help students prepare to learn. We want students to participate in these and feel our students are responsible enough to learn how to do them safely, respectfully and responsibly.

- Teach students how to do the activities (Marilyn Baumgartner, Amy Mintchell, Esther Kater, and Judy Sceifres can show you what to do)
- Teach students to do the activities silently
- Teach students to clap, slap and snap softly
- Teach students that will not be on the green line, but they will remain close to the wall to do the activity

Minds In Motion will be located in the hallways as well. These activities stimulate the right and left brain and are activities that we want our students to be involved in as well.

- Teach students how to do the activities
- Teach students to do the activities silently
- Teach students to return to the green line or right side of hallway as soon as complete activity.

Please sign up for the Minds in Motion room and teach correct procedures in that room as well. Some of the activities for the Minds in Motion room are located in the hallway as well. The same procedures should be followed in the room and hallway.
**LESSON PLAN**

**EXPECTATION:** BEE SAFE/BEE RESPECTFUL/BEE RESPONSIBLE: Restroom

**Objective:** To teach children to be safe, respectful and responsible in the restroom.

**LEARNING TARGET:** Children are safe, respectful and responsible in restroom.

**INTRODUCTION:**
1. Explain that we are going to learn how to be safe, respectful and responsible in the restroom.
2. Explain that it is important to keep restrooms safe, and clean for all.
3. Incorporate how it is important to use the procedures in public restrooms.

**TELL PHASE:**
1. Walk in the restroom, voice choice 0, wait your turn, enter stall (urinal) one at a time, keep hands, eyes, hands and feet to self.
2. Go to the bathroom, use appropriate amount of toilet papers, **flush once**, exit stall.
3. Wash hands with one or two pumps of soap and **turn faucet off**.
4. Push air dryer once, and place hands under dryer.

**SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON-EXAMPLES) WHAT DOES IT LOOK LIKE/SOUND LIKE:**
1. Teacher will use a T-Chart to define what behaviors will look and sound like. (Use the Stinger Pride Procedure page to discuss each procedure and what it would look like and sound like)
2. Model steps in the tell phase. In the classroom students will role play the steps
3. Be sure to practice Voice Choice 0 in the restroom and as soon as they come out to the sinks and hallway.
4. Discuss potential problems and how to address them.
5. Discuss the importance of having pride in our school and treating all restroom facilities respectfully to keep it a safe, clean place to be.

**DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)**
1. Go to bathroom and have students demonstrate appropriate behaviors.
2. Adults give consistent and positive feedback.
3. Actively supervise students.

**CONCLUSION:**
1. Summarize the lesson with a T-chart.
2. Talk about other places these behaviors should be used.

**OTHER ACTIVITIES AND/OR RESOURCES :**
1. Have nurse come in and discuss germs and hygiene.
2. Discuss importance of using the restroom when class goes so they don’t miss instruction.

**TEACHER RESPONSIBILITIES:**
1. Check bathroom before and after class enters and exits.
2. Only 4 students allowed in each restroom at a time.
3. If a student from another class needs to use the restroom, make accommodations for that student.
4. If taking your class to the restroom, wait until the previous class is finished.
5. Avoid restroom during high transition times.
LESSON PLAN

EXPECTATION: BEE SAFE/BEE RESPECTFUL/BEE RESPONSIBLE in CAFETERIA

OBJECTIVE: To be safe, respectful and responsible in the cafeteria

LEARNING TARGET: I will be safe, respectful and responsible in the cafeteria and follow all procedures

INTRODUCTION:
This activity can be done in the classroom
1. Today we will talk about being respectful in the cafeteria by using the correct voice choice, being kind and considerate to everyone, saying please and thank you and following all directions from staff and volunteers.
2. What do you think respect looks like in the cafeteria? (Record student responses)
3. What do you think responsibility looks like in the cafeteria? (Record student responses)
4. What do you think being safe looks like in the cafeteria? (Record student responses)

TELL PHASE
This activity can be done in the classroom or cafeteria
1. Demonstrate and model being respectful by using voice choice 2, being kind and considerate, saying please and thank you and following directions.
2. At Stephens, all adults are responsible for all students. We need to show respect for ALL of the Cafeteria workers at ALL times. They are responsible for you in the cafeteria. These ladies are considered your teachers in the cafeteria and should be treated the same. ALL adults at Stephens are respected. You should use eye contact, names, and smile when addressing adults. You will follow directions from all cafeteria ladies quickly and respectfully.
3. At Stephens, we have “Stinger Pride” in the cafeteria. Here are the rules that we will be following to show our “Stinger Pride” in the cafeteria. Bee Safe – Walk at all times. Keep hands and feet to self at all times. Bee Respectful – Voice Choice 2 – speak quietly. Be kind and considerate to everyone. Say please and thanks you to everyone. Follow all directions from cafeteria workers. Bee responsible – Clean up your area (table & floor). Dump and return your tray carefully. Three minutes of Voice Choice 0 at the end of the lunch period and exiting.
4. This year we will begin using a smaller version of the classroom Behavior Clip Charts in the cafeteria at each table. All tables will have a chart with a clip on Green (Ready To Eat) which can be moved up or down depending on student behavior. Depending on the position of the clip at the end of the lunch period the class can earn: 4 Bees for Red, 3 Bees for Orange, 2 Bees for Yellow, or 1 Bee for Green. Explain to students that they are a team and are expected to work together. Clip movement will depend on the table as a team. If one student is continually misbehaving, that student will be reported to the teacher for individual guidance/consequence.

SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON-EXAMPLES) WHAT DOES IT LOOK LIKE/SOUND LIKE
This activity can be done in the classroom or cafeteria
1. Practice Voice Choice 2 several times.
2. Role play specific times to say please and thank you.
3. Model and role-play the following: (Choose different students to model activities and reinforce correct procedures)
   - Walking quietly into the cafeteria to the serving line.
   - Using please and thank you and taking napkin fork/spoon.
Walk quietly to the assigned table and be seated.
Eating lunch with the appropriate voice choice. Talk with students at your table only.
Raising your hand if you forgot a napkin, fork, or spoon. Cafeteria monitors will provide the student with the needed item.
Cleaning up after eating making sure table and floor is clean.
Stacking trays neatly together on shelf.
When the lights are turned off, students put their heads down and have 0 Voice Choice
How to exit silently with teacher to continue day

4. Model non-examples for each activity so students can see the difference. Have students identify the way to make the behavior appropriate. (i.e. taking something without saying thank you, talking too loud, yelling down the table to a friend, running to the line, dumping tray incorrectly and spilling food, throwing tray up on shelf to be washed, not thanking Ms. Lentz at the tray window, etc.)

DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)
1. Have students practice Voice Choice 2 (This needs to be practiced continually throughout the year)
2. Have students practice conversations using please and thank you
3. Teacher acts like cafeteria worker and gives directions to students to follow.
4. Practice any behaviors that you feel need further practice and give consistent feedback
5. Remind students of behavior each day before going to the cafeteria
6. Discuss behavior with students when return to class from lunch. Reteach necessary procedures. Reinforce positive behaviors.

CONCLUSION (REVIEW AND SUMMARIZE THE LESSON WITH T-CHART, ACTIVITY, ETC.)
This activity can be done in the classroom
1. Ask students to create posters in groups to illustrate respect in the cafeteria.

OTHER ACTIVITIES AND/OR RESOURCES:
1. Invite Ms. Lokesak and Ms. Hambrick into your classroom to introduce. Have students practice using their name and say good morning.
2. Invite Ms. Cable in to meet your class or have her and the other cafeteria ladies come out and introduce themselves using their last names to your class while you are in the cafeteria doing the cafeteria lesson plan.
3. Ask your guests to say a few words to your class about the cafeteria.
**LESSON PLAN**

**EXPECTATION:** BEE SAFE/BEE RESPECTFUL/BEE RESPONSIBLE at SAT

**OBJECTIVE:** To be safe, respectful and responsible at SAT

**LEARNING TARGET:** I will be safe, respectful and responsible at SAT at all times

**INTRODUCTION:**

*This activity can be done in the classroom*

1. Today we are going to talk about being safe, being respectful and being responsible at SAT
2. Why is it so important to be safe, respectful and responsible at SAT?
3. Ask students to identify ways to participate in SAT safely, respectfully and responsibly.

**TELL PHASE**

1. Students list behaviors they need to follow to be safe, respectful, and responsible at SAT
2. Discuss the procedures for SAT
3. Go over procedures on the Stinger Pride for SAT

**SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON-EXAMPLES) WHAT DOES IT LOOK LIKE/SOUND LIKE**

1. Students demonstrates ways to be safe, respectful, and responsible at SAT
2. Model non-examples so students can see the difference. Have students identify the way to make the behavior appropriate.

**DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)**

1. Students demonstrate behaviors:
   - Demonstrate ways to play safely
   - Keeping hands and feet to self at all times
   - Taking turns on equipment or during games
   - Including everyone in games and on equipment
   - Speaking politely and respectfully to everyone
   - Practice saying good game, etc.
   - Follow all equipment and game rules (You will need to use 5 minutes at the beginning of several SATs to take your class to each piece of playground equipment and practice using the equipment correctly.)
   - Practice returning equipment at the end of SAT.
2. Review procedures daily and always after 3 day break.

**CONCLUSION (REVIEW AND SUMMARIZE THE LESSON WITH T-CHART, ACTIVITY, ETC.)**

1. Review SAT procedures.
2. Call on students to see if they can name all of the SAT procedures

**OTHER ACTIVITIES AND/OR RESOURCES:**
Practice SAT procedures frequently for the safety of students.
# LESSON PLAN

**EXPECTATION:** BEE SAFE/BEE RESPECTFUL/BEE RESPONSIBLE in ___Assemblies___________________

<table>
<thead>
<tr>
<th>OBJECTIVE:</th>
<th>To learn and practice procedures during assemblies.</th>
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</thead>
<tbody>
<tr>
<td>LEARNING TARGET:</td>
<td>I can understand and practice procedures for assemblies.</td>
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</table>

## INTRODUCTION
1. Review the new PBIS system that is school wide.
2. Review the three main ideas: Bee Safe, Bee Respectful, and Bee Responsible.

## TELL PHASE
1. Discuss the purpose of assemblies. (To learn and enjoy performances.)
2. Discuss why it is important to be safe, responsible, and respectful in an assembly. (Answers may vary)
3. Show poster and discuss each part.

## SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON-EXAMPLES)  WHAT DOES IT LOOK LIKE/SOUND LIKE
1. Choose a problem student show the class a non-example for each of the following:
   - holding the hand rails when walking down the steps
   - holding hand rail while quietly walking up the bleacher steps
   - sitting with feet still
   - 1 voice choice while waiting for the assembly to begin
   - 0 voice choice during assembly
   - clap quietly when appropriate
   - no restroom breaks during assemblies
   - choose a different student for each bullet
2. Discuss what the student did wrong. Review the chart.
3. Have the same student correctly show the procedure to the class.

## DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)
1. Have the entire class practice all of the procedures correctly.

## CONCLUSION (REVIEW AND SUMMARIZE THE LESSON WITH T-CHART, ACTIVITY, ETC.)
1. Review the purpose of the new procedures: to bee safe, respectful, and responsible.
2. Always review procedures before each assembly since they are more than 3 days apart.

## OTHER ACTIVITIES AND/OR RESOURCES:
# Lesson Plan

**Expectation:** BEE SAFE/BEE RESPECTFUL/BEE RESPONSIBLE in ________

**Dismissal**

**Objective:** To be safe, respectful and responsible at dismissal

**Learning Target:** I will be safe, respectful and responsible at dismissal

**Introduction:**

*This activity can be done in the classroom*

1. Today we will learn/review a safe, respectful and responsible dismissal.
2. Why is it important? Students brainstorm ideas.

## Tell Phase

1. Students list behaviors they need to follow to be safe, respectful, and responsible during dismissal (3 groups)
2. 3 groups list cause/effects if not being safe, respectful and/or responsible during dismissal.

## Show Phase (Model and Role-play Examples and Non-examples) What does it look like/sound like

1. Use Lion King clips to show what happens when following procedures (log scene) and not following procedures (stampede). (Chris has posted on VBrick).
2. Teacher demonstrates being safe, respectful, and responsible during dismissal.
3. Model non-examples for each activity so students can see the difference. Have students identify the way to make the behavior appropriate.

## Do Phase (Practice Expected Behaviors and Give Consistent Feedback)

1. Students demonstrate behaviors:
   - Head down for announcements
   - Chairs up
   - Line up silently
   - Walk on green line behind previous class
   - Say goodbye to teacher
   - Walk to your bus
   - Stand in line on curb and wait to get on bus
   - Greet your bus driver and go to your seat

## Conclusion (Review and Summarize the Lesson with T-Chart, Activity, etc.)

1. Generate other scenarios your use dismissal procedures (i.e. lunch, assemblies, sports games, church)

**Other Activities and/or Resources:**
**Objective:** Students will be able to demonstrate appropriate boarding, riding and exit procedures as taught by teacher.

**Learning Target:** I can be Safe, Respectful, and Responsible by following bus procedures.

**INTRODUCTION:**
1. Today we are going to learn the proper procedures for using a school bus as transportation to and from school.
2. Discuss the importance of bus procedures and how they keep us safe.
3. Brainstorm similarities and/or compare/contrast bus with parent vehicles.
4. Share past experiences of riding in other transportation.
5. What if…..(Results of Negative Behavior)

**TELL PHASE:**
1. Repeat #1 from above.
2. “We will talk about how and why it is important to be safe, respectful and responsible when we ride a school bus.”
3. Tell students the appropriate behavior and tell them you will demonstrate.

**SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON-EXAMPLES) WHAT DOES IT LOOK LIKE/SOUND LIKE**
1. Students offer experiences of appropriate bus procedures. Ask them what behaviors of others might make them uncomfortable.
2. Role play appropriate and inappropriate procedures (eg. Line up chairs like a bus).

**DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)**
1. Go out to the bus provided for demonstration.
2. Model all procedures and direct student movements:
   - Stay seated and face front
   - Keep hands and feet to self at all times
   - Voice Choice 1: Talk quietly to the person next to you
   - Greet and thank bus driver (smile, eye contact and name)
   - Speak kindly and respectfully to bus driver and students
   - Keep area clean
   - Exit bus from front to back
3. Practice until students appear to have mastered appropriate behavior.

**CONCLUSION (REVIEW AND SUMMARIZE THE LESSON WITH T-CHART, ACTIVITY, ETC.)**
1. Summarize lesson
2. Have students generate other settings in which behaviors would apply.

**OTHER ACTIVITIES AND/OR RESOURCES:**
**LESSON PLAN**

**EXPECTATION:** BEE SAFE/BEE RESPECTFUL/BEE RESPONSIBLE: After School Activities/ Blue Pit

**Objective:** After School Activity Procedures and Expectations

**LEARNING TARGET:** Student will recognize and exhibit what it means to be safe, respectful and responsible while attending after school activities.

**INTRODUCTION:**
1. We are going to learn about what it means to be safe, respectful and responsible while attending after school activities.
2. There are three aspects to consider: Safe/ Respectful/ Responsible. Go over Stinger Pride procedure page for after school activities.
3. Why do you think it is important to have procedures even after school?

**TELL PHASE:**
*It is important to convey to students that they are responsible for these procedures even if they are here with their parents. They are responsible for all after school activities: dances, basketball practice, cheerleading practice, drama, while attending basketball games, staying in the hall during a parent teacher conference, etc.*

1. **Be Safe** - Walk at all times, keep hands and feet to self, stay out of blue carpet area unless they are assigned to be there
2. **Be Respectful** - Follow directions/ directives; use manners; be polite to adults and peers; greet teacher/ coach
3. **Be Responsible** - Arrive on time; go directly to meeting area and wait appropriately for teacher/coach; stay in meeting area only (should not be in any other part of the building at any time); put materials in designated area; clean up after yourself.

When students are called for after school activities, they will report to the blue carpet area and then be dismissed to their activity. Procedures will need to be reviewed for the blue carpet area. Students must sit and whisper (Voice Choice 1). Students must be safe, responsible and respectful while waiting to be dismissed to their after school activity.

**SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON-EXAMPLES) WHAT DOES IT LOOK LIKE/SOUND LIKE:**
1. Pretend club/activity is called. Teacher models appropriate behaviors as defined above.
2. Call on individual students to practice. Rest of class watches and critiques using posted procedures that were just discussed.
3. Be sure to demonstrate lining up, walking in hall, waiting for adult and greeting appropriately, walking to activity, putting materials in designated areas, and cleaning up.

**DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)**
1. Small group practice. Take turns modeling; observers provide positive feedback and helpful hints for improvement. Each group needs a chance to practice before showing in large group. Give each group a chance to show what they have learned.

**CONCLUSION:**
1. Discuss how/why this is important, what they have learned, and the learning target. Ask them to explain what they have learned. What can they do to help peers who need assistance with procedures and expectations? Have students connect these procedures to other settings in which they apply.
2. Remind students that any time they are in the school or at a Boone County Schools activity; they are still responsible to follow procedures. Teachers and principals are still responsible for them even if their parents are present. (Consequences can also result from after school misconduct)
OTHER ACTIVITIES AND/OR RESOURCES:

3. Develop a procedure for students unable to attend activities.
4. If problems occur; re-teach, monitor closer, and provide more frequent feedback.
5. Develop interventions for chronic offenders.
Lesson Plan

EXPECTATION: BEE SAFE

OBJECTIVE: Students will be able to identify the 3 areas of SAFETY: Ourselves, Others and Property

LEARNING TARGET: Student’s behavior will provide the evidence as to if the concept of Safety is understood.

INTRODUCTION:
1. A definition of safety will be read to the students. Students will be asked to guess the word that is being defined.
2. “What does the word safety mean to you?” A list will be generated.
3. “What does safety look like for ourselves, for others, and for property?” Generate ideas and write them on a flow chart.

TELL PHASE:
What does safety look and sound like? 3 areas of safety will be told and demonstrated.
1. Safety for Oneself
   A. Keep hands to self
   B. Keep bodies calm
   C. Pay attention
   D. Follow all directions
2. Safety for Others
   A. Treat others the way you want to be treated
   B. Follow all directions
   C. Pay attention
   D. Play fair
3. Safety for Property
   A. Respect all property
   B. Follow all directions

SHOW PHASE (MODEL AND ROLE PLAY EXAMPLES AND NON EXAMPLES) WHAT DOES IT LOOK/SOUND LIKE:
1. Teacher will provide various examples of both “safe” and “unsafe” behaviors in the three settings.
2. As a group, the class will guess as to whether the behavior is “safe” or “unsafe” and will also determine what area (ourself, others, property) the example pertains. Examples can include more than one area.

DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK):
1. Students will work in three groups establishing 2 role plays for all three areas. One role play will demonstrate “unsafe” behaviors and one role play will demonstrate “safe” behaviors.
2. Groups will act out their role plays.

CONCLUSION:
1. Hokey Pokey- use game to demonstrate students controlling various body parts safely.
2. Mother May I?- use this game and have the Mother only say “yes” to “safe” behaviors.
**Lesson Plan**

**EXPECTATION:** BEE RESPONSIBLE

**OBJECTIVE:** Students will identify benefits of being a responsible student; recognize what it means to be a responsible student and exhibit this in real life situations.

**LEARNING TARGET:** Student’s behavior will provide the evidence as to if the concept of responsibility is understood.

**INTRODUCTION:**
1. Read definition of responsibility and have students guess what word is being defined.
2. “What does the word responsibility mean to you?” A list will be generated.
3. “Today we will learn how to take responsibility for ourselves.”

**TELL PHASE:**
1. What does responsibility look and sound like? Introduce the “I will…” message.
   A. Responsible Behaviors
   - I will be on time
   - I will listen, participate and learn
   - I will turn in my homework on time
   - I will follow directions
   - I will keep my personal space clean
   - I will take care of my things
   - I will take care of my school
   B. Irresponsible Behaviors:
   - I will not lose my personal items
   - I will not leave my trash on the floor
   - I will not step on things that are on the floor.

**SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON EXAMPLES) WHAT DOES IT LOOK LIKE/SOUND LIKE**

Steps to being responsible will be explained.

1. **Think:** What is your situation and/or surroundings.
2. **Decide:** What are your options? Do you act or do you ignore?
3. **Do:** What does the responsible action look like?
4. **Reflect:** Why did you choose your action? Who or what was benefited?

**DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)**

1. Provide students with simulated practice. Have students work as a whole group to practice responsible behavior in various situations.
   a. Your friend sitting beside you asks if he/she can look at your test?
   b. Your friend says his ballgame went late last night and he needs to borrow your homework?
   c. You have a soccer game tonight and a project due tomorrow. How do you handle your situation?
   d. You walk into your classroom and you see a textbook on the floor that does not belong to you. What do you do?
   e. You are in the lunchroom and someone at your table throws food at you. What do you do?
   f. In the restroom you see someone pushing another student. What do you do?
2. Provide time for the class to discuss the various situations.
CONCLUSION:

1. Recall the 4 steps to being responsible. Make a poster to display in the classroom.
Lesson Plan

EXPECTATION: BEE RESPECTFUL

OBJECTIVE: Students will be able to exhibit respect for themselves and others.

LEARNING TARGET: Student’s behavior will provide the evidence as to if the concept of respect is understood.

INTRODUCTION:

1. A definition of respect will be read to the students. Students will be asked to guess the word that is being defined.
2. “What does the word respect mean to you?” A list will be generated.
3. “Today we will learn how to show respect to both ourselves and others.”

TELL PHASE:

1. What does respect look and sound like? Respectful and Non-Respectful behaviors will be told and demonstrated.
   1. Respectful Behaviors
      H. Greet visitors when they come into the room. If you are unaware of the name of the guest you will address them as “sir” or “maam”.
      I. Listening with direct eye contact.
      J. “Please, Thank you, and Your Welcome” will be used at all times that are appropriate.
   2. Disrespectful Behaviors
      A. Interrupting speaker by using either your voice or other distracting behaviors.
      B. Inappropriate Comments
      C. Not keeping hands to your-self.
      D. Roll of the Eyes
      E. Sighing

SHOW PHASE (MODEL AND ROLE-PLAY EXAMPLES AND NON EXAMPLES) WHAT DOES IT LOOK LIKE/SOUND LIKE

1. Students will work as a whole group to practice showing respect in various situations.
   A. Mr. Detwiler walks into your classroom while your teacher is in the middle of a math lesson. How do you react?
   B. You need to borrow a pencil from a classmate. How do you use respectful behaviors to ask for the pencil?
   C. The announcements are being read over the intercom. How do you show respect that you are listening?
   D. You have a substitute teacher and the teacher is unsure of the classroom procedure to take the lunch count. How do you respond to their request for help?
2. Students will work as a whole group to practice showing disrespectful behavior in various situations.
   A. Rolling eyes
   B. Inappropriate voice tone
   C. Arguing with teacher
   D. Being loud
   E. Interrupting another person
   F. Using things without permission

DO PHASE (PRACTICE EXPECTED BEHAVIORS AND GIVE CONSISTENT FEEDBACK)

1. Older Students: Divide the class into groups and ask them to come up with different scenarios that demonstrate respectful behaviors in various situations. Ask them to role play the scenarios for the class, and provide positive feedback.
2. Younger Students: Have pictures cut out of a magazine depicting various situations. Discuss with the students what the people in the pictures are doing to demonstrate respectful behavior.

CONCLUSION:

1. Teacher use a T-Chart and have students respond to what respect looks like and sounds like.

Example:
<table>
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<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
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