Acceptance

S.O.A.R
Week of November 13th-17th

Monday 11-13-06
Extended Planning
➢ Turn TV’s to access channel in order to view “Acceptance” video created by Apollo students.
Possible Discussion Questions:
1. What is your first reaction to this video? How do you feel about what you saw? Is this a reality at Apollo?
2. How often does this happen at Apollo? Do you see students telling adults?
3. Do you ever find yourself in the shoes of “the bully,” the “bullied” or the “onlooker?”
   Do you ever do anything about these situations?
4. Why are some of these situations not communicated to adults?
5. How can we (students, school, staff) prevent situations like this from occurring?
   What can (students, school, staff) do if they are made aware of situations like this?

Tuesday 11-14-06
“National Mix-it-up Day”
➢ Invite and ask students to sit at a different table at lunch. Ask them to sit with other people at lunch, or invite other people to sit with them at lunch that they normally do not. Staff should do the same in the lounge.
➢ Teachers-try to mix up your seating chart. Have students sit somewhere else in the class.
➢ Continue, if necessary to discuss video. Ask about any discussion they heard about video in the hallway.
➢ If time, start the discussion of the Matrix

Wednesday 11-15-06
➢ Start review Matrix. Go over each area (commons, classroom, hallways, extra curricular activities) What does Acceptance look like? Sound like? Feel like?

Thursday 11-15-06
➢ Finish review of Matrix

Friday 11-16-06
➢ Feel free to supplement your own ideas throughout the week
➢ Here is a list of questions to ask today, or any day if you are struggling with participation...
   ▪ Why is the idea of Acceptance so important?
   ▪ What does it feel like to be accepted? Or Unaccepted?
   ▪ What are some reasons for some of the barriers? Or why would people not accept other people?
   ▪ On a larger scale, outside of Apollo (at home, at the mall, at church, etc) what can you do to practice this across the board?
Two Feet in the Door

SCHOOL-WIDE EXPECTATION: Respect, Responsibility, and Integrity

1. INTRODUCE THE EXPECTATION AND THE SKILL OR BEHAVIOR:

   Being on Time to Class:
   By the time the bell stops ringing, your entire body must be across the classroom door’s threshold.

2. STATE WHY THE EXPECTATION IS IMPORTANT:

   A. Why it is important?
      To show respect for yourself and others and property. To take responsibility for your own actions. This will help build a respectful and responsible community within this school.

3. DEMONSTRATE THE SKILL OR BEHAVIOR/USE TEACHING EXAMPLES/ROLE PLAYS

   A. What do you think this looks like?
   B. Explain the “two feet in the door” expectation.
   C. Model the procedure.
   D. Discuss the reasons why we need two feet in the door. T-Chart as possible tool
      1. Shows respect
      2. You are being responsible
      3. Ready to begin class when it starts

   ACTIVITIES FOR REINFORCEMENT IF NECESSARY

   E. Staff initiate direct instruction to the students
      1. Have three students stand in the hallway
      2. One student walks into the classroom
      3. Simulate the ringing of the bell
      4. The second student walks in before the bell stops ringing
      5. The third student walks in after the bell stops ringing

   F. Debrief with the students
      1. Student #1 was able to complete “two feet in the door” successfully
      2. Student #2 was able to complete “two feet in the door” successfully
      3. Student #3 was not able to complete “two feet in the door” successfully

   PROVIDE ACKNOWLEDGEMENT & FEEDBACK

   1. Thank students for appropriate behavior.
   2. Acknowledge appropriate behavior with ..... 
   3. Intervene if necessary and model the appropriate behavior and ask the student to state expected behavior.
COOL TOOL OF THE WEEK

SCHOOL WIDE EXPECTATION: Be Here and Be Ready

NAME OF THE SKILL: You Snooze, You Lose

PURPOSE OF THE LESSON/WHY IT'S IMPORTANT:
1. To practice arriving at school on time.

2. To establish a procedure for leaving the building in an orderly and save manner.

TEACHING EXAMPLES:
1. Your alarm goes off and you hit the snooze button. It would be easy to go back to sleep, but you remember you need to "be here" and "be ready". So you get up and get ready for school and you arrive on time at 8:30.

2. The bell rings and you start running for the door, but you remember you need to "be safe" so you slow down and join your classmates in the dismissal line.

KIDS ACTIVITIES/ROLE-PLAYS:
1. Discuss the importance of being on time for school.

2. Role play getting ready for the day or for preparing to go home.

3. Discuss and practice the school dismissal procedures.

FOLLOW-UP REINFORCEMENT ACTIVITIES:
1. Precorrect tardies and review dismissal procedures.

2. Compliment students for following arrival/dismissal rules.

3. Increase rewards (paws for on time behavior).
Key Elements of Behavior Lesson Plan/Activity

A Sample Lesson Plan for Integrating Character Education Traits

Sample Lesson Plan:


RATIONALE/GOAL:

Objective: Students will be able to set goals by using a calendar to divide assignments into tasks.

Location: In the classroom when given a large assignment.

INSTRUCTIONAL ACTIVITIES:

Give students a project end date and a form.

Phase 1 (model), Phase 2 (lead), Phase 3 (test)

**INSTRUCTIONAL STRATEGY:**
Key Elements of Behavior Lesson Plan/ Activity

A Sample Lesson Plan for Integrating Character Education Traits

Sample Lesson Plan:

Expectation: Be respectful – SEL: Goal 2 Social Awareness, Goal 3 Decision Making Skills; C.E.: Caring, respect, trustworthiness, justice and fairness

RATIONALE/GOAL:

Objective: Students will be able to identify and monitor their own respectful behaviors.

Location: When talking with peers in cooperative groups in the classroom.

INSTRUCTIONAL ACTIVITIES:

The day before this lesson, choose two students to assist and go over what they should do during the skit. Be careful to discuss any parameters for language and behavior during the skit (set boundaries to keep the scenarios from getting out of hand).

Begin by asking students what respect means to them. Write some of their responses on the board. Ask for examples of disrespect as well as respect. Tell the students not to show the responses yet.

Ask students why it is important to show others respect and how we can tell that we are being respectful. Is it possible that what one person thinks is respectful is not respectful to another person?

Explain that you and two students will be giving a demonstration and will be asking questions at the end.

Have the two students pretend to be working together in a cooperative group (in front of the class). Have one student suggest an idea for a project. The student should act disrespectfully (“whatever,” roll eyes, “That’s really stupid,” etc.). Have the other student get irritated, ask the other student what s/he thinks they should do then, and have the other student offer nothing. Next have the first student make the same suggestion, and have the second student say his/her idea is a good one and contribute to the idea and have the students work together.

1. Ask the class to point out what was disrespectful in the first interaction

2. Ask what was more respectful in the second

3. Ask which students had easier days after the interaction and which students earned better grades
INSTRUCTIONAL STRATEGY:

Place students in cooperative teams of 4 students per team. Have each team create a **COMPARE/CONTRAST chart** in which they will list a minimum of 6 behavioral actions they have observed or have done that would be considered respectful in the classroom. Then have them repeat this process with actions that would be considered disrespectful.

Provide the students with a disrespectful scenario between students (e.g., taking materials from someone’s backpack, making a negative comment about clothing).

Have students identify at least three alternative responses for handling this situation in a respectful way?

Ask students what would happen if the person in the scenario had made one of the choices they suggested.

Wrap up the discussion with a reminder that respect is something that is earned, and that showing adults in the building a basic level of respect can make life a lot easier for everyone.

Alternative ending: Have students keep a tally of every time they see or exhibit a respectful behavior during class.
Key Elements of Behavior Lesson Plan/ Activity

A Sample Lesson Plan for Integrating Character Education Traits

Sample Lesson Plan:

Expectation: Be responsible

RATIONALE/GOAL:

Objective: Students will be able to identify ways to self-monitor to ensure that they complete tasks.

Location: In the classroom.

INSTRUCTIONAL ACTIVITIES:

Discussion about why it’s important to be responsible?

- Why is it important to:
  - Be on time?
  - Remember ID?
  - Be in uniform?

What happens when we fail to do these things?

Who benefits when we are on time? When we remember our IDs? When we are in uniform?

Who suffers when we are not on time? When we forget?

What are some strategies we can employ to ensure our success when it comes to remembering these things?

INSTRUCTIONAL STRATEGY:

Teams of two or three – answer the above listed questions? Give ideas on how to remember?
**SCHOOL-WIDE EXPECTATION:** RESPECT SELF AND OTHERS

**SEL 2-C:** Use communication and social skills to interact effectively with others.

<table>
<thead>
<tr>
<th>Evaluate the effects of requesting support from and providing support to others.</th>
<th>Self-Determination, Self-Evaluation</th>
<th>Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</th>
<th>Self-Determination, Self-Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate one's contribution in groups as a member and leader.</td>
<td>Self-Evaluation</td>
<td>Plan, implement, and evaluate participation in a group project.</td>
<td>Choice Making, Self-Evaluation</td>
</tr>
</tbody>
</table>

**PROBLEM:** Not listening to peers in an individual or group setting

**TEACHING:** Recognize how listening and checking for understanding periodically will alleviate misunderstandings

**LOCATION:** Classroom

**INSTRUCTIONAL ACTIVITIES:** Discuss examples and non-examples of communication that checks for understanding.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>~request clarifying explanations</td>
<td>~Talking over other people in class</td>
</tr>
<tr>
<td>~use active listening techniques such as, &quot;I think I hear you saying....&quot;</td>
<td>~making sarcastic remarks</td>
</tr>
<tr>
<td>~allow all participants in a group setting equal time to speak</td>
<td>~showing anger at someone's words</td>
</tr>
</tbody>
</table>

**WHY IT'S IMPORTANT**

~increases amount of time to learn
~gives everyone a chance to feel heard
~all feel valued

**HOW WE CAN IMPROVE**

~recognize those who show respect
~Choose to be open to others' views

**ROLE PLAY:** Stage a mock group setting and practice poor communication skills followed by an example showing participants interacting patiently and respectfully with each other.

**FOLLOW-UP:** recognize students for their ability to interact with each other using respectful social skills.

"I agree with what you are saying."
"I'm not following you, could you explain that again?"
"Thanks for your support."
"I appreciate the fact that even though you do not agree with me, you have let me speak my mind."
SCHOOL-WIDE EXPECTATION: Respect Others & Self

SCHOOL-WIDE EXPECTATION: Respect Others & Self

SCHOOL-WIDE EXPECTATION: Respect Others & Self

<table>
<thead>
<tr>
<th>SCHOOL-WIDE EXPECTATION: Respect Others &amp; Self</th>
<th>Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions</th>
<th>Choice making</th>
<th>Evaluate responsible decision making affects interpersonal and group relationships</th>
<th>Self-evaluation Self-monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPLY DECISION MAKING SKILLS TO DEAL RESPONSIBLY WITH DAILY ACADEMIC AND SOCIAL SITUATIONS.</td>
<td>Apply decision-making skills to establish responsible social and work relationships</td>
<td>Choice making</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PROBLEM: Inappropriate hallway behavior (language, PDA, not following adult directions, etc.)

TEACHING: What appropriate hallway behavior looks like. Use upperclassman to demonstrate.

LOCATION: In the hallway

INSTRUCTIONAL ACTIVITIES:

Model expected behavior (I do): Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of respectful behavior.

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and called Tina a “crazy fool”. Tina got angry and told Kristin she was ugly and stupid. Tina walked away and Kristin was late for class. Kristin was mad and began to spread untrue rumors about Tina to her friends.

Tina bumped into Kristin in the hallway and her books fell to the ground. Kristin was upset because she would be late for class and started to call Tina names. Tina recognized that she was not paying attention, apologized to Kristin and helped her pick up her books. Tina’s teacher gave both students a “school buck” for resolving the conflict with respect.

Lead students through behavior (We do): Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior.

Several students were sitting together at a table eating lunch in the cafeteria. Denyse spilled milk on Kim’s new dress. Kim called Denyse a “clumsy ox” and took her milk and poured it into Denyse’s food. Both girls began to scream at each other with tears in her eyes. The cafeteria monitor witnessed this and escorted the girls to the principal’s office.

Several students were sitting together eating lunch in the cafeteria. Denyse spilled milk on Kim’s new dress. Denyse apologized and got a wet paper towel from the cafeteria monitor and helped Kim clean her dress. Kim thanked Denyse for helping her. The cafeteria monitor witnessed this event and gave both girls “school bucks” for resolving a potential conflict respectfully.

Examples
Walk on the right side of the hallway
Keep moving
Leave your hands to yourself
Follow adult directions
Say “excuse me”
Retrieve belongings from your locker quickly
Offer to help

Nonexamples
Yelling
Swearing
PDA with your significant other
Blocking stairwells and doors
Pushing or shoving

WHY IT’S IMPORTANT
- be respectful to teachers and peers
- safer
- using inappropriate words or actions is hurtful to others
- negative interactions interfere with learning and cause problems in the school and community

HOW WE CAN IMPROVE
- say “excuse me” if you need to get by
- be patient in congested areas
- staff in the hallways to encourage students to keep moving
- don’t text and walk
- carry materials for more than one class

FOLLOW-UP: Teachers present in hallways before school, after school and in between classes to encourage appropriate behavior and getting to class on time.
**SCHOOL-WIDE EXPECTATION:** Respect Self & Others  
**SEL 1-B:** Recognize personal qualities & external supports

| Set priorities in building on strengths & identify areas for improvement | Choice making  
| Choice making Goal setting | Implement a plan to build on a strength, meet a need, or address a challenge  
| Goal setting Choice making | Evaluate how developing interests & filling useful roles support school & life success  
| Self-monitoring | Self-evaluation |

**PROBLEM:** Using inappropriate language, tone, & actions with adults & peers

**TEACHING:** Asking for help in an appropriate way

**LOCATION:** Offices

**INSTRUCTIONAL ACTIVITIES:** Discuss which offices & office personnel are available for different situations & problems

<table>
<thead>
<tr>
<th>MAIN OFFICE</th>
<th>GUIDANCE OFFICE</th>
<th>169-STUDENT SERVICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Principal</td>
<td>-Asst Principals</td>
<td>-Administrative Interns</td>
</tr>
<tr>
<td>-Athletic Director</td>
<td>-Secretaries</td>
<td>-Secretaries</td>
</tr>
<tr>
<td>-Secretaries</td>
<td>-Nurse/Health tech</td>
<td>-Truancy Specialist</td>
</tr>
<tr>
<td>-parking</td>
<td>-Social Worker</td>
<td>-discipline</td>
</tr>
<tr>
<td>-sports</td>
<td>- Special Needs Dept Chair</td>
<td>-bus passes</td>
</tr>
<tr>
<td>-teacher mailboxes</td>
<td>-Post-Secondary Coach</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-scheduling</td>
<td>-</td>
</tr>
<tr>
<td>-</td>
<td>-grades</td>
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</tbody>
</table>

**WHY IT'S IMPORTANT**
- More likely to get the help you need when you are respectful
- Will use these skills in the community & on the job

**HOW WE CAN IMPROVE**
- What skills do YOU have that could be helpful to others?
- Use a calm, appropriate tone & volume
- Use "please" & "thank you"
- Wait your turn

**ROLE PLAY** Choose an office and an issue to be addressed and role play being a student/students & staff member

**FOLLOW-UP/REINFORCEMENT**
- Compliment students for appropriate, respectful behavior
- Recognize strengths students have
- Recognize students who share examples of when they have used these skills in the community
SCHOOL-WIDE EXPECTATION: Respect Self & Others
SEL 1-A: Identify & manage one’s emotions & behavior

<table>
<thead>
<tr>
<th>Analyze how thoughts &amp; emotions affect decision making and responsible behavior</th>
<th>Choice making Self-monitoring</th>
<th>Evaluate how expressing one’s emotions in different situations affects others</th>
<th>Choice making Self-monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generate ways to develop more positive attitudes</td>
<td>Choice making Goal setting</td>
<td>Evaluate how expressing more positive attitudes influences others</td>
<td>Self-evaluation</td>
</tr>
</tbody>
</table>

**PROBLEM:** Not using a respectful tone &/or actions with peers and adults

**TEACHING:** Recognize how using a respectful tone and actions reduces conflict

**LOCATION:** Classroom

**INSTRUCTIONAL ACTIVITIES:** Discuss examples of examples & non-examples of how students & adults can show respect by their actions & tone of voice.

<table>
<thead>
<tr>
<th>Examples</th>
<th>Nonexamples</th>
</tr>
</thead>
<tbody>
<tr>
<td>saying “please”/”thank you”</td>
<td>talking over the teacher/other students</td>
</tr>
<tr>
<td>offering to pass papers out</td>
<td>using cell phone</td>
</tr>
<tr>
<td>offering to allow another to borrow a pencil</td>
<td>getting angry when someone asks you to be quiet during class</td>
</tr>
<tr>
<td>smiling</td>
<td>ignoring or using sarcasm</td>
</tr>
<tr>
<td>staying seated while teaching is talking</td>
<td>-</td>
</tr>
<tr>
<td>listening while others speak (1 at a time)</td>
<td>-</td>
</tr>
<tr>
<td>telling someone you appreciate what they are doing</td>
<td>-</td>
</tr>
</tbody>
</table>

**WHY IT’S IMPORTANT**
| -increases the amount of time to learn |
| -gives everyone a chance to participate |
| -everyone (students & teachers) feel valued |

**HOW WE CAN IMPROVE**
| -recognize each other for respectfulness |
| -make a choice to be positive & polite |

**ROLE PLAY (optional)** - Student & teacher switch roles and act out how a situation can play out when one or both are not respectful with their actions and tone of voice

**FOLLOW-UP** - recognize students for their efforts to speak and act respectfully.

“Thanks for being a Senator”
“I really appreciate you being patient”
“Thank you for picking the book up for me”
“I appreciate that even though you are frustrated, you are willing to wait until I am done”
DENHAM SPRINGS FRESHMAN HIGH (9th Grade)

Lessons are needed to teach the school-wide expectations to the students. As a school, we cannot just tell the students the school-wide expectations and assume they understand and will follow them. Lessons are needed to teach the behavioral expectations and revisited throughout the school year through booster sessions.

Our biggest barrier at the high school level was how do we teach “Respect”, “Be Responsible”, “Be Positive”, “Be Safe” to high school students. The lessons to teach and reinforce the school-wide behavioral expectations looks different at a high school compared to an elementary school. If the high school students see the lessons as childish, nonsense, or a waste of time, the creditability of SWPBS could be lost. The key was to create lessons based on the need and level of the students. If there is a program in your school that supports SWPBS use it. There is not reason to remake the wheel. We have two programs as DSFH that were aligned with SWPBS. One was Freshman Focus that incorporates activities around character education and the other was the FISH! Philosophy (Be There, Make Their Day, Choose Your Attitude, and Play). The infusion of Freshman Focus and The FISH! Philosophy were used to create our SWPBS lessons.

After the lesson were created, the next step is to decide when to teacher these lesson and how often. As a school we had a sixteen-minute activity period built into our schedule every two weeks for our Freshman Focus activities. This sixteen-minute activity period was now used to implement our mini-lessons to support SWPBS. The plan for the 2004 – 2005 school year is to meet once a month for thirty-two minutes for SWPBS lessons instead of twice a month for sixteen minutes.
Barriers Associated With Lesson Plans:

- The time to create good, true lesson plans for the high school level.
- Creating lessons that are meaningful for high school students, so they take them seriously
- Scheduling time in the school day to teach the lessons

Successes Associated With Lesson Plans:

- These types of lessons are needed in school to support SWPBS and have an influence over the climate and culture of the school.
- It is important to talk to students about Respect, Responsibility, Being Positive and these lessons give schools the opportunity to discuss these topics.

Questions and Answers:

Q. When and how do you teach the lessons?
A. Once a month the bell schedule is adjusted to provide a 33 minute activity period to teach these SWPBS lessons.

Q. Who created the lessons?
A. The lessons were created by the SWPBS team. The information was pulled from a variety of sources, FISH for SCHOOLS, Life Skills material,
The following activities were used at DSFH to support our SWPBS program:

**2nd Activity Period - October 19th**

**Choose Your Attitude Activity**

1) Please read the overview to the students.

**Overview:**

"The FISH! Philosophy principle of Choose Your Attitude is about recognizing that you have choices in how you are going to 'be' and how you are going to interact with others. It doesn’t mean you always have to have a great, upbeat attitude all the time. It does mean, however, that you are willing to take responsibility for the attitude you choose and the positive or negative consequences that may result from it."

**Materials:** Poster and markers

2) Conduct activity with the students.

**Activity:**

- Place “CHOOSE YOUR ATTITUDE” in the center of your poster and place the teacher’s name in the top right hand corner.
- Have students brainstorm things that get in the way of choosing a positive attitude.
- Have a student write the specific actions they can take to practice choosing a good attitude (i.e., get a good night’s sleep, go for a walk, do a favor for someone, etc.).
- Send poster to office at the end of the activity period.

**Second Activity Period – November 3, 2004**

**Getting a Freshman Perspective on Things!**

Please answer the following questions to the best of your ability.

1. What is our school motto?

2. What do the letters in “RESPECT” represent?

3. What are the 3 behavioral expectations for our school?

4. What do you think about the PBS program at DSFH?

5. What are some suggestions as to what can be improved to the PBS program?

6. What are the 4 components of the FISH! Philosophy?

7. What do you think about the FISH! Philosophy at DSFH?
I smell something stinky!!!

Objective: Describe behaviors that get in the way of learning.

Materials: Stinky Fish Diagram Poster and EXPO markers

Input and Activities:
1. Post the Stinky Fish Diagram Poster on your board.

2. Discuss: "Sometimes things happen that keep us from having a day that runs smoothly. For example, blurt ing out, not being kind to our friends, forgetting a test or homework, etc. Can you think of anything that happens in here that makes it hard for you to learn?"

Make sure students understand that you are looking for behaviors, not specific students!

3. As students brainstorm write their responses on the bones of the Stinky Fish Diagram Poster.

4. Feel free to contribute to the barriers as well. Ask yourself what things are getting in the way of your teaching and creating the classroom culture you want. Add them to the list.

5. When you are finished brainstorming, ask the students: "Have you ever seen a dead fish? What does it look like? What does it smell like? So, do we want stinky fish or stinky fish behaviors in our classroom?"

Discuss ways that they can avoid a "stinky" classroom.

6. Please return the completed Stinky Fish Poster to Ms. Ballay by 3:00 p.m. today! THANK YOU!
<table>
<thead>
<tr>
<th>What</th>
<th>When</th>
<th>By Whom</th>
<th>How Often</th>
<th>How Many</th>
<th>Where</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Office Referrals (see form)</td>
<td>Whenever a student provides an exemplary display of a school-wide behavioral expectation</td>
<td>All staff</td>
<td>Each occurrence</td>
<td>5-6 per day per teacher</td>
<td>Anywhere at school</td>
</tr>
<tr>
<td>Verbal praise</td>
<td>Continuously and contingently whenever a student displays behavior related to school-wide behavioral expectations</td>
<td>All staff</td>
<td>As often as possible</td>
<td>No maximum number per teacher</td>
<td>Anywhere at school</td>
</tr>
<tr>
<td>&quot;Gotchas&quot; (see slip)</td>
<td>Continuously and contingently whenever a student displays behavior related to school-wide behavioral expectations in non-classroom settings</td>
<td>All staff, but especially supervisors, teaching assistants, cafeteria workers, bus drivers, and administrators</td>
<td>As often as possible</td>
<td>No maximum per teacher</td>
<td>Non-classroom settings, hallways, bus loading areas, playgrounds, common areas, cafeteria</td>
</tr>
<tr>
<td>Classroom acknowledgments (see individual classroom management plans)</td>
<td>Continuously and contingently whenever a student displays behavior related to school-wide behavioral expectations in classroom settings</td>
<td>All classroom teachers, teaching assistants</td>
<td>At least hourly</td>
<td>No maximum per classroom</td>
<td>Classroom settings during instruction, transitions, unstructured activities</td>
</tr>
<tr>
<td>&quot;Substitute Specials&quot; (see slip)</td>
<td>Whenever a substitute teacher observes a student engaged in a behavior related to school-wide behavioral expectations</td>
<td>All substitute teachers</td>
<td>At any time</td>
<td>At least 3 every hour</td>
<td>Anywhere at school, especially in classrooms</td>
</tr>
<tr>
<td>&quot;Office Specials&quot; (bumper sticker, school pencil, store discount coupons, lunch with principal)</td>
<td>Whenever office staff recognize students for especially noteworthy behavioral growth, progress, or displays</td>
<td>Office staff: principal, assistant principal, counselor, secretaries, &quot;ice assistants</td>
<td>At any time</td>
<td>At least one per grade level per day</td>
<td>Anywhere at school</td>
</tr>
</tbody>
</table>
Lesson Plan Template  
Teaching Behavioral Expectations Across Locations

<table>
<thead>
<tr>
<th>Location:</th>
<th>Office</th>
<th>Time Needed:</th>
<th>10 minutes per group</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List of Observable, Positive Expectations in Chosen Location for Each Rule:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Expectations:</strong> Enter and leave the office area quietly. Students waiting their turn to be waited on. Students will sit in chairs correctly.</td>
<td><strong>Expectations:</strong> Keep office visits to a minimum to ensure being on-time to class.</td>
<td><strong>Expectations:</strong> Use manners in office, Say &quot;Yes Ma'am&quot;, &quot;Please&quot;, &quot;Thank you&quot;. Have a patient attitude.</td>
<td><strong>Expectations:</strong> Make sure staff are present before entering into their office. Have all excuse notes, absence notes, etc. reading to turn in.</td>
</tr>
</tbody>
</table>

| Teach Examples and Non-Examples of Meeting Behavioral Expectations: |
| **Demonstrate EXAMPLES (What To Do)** | **Demonstrate NON-EXAMPLES (What NOT To Do)** |
| Rule 1 Students entering the office quietly with a normal voice-tone. Students showing patience by waiting their turn to be served. Students sitting properly in their seat. | Rule 1 Students talking loud while in the office. Students not showing respect to office staff by issuing disrespectful comments. Students slumping in the chairs. |
| Rule 2 Students getting the information they need quickly and returning to class. | Rule 2 Students hanging out in the office even after being served, therefore being tardy. |
| Rule 3 Students saying "Yes, ma'am", "Thank you", "Hello". Students showing their patient attitude while waiting for help. | Rule 3 Students not greeting staff members or not responding back when greeted. Students Making Comments about being tired of waiting. |
| Rule 4 Students not entering offices and office areas of staff when they are not present. Students have proper notes (Absence) ready to turn in. | Rule 4 Students entering staff offices and areas when staff are not present. Students who do not have proper paperwork ready to turn in. |
| Rule 5 | Rule 5 |

| Activities to Check Understanding: | Materials Needed: |
| Oral quizzes, Observations. | Staff and students to act-out. |
| Accommodations/Adaptations for Students with Special Needs: | Acknowledgement to Maintain Positive Behavior: |
| none | Roar Awards |
**Lesson Plan Template**

**Teaching Behavioral Expectations Across Locations**

<table>
<thead>
<tr>
<th>Location:</th>
<th>Arrival/Dismissal</th>
<th>Time Needed:</th>
<th>10 minutes per group</th>
</tr>
</thead>
</table>

**List of Observable, Positive Expectations in Chosen Location for Each Rule:**

<table>
<thead>
<tr>
<th>Rule</th>
<th>Expectations</th>
<th>Rule</th>
<th>Expectations</th>
<th>Rule</th>
<th>Expectations</th>
<th>Rule</th>
<th>Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respect</td>
<td>Leave, come into the building after arrival or dismissal without running, yelling or having physical contact with other. Students will place trash in trash cans as they enter school.</td>
<td>2. On-time</td>
<td>Come directly into the building when you arrive at school and make your way to class/cafeteria. When leaving, avoid socializing and be sure to go directly to the bus.</td>
<td>3. A+ Attitude</td>
<td>Arrive to school with a cheerful attitude and be ready to have a great day. Leave with a a cheerful attitude and ready to go home!</td>
<td>4. Responsibility</td>
<td>When driving to school, come into the parking lot obeying speed limit and safety measures; leave the same way. Come directly into the building upon arrival.</td>
</tr>
</tbody>
</table>

**Teach Examples and Non-Examples of Meeting Behavioral Expectations:**

<table>
<thead>
<tr>
<th>Rule 1</th>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Rule 1</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will get off the bus and walk to either the cafeteria or their classroom. Students are to keep hands to themselves. Drivers will obey all the safety rules as they drive in. Students putting trash in trash cans.</td>
<td>Students running after getting off the bus. Students pushing/horseplaying. Drivers squealing tires. Students leaving trash in the parking lots.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 2</th>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Rule 2</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students get off of the bus or get out of their car, they go directly to the cafeteria or their class to avoid being tardy.</td>
<td>Students hanging out in the parking lots; students hanging outside causing them to be tardy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 3</th>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Rule 3</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students arriving to school with a cheerful attitude and greeting staff.</td>
<td>Students arriving to school arguing with others with a frown on their face. Not greeting others or responding to others who greet them.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 4</th>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Rule 4</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students obeying all safety rules as they drive in and out of school. Students following rules as they enter and leave the building.</td>
<td>Students not obeying safety rules when arriving and leaving by car. Students having trash in the parking lots.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 5</th>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Rule 5</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activities to Check Understanding:</th>
<th>Materials Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>oral quizzes observation</td>
<td>staff and students to act out</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accommodations/Adaptations for Students with Special Needs:</th>
<th>Acknowledgement to Maintain Positive Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>Roar Awards</td>
</tr>
</tbody>
</table>
# Lesson Plan Template

## Teaching Behavioral Expectations Across Locations

<table>
<thead>
<tr>
<th>Location:</th>
<th>Cafeteria</th>
<th>Time Needed:</th>
<th>15 minutes per group</th>
</tr>
</thead>
</table>

### List of Observable, Positive Expectations in Chosen Location for Each Rule:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations:</strong> Line up to get food without cutting-line or pushing others; do not throw food items. Avoid yelling and screaming.</td>
<td><strong>Expectations:</strong> Arrive to the cafeteria before the tardy bell rings. Discard tray/trash before leaving if possible to save time.</td>
<td><strong>Expectations:</strong> Greet Cafeteria staff with a &quot;Hello&quot; or &quot;Thank you&quot;, say &quot;Please&quot; and &quot;Yes ma'am&quot;, &quot;Yes Sir&quot;</td>
<td><strong>Expectations:</strong> Dispose of trash in trash cans; take your tray, plate, etc. to the proper area; clean up spills. Talk quietly, stay seated.</td>
<td><strong>Expectations:</strong></td>
</tr>
</tbody>
</table>

### Teach Examples and Non-Examples of Meeting Behavioral Expectations:

<table>
<thead>
<tr>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule 1. Students walking into classroom orderly and waiting in line. Students are keeping hands to themselves.</td>
<td>Rule 1. Students are running into the cafeteria and pushing. Students cut line. Students throw food at others.</td>
</tr>
<tr>
<td>Rule 2. Students walking into the cafeteria before the tardy bell has rung. Students throwing away trash, putting up tray in a timely manner.</td>
<td>Rule 2. Students walking into the cafeteria after the bell rings. Students still eating or not putting away things after the bell rings.</td>
</tr>
<tr>
<td>Rule 3. Students greeting cafeteria staff with a &quot;Hello&quot;. Students saying &quot;Thank you&quot; to cafeteria staff.</td>
<td>Rule 3. Students complaining to staff about not liking the food. Students not using manners.</td>
</tr>
<tr>
<td>Rule 4. Students throwing away trash in trash cans; students taking tray and dishes their proper place. Students clean up spills.</td>
<td>Rule 4. Students leaving trash on tray/dishes on the table, on the floor, in their chair instead of throwing them away. Not cleaning up spills.</td>
</tr>
<tr>
<td>Rule 5.</td>
<td></td>
</tr>
</tbody>
</table>

### Activities to Check Understanding:
- Oral quizzes.
- Observations.

### Materials Needed:
- Staff and students to act out.

### Acknowledgement to Maintain Positive Behavior:
- Roar Awards
Lesson Plan Template
Teaching Behavioral Expectations Across Locations

<table>
<thead>
<tr>
<th>Location: Classroom</th>
<th>Time Needed: 3-5 days</th>
</tr>
</thead>
</table>

List of Observable, Positive Expectations in Chosen Location for Each Rule:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations:</strong></td>
<td><strong>Expectations:</strong></td>
<td><strong>Expectations:</strong></td>
<td><strong>Expectations:</strong></td>
<td><strong>Expectations:</strong></td>
</tr>
<tr>
<td>Show respect to your teacher and to fellow students by following dress code, having a proper voice tone, and following classroom rules.</td>
<td>Be in your seat when the bell rings. Turn in assignments when they are due.</td>
<td>Respond to teacher politely with &quot;Yes ma'am&quot;, &quot;Yes sir&quot;. Smile and laugh. Participate with a positive attitude.</td>
<td>Bring materials to class every day (book, paper, pencil, etc.). Participate in class; turning all assignments.</td>
<td></td>
</tr>
</tbody>
</table>

Teach Examples and Non-Examples of Meeting Behavioral Expectations:

<table>
<thead>
<tr>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rule 1</strong></td>
<td><strong>Rule 1</strong></td>
</tr>
<tr>
<td>Students using proper voice tone; entering into classroom orderly; raising hand to speaks.</td>
<td>Students walking around, not having a seat; horseplaying, talking loud; pushing, horseplaying, talking, when teacher is talking.</td>
</tr>
<tr>
<td><strong>Rule 2</strong></td>
<td><strong>Rule 2</strong></td>
</tr>
<tr>
<td>Students enter into the classroom and having a seat before the tardy bell rings.</td>
<td>Students entering the classroom, walking around the classroom or standing near desk as the tardy bell rings.</td>
</tr>
<tr>
<td><strong>Rule 3</strong></td>
<td><strong>Rule 3</strong></td>
</tr>
<tr>
<td>Students using manners in class. Interacting politely with the teacher and fellow students.</td>
<td>Students having and showing a poor attitude by not speaking to others, not using manners.</td>
</tr>
<tr>
<td><strong>Rule 4</strong></td>
<td><strong>Rule 4</strong></td>
</tr>
<tr>
<td>Students bringing all necessary materials for the classroom (paper, pencil, book, etc.)</td>
<td>Students coming to the classroom without proper materials.</td>
</tr>
<tr>
<td><strong>Rule 5</strong></td>
<td><strong>Rule 5</strong></td>
</tr>
</tbody>
</table>

Activities to Check Understanding:
Oral quizzes. Observation.

Materials Needed:
Staff and students to act out.

Accommodations/Adaptations for Students with Special Needs:
none

Acknowledgement to Maintain Positive Behavior:
Roar Awards
# Lesson Plan Template

## Teaching Behavioral Expectations Across Locations

### Location:

Hallway

### Time Needed:

10 minutes per group

### List of Observable, Positive Expectations in Chosen Location for Each Rule:

<table>
<thead>
<tr>
<th>Rule</th>
<th>Expectations:</th>
<th>Expectations:</th>
<th>Expectations:</th>
<th>Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Walk to and from destination. Do not push others or horseplay; pick up trash if dropped.</td>
<td>Keep conversations to a minimum; walk directly to destination to avoid being tardy.</td>
<td>Try to have a positive attitude despite the hallway congestion.</td>
<td>Get all necessary materials for your next class out of your locker. Keep locker shut and locked.</td>
</tr>
<tr>
<td>2.</td>
<td>On-Time</td>
<td>A+ Attitude</td>
<td>Responsibility</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Expectations:</td>
<td>Expectations:</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>Get all necessary materials for your next class out of your locker. Keep locker shut and locked.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</thead>
<tbody>
<tr>
<td>Rule 1</td>
<td>Rule 1</td>
</tr>
<tr>
<td>Walking orderly to class without pushing, shoving, or horseplaying; if dropping trash, picking it up. Using proper voice tone.</td>
<td>Running in hall, pushing, shoving, yelling.</td>
</tr>
<tr>
<td>Rule 2</td>
<td>Rule 2</td>
</tr>
<tr>
<td>Walking and talking on the way to your next class. Going to locker quickly.</td>
<td>Loitering in hall; long conversations; boyfriend walking girlfriend to class and being tardy.</td>
</tr>
<tr>
<td>Rule 3</td>
<td>Rule 3</td>
</tr>
<tr>
<td>Being cheerful in the hallway and being understanding despite congestion.</td>
<td>Being upset; telling people to &quot;shut up&quot;; &quot;move faster&quot;, etc.</td>
</tr>
<tr>
<td>Rule 4</td>
<td>Rule 4</td>
</tr>
<tr>
<td>Getting materials for the next class out of locker; shutting locker properly.</td>
<td>Piling materials up in locker hastily making it to where door will not shut. Slamming locker door.</td>
</tr>
<tr>
<td>Rule 5</td>
<td></td>
</tr>
<tr>
<td>Acts to Check Understanding:</td>
<td>Materials Needed:</td>
</tr>
<tr>
<td>Oral quizzes.</td>
<td>Staff/students to act out.</td>
</tr>
<tr>
<td>Observation.</td>
<td></td>
</tr>
<tr>
<td>Accommodations/Adaptations for</td>
<td>Acknowledgement to Maintain Positive</td>
</tr>
<tr>
<td>Students with Special Needs:</td>
<td>Behavior: Roar Awards.</td>
</tr>
<tr>
<td>none</td>
<td></td>
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</tbody>
</table>
MOBUCK CELEBRATION SURVEY
The Positive Behavior Support Team (MOBUCK) is in the process of planning the first celebration to be held after the first nine weeks. We would really like your input and opinions to help us make it a fun day for everyone.

1. Grade Level (circle according to homeroom)  
   9th  10th  11th  12th

2. Have you already earned a Mobuck? (circle one)  yes  no

Rank the following from 1-5 (with one being what you like the most):

3. Food:  
   _____breakfast  _____pizza  _____chips  _____candy/candy bars  _______other (please list)

4. Door Prizes:  
   ______gift  ______free yearbooks  ______goodie bags  ______free game tickets (football/basketball)  
   ___________________________other (please list)

5. Activities:  
   ______tournaments (3 on 3 basketball, flag football, etc.)  ______playing video games  
   ______playing board games (Pictionary, etc.)  ______listening to music with headphones  
   ___________________________other (please list)

6. What other activities would you enjoy?  
   ______Movie/popcorn party  ______making your own ice cream sundaes  
   ______just sitting around talking to friends  ______having a guest speaker  _______other (please list)

If you have any other suggestions of things you would like to change from last year (if you attended last year) or that you would enjoy doing (if you are in the 9th grade or have never been to a celebration), please use the space below to share your thoughts and comments.

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5. Activities:  
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If you have any other suggestions of things you would like to change from last year (if you attended last year) or that you would enjoy doing (if you are in the 9th grade or have never been to a celebration), please use the space below to share your thoughts and comments.
MO-BUCK REWARDS PROCEDURES
FOR FACULTY AND STAFF

1. Teachers/Staff receive 10 Mo-Buck cards to award per nine-weeks.
2. Teachers/Staff award Mo-Buck cards for desired target behaviors.
   - Good attendance (perfect attendance handled in office)
   - Pride in school appearance
   - Respect
   - Responsibility
3. Teachers will decide the specific criteria for awarding a Mo-Buck to their students based on the 4 target behaviors.
4. Teachers may award Mo-Bucks to their own students or to any student in the school who exemplify the 4 target behaviors.
5. Teachers/Staff fill out the Mo-Buck card, circle the appropriate behavior, and award to the student.
6. Cards must have the teacher's signature.
7. Perfect attendance Mo-Bucks will be awarded by the administration; however, you may choose to have improved attendance as one of your own personal criteria.
8. Students deposit Mo-Buck cards in "the bank" (special container on office counter).
9. It is the student's responsibility to deposit the Mo-Buck "in the bank" in a timely manner.
10. Teachers are not responsible for filling out a new Mo-Buck if the student loses his.
11. Mo-Bucks will roll over; however, a student must earn at least one Mo-Buck per nine-weeks in order to attend any given concession day.
12. Earning a Mo-Buck any given nine-weeks also allows the student to attend the end of the year "super concession day."
13. A drawing is conducted every Thursday, and the winner is announced over the intercom.
14. Every nine-weeks the student cashes in his/her Mo-Bucks at a grade level concession day (gym lobby or stadium).
15. There will be two concessions over a two-day period—one for freshmen and sophomores and one for juniors and seniors.
16. Before each concession day, a ticket will be prepared for each student which has the student's name and number of "Bucks" earned; this ticket is also used by the student to get out of class. These tickets are given out during lunch the day before the concession event.
17. In addition to the Thursday drawings and the nine-weeks concession days, there will be an end of the year "super concession day" with grand prize drawings for all Mo-Buck winners throughout the year.
18. Teachers are reminded to secure their Mo-Buck cards in a safe place out of student reach.
19. The first Thursday drawing will be on Thursday, August 17, 2006.
20. Please read and discuss with your homeroom students, and then post in your room.
"BURN'M" METHOD: Presented by Cassie Burnham
   - Use "Home Work Passes" (attached example) to reward students that have "2 Feet in
     the Door". The pass is randomly presented to students that meet the criteria. When
     presented to the issuing teacher, this pass allows the student to "turn-in" an assignment
     that might otherwise not be accepted for various reasons (i.e. late).

"FULL-STRIKE" METHOD: Presented by Jeremy Fuller
   - This method is similar to a work site safety day running total. Everyday that all
     students within a class have "2 Feet in the Door" a mark on the board is made. Classes
     compete to see which one has the longest running totals of being "2 Feet in the Door".
     The winning class gets a prize of the teacher's choosing.

WAL-MART GREETING: Presented by Multiple Faculty
   - Never underestimate the power of acknowledgement. Greeting student with a simple
     "hello, good morning/afternoon, welcome to class, thanks for being on time, good to
     see you", when they have "2 Feet in the Door" assists in improving report with students.

GRADE FACTOR: Presented by Multiple Faculty
   - "2 Feet in the Door" is encouraged by assigning a grade system that is factored in
     with other grading procedures. Depending on the culture of the class a grade and/or
     point system is factored into the student's overall average.

"STAMP'EM" METHOD: Presented by Mrs. Meserve
   - The teacher marks a stamp on the student's folder when they have "2 Feet in the
     Door". It is suggested to use this method in random intervals. The teacher then rewards
     students with various opportunities and/or items once a set number of stamps are
     reached. For example: On random intervals Mrs. Meserve stamps student's folders to
     indicate that they have had "2 Feet in the Door". Once they have 5 stamps the student
     can get a piece of candy.

"FUN TIME" Method: Presented by Mrs. Velez
   - Curriculum is adjusted to include a Fun Activity if everyone has "2 Feet in the Door".
     On random intervals the class may go outside, play a game, engage in group
     activities, etc... if everyone has 2 Feet in the Door.
Various reasons (i.e., late), that might otherwise not be accepted for assignment allows the student to "turn-in" an assignment when presented to the issuing teacher, this pass meet the criteria.

The pass is randomly presented to students that have "2 Feet in the Door". Use "Home Work Passes" to reward students.

Bumbm, Method Presented by Ms. B

Kingswood HS
Arrival/Dismissal Expectations
Lesson Plan

Objective: To have students demonstrate the expectations for arrival/dismissal.

Arrival/Dismissal Expectations

Be Ready
- be in assigned area for dismissal by 2:50
- remain in assigned areas before and after school
- know bus number and have signed note if riding another bus

Be Respectful
- all interactions will be free of horseplay
- walk
- use 12" conversational distance
- go to assigned area
- remove hats upon entering the building

Be Responsible
- use the correct door
- report to the assigned area upon arrival
- arrive and depart in an orderly fashion

Intelligence Focus: Naturalist

Procedure for teaching expectations: Activities

- Divide class into 6 groups
  Group 1 Write a short story about animals or plants in the right place at the right time.
  Group 2 Write a short story about animals or plants in the wrong place at the wrong time.
  Groups 3 – 6 Draw animals or plants that illustrate specific expectations.

- Draw or show positive and negative nature images.

Reinforcement:
Classroom Expectations
Lesson Plan

Objective: Tswbat demonstrate the expectations for the classroom.

Classroom Expectations

Be Ready
- bring all supplies: books, paper, writing utensils, agenda, etc.
- have homework completed at the beginning of class
- be on time
- be in assigned seat
- have personal needs (water, phone calls, restroom) taken care of
- dress appropriately
- focus on directions given

Be Respectful
- listen while someone else is talking
- use property as it was intended to be used
- leave other’s belongings alone
- leave work area clean and neat
- keep our hands to ourselves
- use appropriate, non-offensive vocabulary and gestures

Be Responsible
- stay actively engaged during the entire class period
- make connections and reflections
- use time wisely
- ask for help when needed
- take care of the materials and work space
- mind our own business
- organize our own personal belongings and materials

Intelligence Focus: Existential

Procedure for teaching expectations: Activities

- In groups discuss why each expectation exists and what the purpose is behind each expectation. What potential outcomes would be likely if the rules did not exist?
- In same groups examine other areas where these rules would be applicable, such as the workplace, home, etc. and why.
- Role play how the classroom would be without these rules.
Reinforcement:
Hallway Expectations
Lesson Plan

Objective: Tswbat demonstrate the expectations for the hallway.

Hallway Expectations

Be Ready
✓ have signed agenda
✓ have only conversations which can be heard at an arm's length
✓ move toward class at the two minute warning
✓ dress appropriately
✓ walk

Be Respectful
✓ leave room for people to come and go down the hallway
✓ keep hands and feet to ourselves
✓ pick up what we drop
✓ pick up anything that needs picked up

Be Responsible
✓ talk without using profanity or offensive language
✓ listen for the warning bell and go to class
✓ show no public display of affection
✓ all interactions will be free of horseplay

Intelligence Focus: Intrapersonal

Procedure for teaching expectations:

Activities

• Groups create a skit or poster around the theme “A Day in the Life of a Locker in our Hallway”
• Create a character who lives in our hallway—produce a cartoon involving the character in the 3 R’s
• Create a collage around a time you were angered, sad, etc. about a hallway incident.

Reinforcement:
• Group presentation
• Grade other’s performance
Arrival/Dismissal Expectations
Lesson Plan

Objective: Tswbat demonstrate the expectations for arrival/dismissal.

Arrival/Dismissal Expectations

Be Here
✔ Enter the building upon arrival and not venture into areas not permitted before 1st bell

Be Prepared
✔ be in assigned area for 1st bus group dismissal at 2:41
✔ for students in the 2nd bus group, be in the front lobby facing the football field
✔ be in the proper area of school before and after school
✔ know bus number and have signed note if riding another bus

Be Respectful
✔ all interactions will be free of horseplay
✔ walk to and from the bus
✔ use 12" conversational distance
✔ go to assigned area
✔ remove hats upon entering the building

Be Responsible
✔ use the correct door
✔ report to the assigned area upon arrival
✔ arrive and depart in an orderly fashion

Intelligence Focus: Naturalist

Procedure for teaching expectations:
The teacher will divide the class into groups

Activities
A. Write a story about a person doing the right thing at the right time in the right place and what positive things might happen because they chose to act in this way.

B. Write a story about a person doing the wrong thing at the wrong time in the wrong place and what negative things might happen because they chose to act in this way.

C. Draw a picture of a person showing what the expectations are for students as they prepare to board the bus.

Reinforcement:
**Lesson Plan Template**

**Teaching Behavioral Expectations Across Locations**

<table>
<thead>
<tr>
<th>Rule</th>
<th>Expectations:</th>
<th>Rule</th>
<th>Expectations:</th>
<th>Rule</th>
<th>Expectations:</th>
<th>Rule</th>
<th>Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respect</td>
<td>Enter and leave the office area quietly. Students waiting their turn to be waited on. Students will sit in chairs correctly.</td>
<td>2. On-Time</td>
<td>Keep office visits to a minimum to ensure being on-time to class.</td>
<td>3. A+ Attitude</td>
<td>Use manners in office, Say &quot;Yes Ma'am&quot;, &quot;Please&quot;, &quot;Thank you&quot;, Have a patient attitude.</td>
<td>4. Responsibility</td>
<td>Make sure staff are present before entering into their office. Have all excuse note, absence notes, etc. reading to turn in.</td>
</tr>
</tbody>
</table>

**Teach Examples and Non-Examples of Meeting Behavioral Expectations:**

<table>
<thead>
<tr>
<th>Rule</th>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Rule</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule 1</td>
<td>Students entering the office quietly with a normal voice-tone. Students showing patience by waiting their turn to be served. Students sitting properly in their seat.</td>
<td>Rule 1</td>
<td>Students talking loud while in the office. Students not showing respect to office staff by issuing disrespectful comments. Students slumming in the chairs.</td>
</tr>
<tr>
<td>Rule 2</td>
<td>Students getting the information they need quickly and returning to class.</td>
<td>Rule 2</td>
<td>Students hanging out in the office even after being served, therefore being tardy.</td>
</tr>
<tr>
<td>Rule 3</td>
<td>Students saying &quot;Yes, ma'am&quot;, &quot;Thank you&quot;, &quot;Hello&quot;. Students showing their patient attitude while waiting for help.</td>
<td>Rule 3</td>
<td>Students not greeting staff members or not responding back when greeted. Students Making Comments about being tired of waiting.</td>
</tr>
<tr>
<td>Rule 4</td>
<td>Students not entering offices and office areas of staff when they are not present. Students have proper notes (Absence) ready to turn in.</td>
<td>Rule 4</td>
<td>Students entering staff offices and areas when staff are not present. Students who do not have proper paperwork ready to turn in.</td>
</tr>
<tr>
<td>Rule 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Activities to Check Understanding:**

**Materials Needed:**
- Staff and students to act-out.

**Accommodations/Adaptations for Students with Special Needs:**
- none

**Acknowledgement to Maintain Positive Behavior:**
- Roar Awards
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Expectations: Leave, come into the building after arrival or dismissal without running, yelling or having physical contact with other. Students will place trash in trash cans as they enter school.</td>
<td>Expectations: Come directly into the building when you arrive at school and make your way to class/cafeteria. When leaving, avoid socializing and be sure to go directly to the bus.</td>
<td>Expectations: Arrive to school with a cheerful attitude and be ready to have a great day. Leave with a cheerful attitude and ready to go home!</td>
<td>Expectations: When driving to school, come into the parking lot obeying speed limit and safety measures; leave the same way. Come directly into the building upon arrival.</td>
<td>Expectations:</td>
</tr>
</tbody>
</table>

### Teach Examples and Non-Examples of Meeting Behavioral Expectations:

<table>
<thead>
<tr>
<th>Rule 1</th>
<th>Demonstrate EXAMPLES (What To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will get off the bus and walk to either the cafeteria or their classroom. Students are to keep hands to themselves. Drivers will obey all the safety rules as they drive in. Students putting trash in trash cans.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 2</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students running after getting off the bus. Students pushing/horseplaying. Drivers squealing tires. Students leaving trash in the parking lots.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 3</th>
<th>Demonstrate EXAMPLES (What To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students arriving to school with a cheerful attitude and greeting staff.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule 4</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students not obeying safety rules when arriving and leaving by car. Students having trash in the parking lots.</td>
<td></td>
</tr>
</tbody>
</table>

| Rule 5 | |
|--------| |

### Materials Needed:
- Staff and students to act out

### Acknowledgement to Maintain Positive Behavior:
- Roar Awards
### Lesson Plan Template

**Teaching Behavioral Expectations Across Locations**

<table>
<thead>
<tr>
<th>Location: Cafeteria</th>
<th>Time Needed: 15 minutes per group</th>
</tr>
</thead>
</table>

**List of Observable, Positive Expectations in Chosen Location for Each Rule:**

<table>
<thead>
<tr>
<th>Rule 1</th>
<th>Expectations:</th>
<th>Line up to get food without cutting-line or pushing others: do not throw food items. Avoid yelling and screaming.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule 2</td>
<td>Expectations:</td>
<td>Arrive to the cafeteria before the tardy bell rings. Discard tray/trash before leaving if possible to save time.</td>
</tr>
<tr>
<td>Rule 3</td>
<td>Expectations:</td>
<td>Greet Cafeteria staff with a &quot;Hello&quot; or &quot;Thank you&quot;, say &quot;Please&quot; and &quot;Yes ma'am&quot;, &quot;Yes Sir&quot;</td>
</tr>
<tr>
<td>Rule 4</td>
<td>Expectations:</td>
<td>Dispose of trash in trash cans; take your tray, plate, etc. to the proper area; clean up spills. Talk quietly, stay seated.</td>
</tr>
</tbody>
</table>

**Teach Examples and Non-Examples of Meeting Behavioral Expectations:**

<table>
<thead>
<tr>
<th>Rule 1</th>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Rule 1</th>
<th>Students walking into classroom orderly and waiting in line. Students are keeping hands to themselves.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule 2</td>
<td>Students walking into the cafeteria before the tardy bell has rung. Students throwing away trash, putting up tray in a timely manner.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 3</td>
<td>Students greeting cafeteria staff with a &quot;Hello&quot;. Students saying &quot;Thank you&quot; to cafeteria staff.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 4</td>
<td>Students throwing away trash in trash cans; students taking tray and dishes their proper place. Students clean up spills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rule 5</td>
<td>Students leaving trash on tray/dishes on the table, on the floor, in their chair instead of throwing them away. Not cleaning up spills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Materials Needed:** Staff and students to act out.

**Acknowledgement to Maintain Positive Behavior:** Roar Awards.

**Activities to Check Understanding:** Oral quizzes. Observations.

**Accommodations/Adaptations for Students with Special Needs:** none
Lesson Plan Template  
Teaching Behavioral Expectations Across Locations

<table>
<thead>
<tr>
<th>Location: Classroom</th>
<th>Time Needed: 3-5 days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>List of Observable, Positive Expectations in Chosen Location for Each Rule:</strong></td>
<td></td>
</tr>
<tr>
<td>Rule</td>
<td>Rule</td>
</tr>
<tr>
<td>Expectations: Show respect to your teacher and to fellow students by following dress code, having a proper voicetone, and following classroom rules.</td>
<td>Expectations: Be in your seat when the bell rings. Turn in assignments when they are due.</td>
</tr>
</tbody>
</table>

| **Teach Examples and Non-Examples of Meeting Behavioral Expectations:** |
|----------------------|----------------------|
| **Demonstrate EXAMPLES (What To Do)** | **Demonstrate NON-EXAMPLES (What NOT To Do)** |
| Rule 1 | Rule 1 | Rule 2 | Rule 2 | Rule 3 | Rule 3 | Rule 4 | Rule 4 | Rule 5 |
| Students using proper voice tone; entering into classroom orderly; raising hand to speaks. | Students walking around, not having a seat; horseplaying, talking loud; pushing, horseplaying, talking, when teacher is talking. | Students entering the classroom, walking around the classroom or standing near desk as the tardy bell rings. | Students entering the classroom, walking around the classroom or standing near desk as the tardy bell rings. | Students having and showing a poor attitude by not speaking to others, not using manners. | Students having and showing a poor attitude by not speaking to others, not using manners. | Students bringing all necessary materials for the classroom (paper, pencil, book, etc.) | Students coming to the classroom without proper materials. | |
| Rule 5 | **Activities to Check Understanding:** | **Materials Needed:** |
| Oral quizzes. Observation. | Staff and students to act out. |
| **Accommodations/Adaptations for Students with Special Needs:** | **Acknowledgement to Maintain Positive Behavior:** |
| none | Roar Awards |
Lesson Plan Template
Teaching Behavioral Expectations Across Locations

<table>
<thead>
<tr>
<th>Location:</th>
<th>Hallway</th>
<th>Time Needed:</th>
<th>10 minutes per group</th>
</tr>
</thead>
</table>

### List of Observable, Positive Expectations in Chosen Location for Each Rule:

<table>
<thead>
<tr>
<th>Rule</th>
<th>Expectations:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Respect</td>
<td>Walk to and from destination. Do not push others or horseplay; pick up trash if dropped.</td>
</tr>
<tr>
<td>2. On-Time</td>
<td>Expectations: Keep conversations to a minimum; walk directly to destination to avoid being tardy.</td>
</tr>
<tr>
<td>3. A+ Attitude</td>
<td>Expectations: Try to have a positive attitude despite the hallway congestion.</td>
</tr>
<tr>
<td>4. Responsibility</td>
<td>Expectations: Get all necessary materials for your next class out of your locker. Keep locker shut and locked.</td>
</tr>
</tbody>
</table>

### Teach Examples and Non-Examples of Meeting Behavioral Expectations:

<table>
<thead>
<tr>
<th>Demonstrate EXAMPLES (What To Do)</th>
<th>Demonstrate NON-EXAMPLES (What NOT To Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rule 1</strong></td>
<td>Walking orderly to class without pushing, shoving, or horseplaying; if dropping trash, picking it up. Using proper voice tone.</td>
</tr>
<tr>
<td><strong>Rule 2</strong></td>
<td>Walking and talking on the way to your next class. Going to locker quickly.</td>
</tr>
<tr>
<td><strong>Rule 3</strong></td>
<td>Being cheerful in the hallway and being understanding despite congestion.</td>
</tr>
<tr>
<td><strong>Rule 4</strong></td>
<td>Getting materials for the next class out of locker; shutting locker properly.</td>
</tr>
<tr>
<td><strong>Rule 5</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Activities to Check Understanding:
- Oral quizzes.
- Observation.

### Materials Needed:
- Staff/students to act out.

### Accommodations/Adaptations for Students with Special Needs:
- none

### Acknowledgement to Maintain Positive Behavior:
- Roar Awards.