

BES Classroom

Lesson Plan to Address Behavior in the Classroom

Expectations and/or behaviors from our Matrix:

	Expectations			
Routine/Setting	<i>Respect Yourself</i>	<i>Respect Others</i>	<i>Respect Learning</i>	<i>Respect Environment</i>
Classroom	<p>Follow directions the first time they are given.</p> <p>Be ready to learn-Show Grit!</p> <p>Never give up when things become difficult.</p>	<p>Use kind words and actions.</p> <p>Be a great classmate by working together.</p>	<p>Do your best on all assignments.</p> <p>Actively participate in all discussions.</p> <p>Use classroom and testing strategies as needed.</p>	<p>Take care of all materials- personal or borrowed.</p> <p>Clean up and put away all learning tools.</p> <p>Recycle items as needed.</p>

Context/Setting: The expected behaviors in the classroom should be discussed by the classroom teacher regularly and taught to all students in the classroom setting using teacher or student role modeling when necessary.

For behaviors to become routine it is every teachers' responsibility to:

Explain = Teach each expectation directly

Rehearse = Practice them regularly

Reinforce- Reinforce students frequently for following the classroom expectation

If students are in teams of 4 students, the lesson will begin in those teams. If not, the students need to be assigned teams of 4.

TEACHING = Tell + Show + Practice + Feedback + Re-teach

TELL (This component provides *what* and *why*.) Engage students in this brief opener.

SAY: "Today we are going to talk about how to respect yourself, others, learning, and the environment in the classroom. We will be discussing Buckingham's expectations."

ASK: Why is it important to know these expectations? In school? In other areas of life? Turn and talk.

Discuss these questions with students in an age appropriate way. Except student responses and examples and offer additional answer supports when needed. Use the following explanations of the word RESPECT to help facilitate good discussions.

RESPECT is thinking and acting in a positive way about yourself, others, learning, and the school environment.

You might also think about RESPECT as thinking and acting in a way that shows others you care about their feelings and their well-being.

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MODEL (Teacher/students model(s) with examples and non-examples, concretely illustrating what the behavior looks like/ not look like) The following are examples to use but please illustrate any common behaviors related to the teaching matrix that students need models of.

Examples	Non-examples
<p>Choose a few students to demonstrate the following acceptable behaviors in the classroom:</p> <ul style="list-style-type: none"> • Using hand signals (Respect Others) • Chairs and feet flat on the floor (Respect Yourself) • Mouth closed and eyes on the speaker if listening (Respect Learning) • Hands on desk, resting still (Respecting Yourself) • Backs straight when sitting in a chair (Respecting Yourself and Learning) • Using 3 to 6 inch voices (Respecting Others) • Quick start – begin urgently and work efficiently (Respecting Yourself and Learning) 	<p>Demonstrate examples of NOT following expectations on the playground:</p> <ul style="list-style-type: none"> • Leaning the Chair Back on two feet (Respect Environment-students should correct this negative behavior by stating or showing) • Walking around the room before starting a task (Respect Learning- students should correct this negative behavior by stating or showing) • Interrupting others or saying unkind words “Your WRONG!” (Respect Others- have students describe the correct behavior and then model appropriately for all students)

GUIDED PRACTICE (Student activities to practice the skills in the applicable context/setting (e.g., use role playing or other activities))

Start with an anchor chart titled “Classroom Expectations.” The top of the chart is divided into four columns – Respect Yourself, Respect Others, Respect Learning, and Respect the Environment.” The side of the chart will have four categories – Team Work, Independent Work, Whole Group Lesson, and Indoor Recess.

Each team will receive one respect card (Respect yourself, respect others, respect learning or respect the environment). Each team member will write one situation on their sticky notes (team work, independent work, whole group lesson, indoor recess). Students will first discuss and then write on a sticky note what respecting yourself looks like when you’re working on a team, what respecting looks like when you’re working independently, what respecting looks like in a whole group, and finally what respecting looks like in indoor recess. Continue with respecting Others, Learning, and the Environment.

Students will come together as a whole group. They will walk their sticky notes one by one up to the anchor chart and explain what each area of respect looks like. The teacher will clear up any misconceptions and add on expectations.

Answer any questions at this time regarding the classroom behaviors or expectations. You might **ASK: “Are there any questions you have about showing respect for self, others, learning and the environment in the classroom?”**

FEEDBACK (Provide frequent positive feedback that is contingent and specific, re-stating the expectations/rules).

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It is expected that all classroom teachers give out Bucky Bucks for positive classroom behaviors. Please teach students to put their first and last name on the Bucky Buck and place it in a safe place (baggie, pencil box, folder, etc.). Give specific praise by stating the reason or behavior the student earned the Bucky Buck. **4:1**

RE-TEACH (teachers should use observation and other data sources to identify when it is necessary to re-teach expectations/rules)

Please actively monitor the classroom setting and distribute Bucky Bucks for positive and appropriate RESPECT behavior.

Teachers, co-teaching teams, grade level teams, and/or vertical teams make connections to curriculum and/or extensions of learning. Please feel free to report consistent concerns or issues to the PBIS team so we can work on a solution.

Use pre-correction, reminding, prompting, signaling, effective responding, as well as the BES Teaching Matrix for review or re-teaching of expected behaviors with any student- Especially before an office referral is issued!