|  |
| --- |
| **Creating Effective Classroom Environments Plan Template** |
| Educator Name: | *Add* | Grade Level/Period: | *Elementary* | Date Updated: | *Add* |

***Instructions:***

* *Review* [*A School Guide for Returning to School During and After Crisis*](https://www.pbis.org/resource/a-school-guide-for-returning-to-school-during-and-after-crisis) *and* [*Effective Environments*](https://www.youtube.com/watch?v=q0AJkoxy1f4&feature=youtu.be) *Video*
* *Complete tables with your own information by deleting & replacing light blue example text. Consider either (a) developing separate plans for in-person & remote instruction or (b) including examples across contexts.*

|  |
| --- |
| **Positive Classroom Expectations Look Like, Sound Like, Feel Like in….** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Expectations** | **Routines** | **Walking in the Hallway** | **In the cafeteria** | **In the classroom** | **Transitions** | **…** |
| 1. **Keep myself healthy**
 | * Wear my mask properly
 | * Wear my mask properly
* Sanitize or wash hands upon entry
* Stand on spot and wait my turn
 | * Wear my mask properly
* Keep a 6’ space bubble
* Sanitize hands regularly
 | * Wear your mask properly
* Bring what you need to be ready for what’s next
* Sanitize your hands
 |  |
| 1. **Keep others healthy**
 | * Wear my mask properly
* Keep 6’ space bubble
 | * Wear my mask properly
* Stand on spot and wait my turn
* Sit in every other chair
 | * Wear my mask properly
* Keep a 6’ bubble
* Use own materials
 | * Wear your mask properly
* Quiet voice
* Keep a 6’ space bubble
 |  |
| 1. **Keep environment healthy**
 | * Take care of school
 | * Eat cleanly
* Throw away trash
 | * Take care of your space & materials
 | * Leave space better than you found it
 |  |
| **…** |  |  |  |  |  |

|  |
| --- |
| **Attach Lesson Plans that explicitly teach each expectation in each routine.** |

|  |
| --- |
| **Plan high rate/quality of opportunites to respond (active engagement) for students.** |

|  |  |
| --- | --- |
| **Prompt Expected Behavior…** | **Prompt Examples:** |
| ...at the beginning of each routine  | **Because there are so many cafeteria expectations, provide the prompts in concrete and small, sequential steps.** * “In the cafeteria, I expect you to wear your mask and clean your hands.“
* “While waiting for your food, the expectation is that you are waiting on your own spot”
* “Now that you have your food, you should sit one seat away from a friend and eat cleanly.”
* “Once you are finished, I expect you to throw away your trash and wait on my instructions.”
 |
| …prior to end of each activity  | * “In 1 minute, we’re going to do our next activity. Please clean up your materials only, clean your hands, make sure you have your mask, and wait on my instructions.”
 |
| …before each transition | * “Remember, as we walk, we will keep ourselves and others healthy by wearing our masks and keeping a 6’ space bubble around ourselves.”
 |

|  |  |
| --- | --- |
| **Give Specific Feedback …** | **Praise/Correction Examples:** |
| ...for desired behavior (praise) | * “Wow. I like how you are wearing your mask properly.”
* “Class, you are keeping yourselves and others healthy by maintaining your own personal bubble.”
 |
| …for undesired behavior (correction) | * “I see students sharing materials. Please remember that you are expected to use only your materials and to keep them cleanly so you can stay healthy while keeping your classmates healthy.”
* “I see that not everyone waited properly at lunch. You should remain on dot, and wait your turn as the line progresses.”
 |

|  |
| --- |
| **Consider additional strategies to acknowledge or respond to student behavior.** |

Center on PBIS (2020, July). *Creating Effective Classroom Environments Plan Template*.

(Content within template adapted by educator listed at top.)

|  |
| --- |
| **Creating Effective Classroom Environments Social Skills Lesson Plan Template** |
| Educator Name: | *Add* | Grade Level/Period: | *Elementary* | Date Updated: | *Add* |

**Lesson Focus**:

Demonstrating keeping myself healthy in the cafeteria.

**Teaching Objective**:

Following instruction, students will demonstrate keeping myself healthy in the cafeteria by completing social story book and demonstrating correct expectations across 4 out of 5 sampled opportunities.

**Teaching Examples**:

|  |  |
| --- | --- |
| ***Positive Examples*** *(Looks, sounds, & feels like…)* | ***Negative Examples*** *(Does NOT look, sound, & feel like…)* |
| * Wearing mask over nose and mouth
* Using hand sanitizer correctly
* Standing on a designated spot alone and keeping a calm/safe body
 | * Improper mask wearing
* Playing with or not sanitizing hands
* Running around, or not staying on designated spot
 |

**Lesson Materials**:

 *Access to cafeteria for modeling appropriate expectations, sort cards (1 per student), construction paper, stick glue, scissors, social story book (1 per student)*

**Lesson Activities**:

***Model (I do)****: Transitions students to cafeteria, or use virtual model/walkthrough of cafeteria if available. Model each expectation concretely (wearing mask, sanitizing hands, waiting on a designated spot, sitting one seat away from others, throwing away trash, waiting on instructions). Having students in the physical cafeteria space, when/if possible, will show concretely what is expected and how they should behave in that environment under new regulations.*

***Lead (We do)****: Back in the classroom, using the sort cards, prompt students through each step and expectation of keeping oneself healthy in the cafeteria. Allow students to share their responses and ideas about additional ways. They should cut and paste their sort cards onto construction paper (to be left in desk or placed in classroom as a visual reminder of expectations).*

***Test (You do)****: Students should complete social story book (simple or advanced) by filling in the expectations associated with keeping oneself healthy in the cafeteria, and providing illustrations. Students can share their ideas/story books with the class, and then be used a visual reminders and prompts of positive expectations. Additional public health school expectations can be added to story book for student reference.*

*Students should also be observed in cafeteria setting for positive displays of the expectations. The student should comply with expectations 4 out of 5 observed times. If there is one step or expectation that many are struggling with, reteach that expectation in a more discreet or succinct way.*

**Follow-up Activities**:

***Strategies to prompt****: Successive small steps (wear your mask... clean your hands .... stand in line on a dot ... sit one seat apart ... throw away your trash ... wait for my instructions ...)*

***Procedures to reinforce context-appropriate behavior****: Behavior specific praises, echo and amplify appropriate student responses/behaviors to class*

***Procedures to correct errors (e.g., context-inappropriate behavior)****: Precorrection prior to inappropriate behavior opportunities*

***Procedures to monitor/supervise****: Student groups assigned to teacher, paraprofessional, aid, or co-teacher (smaller supervision)*

***Procedures to collect and evaluate student data****: Data collection sheet below for observation of student expectations (can be modified as contextually appropriate)*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tally observed occurrence once per day | Wear Mask | Clean Hands | Wait in Line | Sit One Seat Apart | Throw Away Trash | Wait on Instructions |
| Student 1 |  |  |  |  |  |  |
| Student 2 |  |  |  |  |  |  |
| Student 3 |  |  |  |  |  |  |

Lesson plan template adapted from: Simonsen, B., Myers, D., Everett, S., Sugai, G. Spencer, R., & LaBreck, C. (2012). Explicitly teaching social skills school-wide: Using a matrix to guide instruction. *Intervention in School and Clinic*, *47*, 259-266. <https://doi.org/10.1177/1053451211430121>

**Bramble Elementary (Lower Elementary)**

**School-wide Expectations Lesson Plan: Cafeteria**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Special Notes:** | ***This lesson plan can and should be used to teach all cafeteria routines.***  |
| **Objective** | The students will use safe, respectful, and responsible behaviors when in the cafeteria for all meals. |
| **Setting** | School cafeteria |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Safe:** Hold tray with two hands. Keep food to self without sharing. **Respectful:** Use an inside talking voice. Use a napkin to clean self and spills. **Responsible:** After getting lunch and all utensils, choose a seat and stay there. Dump tray and recycle milk carton in appropriate place.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. Students carry trays with two hands, get two utensils, and then choose a seat and stay seated.
2. Students eat only their food.
3. Students use an inside voice at lunch (model voice level).
4. Students will use a napkin to wipe hands/face and table, if needed.
5. Students will walk to the garbage cans/recycling bin while carrying their tray with two hands and dump their tray in the appropriate place.
 |
| **Non-Examples: Model Only** | 1. Holding tray with one hand, putting it on head, etc.
2. Yelling in the cafeteria.
3. Taking food from another student’s tray.
4. Spilling milk and not wiping it up or asking for help.
5. Leaving tray and napkins on table.
 |
| **Follow Through and Practice** | 1. After teaching the expectations in an “I do, we do, you do” format, teach the non-examples by modeling the incorrect way and have students tell you how to fix what you are doing incorrectly.
2. Have students play “I have who has...”. Give some students cards with pictures of the appropriate behavior and some students a card with a picture symbol and word representing the behavioral expectation (i.e. safe, respectful, responsible).
3. Students will need to find their match between the behavioral expectation and appropriate behavior.
4. Students tell each other and/or show each other the appropriate behavior (i.e. carrying a tray with two hands or using their inside voice level).
 |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting safe, respectful, and responsible behaviors in the cafeteria. Teacher pairs Bramble Bucks with behavior-specific praise.
2. Teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help reinforce appropriate behaviors.
 |

**Bramble Elementary**

**School-wide Expectations Lesson Plan: School Bus**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Objective** | The students will show citizenship and arrive at school on time and in a safe manner.  |
| **Setting** | School Bus |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Safe:** Stay in seat. Hands, feet, and objects to self. **Respectful:** Quiet voice. Follow bus driver directions.**Responsible:** Get to bus on time. Walk on and off quickly.  |
| **Examples: Teach using “I Do, we do, you do”** | 1. Keeping hands, objects, and body to self
2. Bottom to bottom, back to back
3. Conversational voice level
 |
| **Non-Examples: Model Only** | 1. Arguing/fighting over seats (e.g., yelling, shouting, pushing, hitting, etc.)
2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.)
 |
| **Follow Through and Practice** | 1. **Behavior Expectation Scavenger Hunt:** Have students go through the room and find the behavioral expectations that match the area of the school (e.g. provide the student with a worksheet that says bus, and in the room the students will find the list of appropriate behavior expectations for the bus such as stay in seat, keep hands and feet to self, use a quiet voice). This can be done by having students scan QR codes in which the expectations are revealed when the code is scanned.
2. Set up classroom chairs to mimic school bus benches. Practice walking on bus. Have students load from back to front.
3. Use classroom lights as a signal to practice voices on and off.
4. **Foldable Fun**: Have students create a classroom procedure foldable out of a blank sheet of paper. You can assign “The Bus” for them to explain. Each side of the foldable can represent one category on the matrix (safe, respectful, responsible). These can be hung and reviewed as the students exit the classroom.

*\*Practice signals to use:* “Peace Sign” means silent voice. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Before dismissal each day for the first weeks of school and when a refresher is needed have students do a Brain Blurt. During a Brain Blurt the teacher will state a topic or write it on a board. Students have one-minute to think and then brainstorm as many behaviors that are safe, respectful, and responsible for the bus; students have the option of stating the answers and a scribe recording them or each student can write their answer(s) on a post-it and stick it to the board.
2. Give Bramble Bucks to bus drivers to distribute.
 |

**Bramble Elementary**

**School-wide Expectations Lesson Plan: Gym/P.E.**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Objective** | The students will exhibit safe, respectful, and responsible behaviors in P.E. |
| **Setting** | Gym/P.E. |
| **Expectations** | **Safe:** Use equipment appropriately. Keep hands and feet to self.**Respectful:** Follow teacher directions.**Responsible:** Put equipment away.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. When on scooters, hold onto the inside of the handle.
2. Being a “good sport” (e.g., using kind words with peers, cheering on teammates, tolerating losing without getting upset, etc.).
3. Sitting quietly, listening to instructions given by teacher.
4. Practice putting equipment away properly.
 |
| **Non-Examples: Model Only** | 1. Running in the wrong direction.
2. Pushing another student too hard instead of lightly tagging them when playing a game of tag.
3. Being a “poor sport” (e.g., calling other students names, crying/throwing a tantrum if team/student has lost, etc.).
 |
| **Follow Through and Practice** | 1. Spread equipment around and have students pick up and return to proper place.
2. Practice freezing on signal.
3. Practice finding a partner quickly and quietly.
4. Class watches small groups follow the directions and provide feedback about what the small groups did well and behaviors to improve upon.
5. Have students play **Find Somebody Who...** In this game students receive a 4x4 game board with different procedures (e.g. Find somebody who can show you where to turn in homework, or find somebody who can show you how not to ask a teacher a question). Students will find their peer, and their peer will demonstrate or say how to or how not to do one of the procedures. Students then mark that square off. Teachers can offer incentives for completing the board, getting 4 in a row, etc.

*\*Practice signals to use:* Whistle blow; practice use of any class signals teacher uses in the gym/P.E. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Prior to starting P.E. class have students play a whole group game of **Two Truths and a Lie.** The teacher will state two appropriate behaviors and one inappropriate behavior for the gym and the students will identify the inappropriate behavior.
2. Provide Bramble Bucks and praise for good decision-making and safe, respectful, responsible participation.
 |

**Bramble Elementary (Upper Elementary)**

**School-wide Expectations Lesson Plan: Classroom**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Special Notes:** | ***This lesson plan can and should be used to teach all classroom routines (e.g., sharpening pencils, lining up to leave classroom, transitioning between centers, turning papers in, asking for help, working with a partner, etc.)*** |
| **Objective** | The students will use safe, respectful, and responsible behaviors when in the classroom setting and during all classroom routines.  |
| **Setting** | Grade-Level Classrooms and Related Arts Classrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Safe:** Hands, feet, and objects to self. Use walking feet.**Respectful:** Listen to speaker. Wait your turn.**Responsible:** Follow class rules at all times. Finish work.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. Students put materials away in desk upon teacher’s signal and walk to the rug at the front of the room.
2. Students use walking feet and line up single file at the door.
3. Eyes on teacher with a quiet mouth when teacher is talking.
4. Soliciting teacher assistance by raising hand without talking and waiting for teacher.
 |
| **Non-Examples: Model Only** | 1. Running in the classroom
2. Interrupting teacher while teacher is talking
3. Pushing peers while standing in line.
 |
| **Follow Through and Practice** | 1. Have students read a short story about students who are not following the classroom procedures.
2. Have students rewrite the story, making sure the main character is following the classroom procedures according to the behavior expectations.
3. Have students write a song that covers the important parts of one of the classroom procedures. Assign small groups or partners procedures and allow them to present their song to the class.
4. Have students play “Back to School Procedures: Find Somebody Who...” give students a 4 x 4 grid of statements such as “Find somebody who knows where you should turn in your homework” or “Find somebody who can tell you what NOT to do if you have a question.” Have the students circulate around the classroom to find these people, and the peer they find must demonstrate the behavior and then sign their sheet. Offer incentives for filling up their entire sheet, getting 4 in a row, etc.
 |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting safe, respectful, and responsible behaviors in the classroom. Teacher pairs Bramble Bucks with behavior-specific praise.
2. Teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help reinforce appropriate behaviors.
 |

**Bramble Elementary (Lower Elementary)**

**School-wide Expectations Lesson Plan: Restroom**

Lesson plans should be taught in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Special Notes:** | ***This lesson plan can and should be used to teach all restroom procedures.***  |
| **Objective** | The students will use safe, respectful, and responsible behaviors when using the restroom.  |
| **Setting** | Classroom bathroom or school-wide bathroom.  |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Safe:** Use soap and water for washing hands. Keep restrooms clean and dry. **Respectful:** Honor privacy. Wait patiently for your turn. **Responsible:** Flush toilet after use. Use quickly, then leave.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. Students will knock on the bathroom door or stall door, and then wait patiently away from the door if it is in use.
2. Students will flush toilet when they are done, pick up any garbage that may have dropped, and exit the bathroom stall.
3. Students will go to sink and wash their hands using soap and water.
4. Students will wipe down around sink with a paper towel if it is wet.
 |
| **Non-Examples: Model Only** | 1. Opening the door when someone says they are in there.
2. Not flushing the toilet.
3. Leaving without washing hands.
4. Leaving water all over the sink area.
5. Hanging out and talking in the bathroom.
 |
| **Follow Through and Practice** | 1. Students will use either a paper copy or technology version (e.g. a PowerPoint, or ActivInspire Workbook) of matching a picture to the expectation.
2. Students will say the expectation represented by the picture, and either the teacher or students will match the written expectation to the picture.
3. It can be made into a class activity by having students model the exemplar behavior while you take pictures for the matching game.
4. For maintenance, in the beginning of the day or before the class uses the restroom after lunch the teacher can lead to students to do a brain blurt in which they say every expectation about using the restroom they can think of and the teacher will write down what the students say.
 |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting safe, respectful, and responsible behaviors in the restroom. Teacher pairs Bramble Bucks with behavior-specific praise.
2. Teacher can consider using a class-wide acknowledgement system (e.g., Mystery Behavior of the Day, Behavior BINGO, etc.) to help reinforce appropriate behaviors.
 |