



SWPBIS Teaching Plan
Muscott, Mann & Pomerleau (2012)



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| Teaching Plan Name: <i>(Tip: Consider using a motto, slogan or "catchy-phrase")</i> Express Feelings Appropriately | | |
| Location/Routine to be addressed: Throughout the school | Behavior Expectation(s) to be addressed: Children are to express feelings using their words. This will result in the children being more able to use their words when they are upset or uncomfortable. We are also hoping it will cut down on tattling. | Specific Skill(s) to be addressed: Expressing feelings – when the situation is confrontational; or a child is unhappy; or a child wins or does not win a game. |
| Location of Initial Teaching Plan: MMM on 2/3 | Time(s): Throughout the day | Total Time: 3 weeks (until vacation) |
| Teaching Plan Outcomes/Goals/Purpose: Children will express feelings appropriately by using 'I feel...', praising the winner of the game, polite words in line if they accidentally push someone | | |
| Preparation Needed: Introduction at Monday Morning Meeting | | |
| Teaching Plan Introduction (Establish group attention; Be specific in conveying the reason(s) for why this lesson is important; provide rationale): <ul style="list-style-type: none"> A video will be shown at MMM to demonstrate expressing feelings appropriately while playing 4 Square and when a student is feeling frustrated working with a group during class time. | | |
| Demonstrations of the Positive, Expected Behavior: <i>(Tips: consider the use of child or adult directed role-plays, skits, video modeling, etc. to provide multiple examples of the positive, expected behavior)</i> <ul style="list-style-type: none"> MMM on February 3rd – Blue Shirt Day <ul style="list-style-type: none"> * Playing a game and congratulating the winner * Expressing your feelings when child is in your work space * Expressing your feelings when a child isn't sharing class materials. | Demonstration of a Non-Example or "Close-Confuser": <i>(Tips: use a mild non-example that is not more "attention grabbing" than the positive examples; consider using an unacceptable variation that is a close approximation of the desired behavior, such as "speed walking" instead of "walking")</i> <ul style="list-style-type: none"> Child is a 'sore' winner or loser and hurts peers feelings Child pushes in line without saying anything Child joking after peer states he/she does not like to be joked with about a topic | |



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| <p>Guided Practice Activities and Follow-up during the Teaching Plan: <i>(Tip: Provide opportunities for students to practice the expected behavior in the location or routine in which the behavior is expected to occur)</i></p> <ul style="list-style-type: none"> • Star tickets for expressing feelings appropriately | |
| <p>Process for Providing Acknowledgement during the Teaching Plan: <i>(Tip: Include how students will be acknowledged when they demonstrate the desired behavior)</i></p> | <p>Process for Providing Corrective Feedback during the Teaching Plan: <i>(Tip: Include how corrective feedback will be provided when inappropriate behavior occurs)</i></p> |
| <p>Teaching Plan Assessment Procedures (Describe data collection procedure to assess student outcomes): <i>(Tips: Consider what students will be able to say, demonstrate or do following this teaching plan; How will we know students met the outcomes?)</i></p> | |
| <p>Reflection & Assessment of Student Learning:</p> <ul style="list-style-type: none"> ✓ Collect, summarize and analyze the specified data to monitor effectiveness of the teaching plan ✓ Share data with administration, faculty, staff, families and students (as appropriate) ✓ Use data-based decision-making to determine next steps | |

| SAMPLE | Week 1 | Week 2 | Week 3 |
|-------------|--|---|-----------------------|
| Teaching | Direct teaching | Indirect teaching/Reteaching | Reteaching /Reminders |
| Recognition | Flood of tickets – at least 100 tickets for the week | Verbal praise / fade tickets – at least 50 tickets for the week | Verbal praise |

Updated 1/27/2013