

# ABC ES Behavioral Teaching Plan for First 7 Weeks 2015-16

## Weeks 1 - 2:

- **(Day 1) Arrival:**
  - **Staff Role: Bus Greeter**
    - **Board the Bus at bus arrival**
    - **Practice Signal for Attention for quiet and calm (Teach Belly Breaths???)**
    - **Positive Greetings: Know/use student names; High rate of positive interactions; Glad to see them (4:1 positive)**
  - **Students walk toward the school door prompted with QSR (Quiet, Straight and to the Right).**
  - **Staff Role: Sidewalk Greeter**
    - **Provide Positive Greetings: Know/use student names; High rate of positive interactions; Glad to see them (4:1 positive)**
  - **Staff Role: Door Greeter**
    - **Positive Greetings: Know/use student names; Positive interactions; Glad to see them (4:1 positive)**
    - **QSR (Quiet, Straight and to the Right) Prompts (pre-corrections); Notice QSR**
  - **Once in school Students prompted to use QSR to the Cafeteria or Classroom:**
  - **Staff Role: Hallway Greeter**
    - **Provide Active Supervision (move, scan and interact): Move; Scan for positive behavior and possible problems; Interact frequently, briefly and positively with many students (4:1 positive)**
    - **Positive Greetings: Know/use student names; Positive interactions; Glad to see them**
    - **QSR Reminders and QSR Noticing**
- **(Days 1 & 2): Grade by Grade Cafeteria demonstration (led by .....): Cafeteria Matrix visible in cafeteria and classroom.**
  - Practice “signal for attention”
  - Lead instruction, modeling and practice of cafeteria behavioral expectations and routines.
  - Teachers and Cafeteria Monitors: Provide Active Supervision; Provide high rate verbal noticing of positive cafeteria behaviors; use Theme language (“Gecko Goals”) and/or “Big Expectations” (Safe, Responsible, Respectful).
- **(Days 3 & 4): Grade by Grade recess/playground demonstration (led by .....): Playground Matrix visible in playground and classroom.**
  - Practice “signal for attention”
  - Lead instruction of recess (playground) behavioral expectations and routines.
  - Teachers and Recess Monitors: Provide Active Supervision; Provide high rate verbal noticing of positive recess behaviors; use Theme language (“Gecko Goals”) and/or “Big Expectations” (Safe, Responsible, Respectful).
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- **(First Week and a half): Develop Classroom Routines Matrix and Establish Positively Stated Classroom Rules (relate to school-wide theme and language as possible):**
  - Classroom Teachers Develop a **Classroom** Routines Matrix and Classroom Rules Development (Outcome: Posted Classroom Routines Matrix and Classroom Rules)
    - See guide for developing Classroom Routines Matrix and Rules.
  - **All Staff Teach** Key Classroom Routines
    - All teachers teach common **Signal for Attention**
    - **Determine (and teach) any other common (throughout school) classroom routines or common practices.**
- **(Within First 2 Weeks): Teach Classroom Management System: Teach your system for promoting positive behavior and responding to behavior concerns. Connect to school-wide behavioral expectations and theme.**
- **(By end of Week 2) Classroom Teachers use guided facilitation to develop (or display already developed) Matrix Sections for Key Locations (guided facilitation should result in a matrix that mirrors the school-wide matrix for each location)**
- **All Classroom Teachers Teach:**
  - Hallway expectations: QSR in the Hallway: Video and practice (verbal noticing of positive behavior)
  - Bathroom expectations: Instruct and Practice (verbal noticing of positive behavior as appropriate)

**Fidelity Checklist: By end of Week 2:**

- *Arrival supervision practices are implemented with fidelity by staff.*
- *Playground/Recess expectations and routines are taught and practiced in a common way by all students.*
- *Cafeteria expectations and routines are taught and practiced in a common way by all students.*
- *Classroom Routines Matrix is developed in each classroom and classroom expectations and routines are taught and practiced for key classroom routines.*
- *Matrix Sections for key non-classroom Locations/Routines (café, recess, bathroom, hallway) are visible in all classrooms and locations.*
- *Hallway (QSR) and Bathroom expectations and procedures have been taught and practiced by each classroom teacher.*

**Week 3 Focus: Teach/Learn “Gecko Goals” (e.g., Gecko Goals are being Safe, Responsible and Respectful):**

- Implement Lesson Plan to assure **all** students know the “Gecko Goals”.

**Week 4 Focus: Implement Recess Lesson Plan with Week-Long Focus**

- Implement booster Lesson Plan for already taught playground expectations and routines. Includes recognition plan for positive playground behavior, staff roles during Week 4, and an assessment plan.

**Week 5 Focus: Implement Cafeteria Lesson Plan with Week-Long Focus**

- Implement booster Lesson Plan for already taught Cafeteria expectations and routines. Includes recognition plan for positive Cafeteria behavior, staff roles during Week 6, and an assessment plan.

**Week 6 Focus: Implement Hallway Lesson Plan with Week-Long Focus**

- Implement booster Lesson Plan for already taught Hallway behaviors. Includes recognition plan for positive hallway behavior, staff roles during Week 5, and an assessment plan.

**Week 7 Focus: Implement Bathroom Lesson Plan with Week-Long Focus**

- Implement booster Lesson Plan for already taught Bathroom behavioral expectations. Includes recognition plan for positive Bathroom behavior, staff roles during Week 7, and an assessment plan.

**Plan School-Wide Celebration!**

**Week 8: Team Reviews School-Wide Data and develops action plan to boost already taught locations/routines or to address a different behavior, location or routine.**