Schrader Elementary

*Social Skills Teaching*

Kick-Off Packet



2019-2020

**Social Skills Kick-Off Packet Overview**

During the first several weeks of school it is important to teach students what it looks like and sounds like to be a successful student at Schrader. We might call this “Learning to do school the Schrader Way!” We teach students how to “do school the Sunray Way” by teaching the PBS School Wide Expectations: I am a SAFE, RESPECTFUL, RESPONSIBLE LEARNER.

We also need to teach, practice, and review (re-teach) the classroom and non-classroom routines and expectations we expect students to follow in order to keep all students safe and to allow all students to become thriving learners.

***1. Overview of School-Wide Expectations***

The School-Wide Expectations: I am a SAFE, RESPECTFUL, RESPONSIBLE LEARNER are designed to help create a climate of cooperation, academic excellence, respect and safety at Schrader. To teach students what it means to be SAFE, RESPECTFUL, RESPONSIBLE and a LEARNER use the following resources:

* **A large All Settings School Wide Expectations Poster** that was provided to post in your room. This is an excellent teaching resource. Each expectation has Super Skills listed under the expectation with skill steps listed under the Super Skill that describe what the Super Skill means. For example:
  + Expectation: I am Respectful
    - Super Skill: I can listen attentively! This means…
      * Skill Step: I will have my eyes on the speaker, etc.
* **Voice Level Poster**: This poster describes specific voice levels. The purpose of the Voice Level Poster is to teach students universal voice levels that can be used in all settings.
* **Give Me Five Poster**: This poster is used to teach students the Schrader attention signal—Give Me Five. The poster describes the specific steps we use in the attention signal.

***2. Classroom Routines and Procedures***

Use the **“Create Your Classroom Routines”** (**page 6-9**) provided to establish Routines and Procedures in your classroom. Post your routines in your classroom and teach these to your students. Once classroom routines and procedures have been taught, practice these with your students and then re-teach these routines. We know that for something to become a routine it has to be taught, practiced, and taught again several times. For example, teach the routine of “Pack and Stack” and then practice this, then re-teach and practice. It is important to practice the routine often and re-teach it as needed. Other examples of classroom routines that need to be taught, practiced and then re-taught are: Arrival routines (what do students do when they first come into the classroom), classroom transitions (i.e. walking to and from the classroom meeting area), lining up to leave the room, etc.

***3. Teach and review Expectations in Non-Classroom Settings***

Non-Classroom settings are:

● Arrival ● Dismissal ● Cafeteria ● Playground and Recess

● Hallways ● Bathrooms ● Assemblies

Using the posters included for these **Non-Classroom settings** (**pages 10-17**) in this packet, teach and practice these expectations with students. It is important to teach and practice several times for these expectations to become ingrained. Teach these by: 1. Go to the designated location. 2. Model the skills. 3. Practice the skills. 4. Re-Teach the skills as necessary. For example, when teaching the Hallway Expectations: 1. Go to the hallway. 2. Model what it looks like to walk in a straight line and face forward, etc. 3. Practice, practice, practice. 4. Re-teach the hallway skills as needed. The Non-Classroom posters may also be found in your PBS Staff Handbook and all of the expectations and super skills are on the Matrix-on-the-go flip book. If a student(s) is struggling with a specific skill (i.e. walking safely in the hallway) this indicates more teaching and practicing of this skill is needed.

***4. Calm Down Area and Buddy Room Procedures***

The Calm Down Area is one of many in-class strategies to use with students to help them become successful. When students are having difficulty following expectations the Calm Down Area is a place students can go to calm down, relax, and refocus on their learning. Use the Calm Down Area Lesson Plan on **pages 19-20** to teach students how to use the Area successfully.

If the Calm Down Area is not successful for students the next step in the continuum of behavior is the use of the Buddy Room. The Buddy Room is a designated area outside of the regular classroom where students can go to get their body and voice in control and become ready to be a learner. The Buddy Room is usually a neighboring classroom with a designated area. Use the Buddy Room Lesson Plan on **pages 21-23** to teach students to use the Buddy Room successfully.

It is important that you teach, practice, and re-teach the Break Area and Buddy Room Lesson Plans several times in order for students to learn to use this as a tool to help them to re-focus as learners.

***5. Social Skills Mini Lesson Plans***

A variety of **“Social Skills Mini Lessons”** are provided on **pages 24-35** of this packet. Following the **Teaching Focus** schedule on **page** **5** teach the mini lessons to your class. The purpose of these mini lessons is to reinforce the teaching of the Schrader Expectations/Super Skills and Classroom Procedures and Routines and to help students learn to “do school the Schrader Way!”

**Social skills kickoff schedule**

|  |  |
| --- | --- |
| **DATE** | **TEACHING FOCUS** |
| **Week 1:** | All Settings School-Wide Expectations (use the large All Settings poster and the Matrix-on-the-Go to teach from)  Voice Levels, Give Me Five Attention Signal and Classroom Routines  Calm Corner and Buddy Room Procedures (pages 18-23)  Morning Meetings-Goals: Students and teachers will know each others names and be able to name some interest and out-of-school activities or experiences of members of the class. Also, students and teachers will share their hopes and dreams for the school year. |
|  | Non-classroom Expectations (Teach from Non-Classroom setting posters in Kickoff Teaching Packet-pages 10-17.) Teach these expectations by going to the specific non-classroom area and modeling and practicing the skills taught.  Arrival Expectations Hallway Expectations  Dismissal Expectations Bathroom Expectations  Cafeteria Expectations Assembly Expectations  Playground Expectations |
| **Week 2:** | Social Skills Mini Lessons (Teach lessons one per day in the order that they appear in the packet: pages 24-27):  Lesson 1 Lesson 4  Lesson 2 Lesson 5  Lesson 3 |
| **Week 3:** | Social Skills Mini Lessons (Teach lessons one per day in the order that they appear in the packet: pages 28-32):  Aug. 26th — Lesson 6 Aug. 28th – Lesson 8  Aug. 27th — Lesson 7 Aug. 29th— Lesson 9 |
| **Week 4:** | Social Skills Mini Lessons (Teach lessons one per day in the order that they appear in the packet: pages 33-35):  Sept. 3rd — Lesson 10  Sept. 4th — Lesson 11  Sept. 5th — Lesson 12  Think about what you have learned about your class thus far. Which of the Expectations/Super Skills is your class struggling with or the ones they need more practice with? These are the ones that your class will need to review. Use Sept. 19th-13th to begin the review/re-teach/practice process. |
| **Week 5:** | Continue to review/re-teach/practice the Expectations/ Super Skills your class needs the most practice with. |

**Create Your Classroom Routines**

**Schrader Elementary**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

***Consistency,******Consistency, Consistency!*** *The key to success! Establish and stick with routines that fit your teaching style and your students will be successful! Kids like predictable situations where they know the routine and know the consequences. Children crave structure. Use this checklist as a guide for creating your classroom routines. Be sure to set aside time to* ***post them, teach them and practice them****. You will create more teaching time for yourself in the long run!*

**Arrival Routines**

**Entering the Classroom**

What is the expectation for when and how students enter the classroom? (walking, no talking, hug the teacher, greet at the door, go to seat, etc.)

**Backpacks**

When and how should students hang up their backpacks? Do they need to get everything out of it for the day?

**Planners**

Where should students put their daily planners?

**Lunch Boxes/Tubs**

When and where should students put their lunch boxes in the morning so they are easily assessable for lunch?

**Notes from Home**

Where should students put notes from parents?

**Planners**

When and where should students put planners for teacher review?

**Chairs**

Will students need to get their chair off of a stack? Will they do this before or after they put away backpacks?

**Attendance**

How is attendance taken?

**Morning Work/Arrival Activity or Assignment**

Will there be morning work on the students’ desks/Smart Board/overhead when they come in? Will they turn it in when they finish or will you go over it as a class?

**Tardy/Late Arrivers**

What do students who arrive late need to do?

**Transitions Throughout the Day**

**Lining Up/ Line Order**

How and where will students line up? What will their line order be? How often will you change line order? Will they always be expected to walk in line order for every transition? Provide special teachers with line order.

**Transitions From Whole Class to Small Group Activities**

How do your students move in the classroom between large/whole class instruction to small group activities?

**Transitions From Whole Class to Partner Work**

How do your students move in the classroom between large/whole class instruction to partner work*?*

**Transitions From Whole Class to Independent Work**

How do your students move in the classroom between large/whole class instruction to independent work?

**Transitions From Small Groups or Independent Work to Whole Class Activity**

How do you signal for attention? How do your students move in the classrooms during this time?

**Getting Materials During Work Time**

When and where may students get more materials (paper, scissors, books, etc.) during work time?

**Expectations for Student Work Time**

**Working Independently**

What are the expected procedures, rules, and behaviors when completing independent work?

**Partner Work**

What are the expected procedures, rules, and behaviors when completing partner work?

**Working in Groups**

What are the expected procedures, rules, and behaviors when working in small groups?

**Working at Centers/Stations?**

What are the expected procedures, rules, and behaviors when working at centers and transitioning between them?

**Working in Large Group/Whole Class**

What are the expected procedures, rules, and behaviors when working in large group/whole class?

**General Classroom Management Routines**

**Water Bottles**

Where will student keep their water bottles during the day? What will students do if they want or need to refill their water bottle?

**Asking for Assistance/Getting Teacher Attention**

Will student be able to ask other students for help? Ask three before you come to me? Raise your hand?

**Signal for Getting Student’s Attention**

What will it be? What is the expectation when you give that signal?

**Snacks**

What will your procedure for snack be? Will each student bring snack once a month for everyone to share? What will you do if people do not have snacks? Where will snacks be kept until snack time?

**Pencil Sharpening**

When will students sharpen pencils? How will they know when they can sharpen pencils?

**Getting More Materials**

When and where may students get more materials (paper, scissors, books, etc.)?

**Classroom Jobs**

Will you have classroom jobs? What jobs will you have? When and how will students perform jobs?

**Lost and Found**

Where will lost or found items be put that are from the classroom?

**Bathroom**

What will your bathroom procedure be? Will you go as a class? Have students sign out and in? What are procedures if you have a bathroom in your classroom?

**Answering Phone/Welcoming Visitors**

Who answers the phone? Do you want to have materials available to take a note? What do you or students do when a visitor arrives?

**Individual Students Re-entry From Specialists, Nurse, Counselor, etc**.

What do students who come back to class do to reenter without disturbing others? Who do they ask to learn what they should do?

**Classroom Passes**

When do they need a pass? Where are they located? What do they do with them when they return?

**Classroom Meetings**

When will classroom meetings be held? How will students get into the circle for meetings? How will students learn the problem solving steps?

**Correction Procedures (Break Area, Buddy Room, Office Referral)**

What do students do when corrected? What materials are needed? How will you teach? What do they do to leave? What behaviors do they need to display to reenter? Who, when and how will students discuss their behavior and what they need to do in the future? See Break Area and Buddy Room Lesson Plans in PBS Handbook.

**Cell phones and other Electronic Devices**

What are your expectations regarding the use of these devices in your classroom? Make sure that your rules/routines are in alignment with school-wide policies.

**Post Class Rules**

Rules are posted and reviewed regularly**.**

**Tattling vs. Student Reporting System**

System for students to report problems to the teacher. Teach the difference between

Tattling and reporting problems.

**Classwork and Homework Routines**

**Homework**

Where should students put their homework? How will you check homework for completion? Grade? How will homework be returned to students? When and where will students write down their homework assignments? Will parents have to sign off on homework?

**Missed Homework Assignments**

How and where do students get homework assignments they missed due to an absence?

**Unfinished Work**

What should students do when they have unfinished work? What will the consequence be for your classroom?

**Completed Work Early**

What should students do when they complete assignments early? Read? Write?

**Writing Name on Work**

Will students need to always write their first and last name? Class Number? Date? Top right hand corner? On line provided?

**Dismissal Routines**

**Chairs**

What will students need to do with their chairs at the end of the day? Stack? Put on top of desk?

**Backpacks**

When will students get their backpacks? How will they know they have everything they need for the night?

**Homework**

How will you assign homework? Remember, the guideline is 10 minutes per grade level per night. We try to stay away from weekend homework so families can have family time.

**Leaving the Classroom**

Will students all leave at the same time? Will students have to tell you one thing they learned before they can leave? What will your expectations and routine be?

**Arrival Expectations & Super Skills**

**Safe**

* I will watch for cars and buses.
* I will enter the building safely and quietly and go directly to my designated area.

**Respectful**

* I will keep everything in my backpack, and it will be safely on my back.
* I will follow adult directions at all times.

**Responsible**

* I will have only needed materials when arriving to school.
* I will use the front entrances of the classroom building.
* I will take my breakfast on-the-go to my classroom to eat.



**Dismissal Expectations & Super Skills**

**Safe**

* I will walk safely and quietly to Car Loop, Bus Area, and Walkers Gate.
* I will watch for cars and buses.
* I will leave at dismissal and walk straight home.
* I will stay in my spot while waiting for parent pickup.

**Respectful**

* I will keep everything in my backpack and it will be safely on my back.
* I will follow adult directions at all times.

**Responsible**

* I will have all needed materials when I leave school.
* I will use the correct dismissal hallway.



**Hallways/Sidewalks Expectations & Super Skills**

**Safe**

* I will walk in a straight line and face forward.
* I will take the shortest approved route from one place to another.
* I will stay to the right in hallways, stairs and doorways.

**Respectful**

* I will use appropriate voice levels.
* I will keep my hands and feet to myself and not disturb the plants and mulch.

**Responsible**

* I will return to the classroom promptly.
* I will only use the elevator with staff permission.



**Bathroom Expectations & Super Skills**

**Safe**

* I will wash my hands with soap and water.
* I will keep water in the sink.

**Respectful**

* I will have only one person in a stall.

.

**Responsible**

* I will return to the classroom promptly.
* I will flush the toilet.
* I will clean up after myself.

***Don’t Forget!***

* *Monitor bathroom use*
* *Require students to use bathroom before recess and after lunch*
* *Assign a responsible, student bathroom monitor to monitor behavior and cleanliness*
  + *Check bathroom cleanliness and quality before and after class use*
    - *Check mirrors, floors, and stalls for quality.*

**Cafeteria Expectations & Super Skills**

**Safe**

* I will sit with my feet under the table, bottom on the seat, and face the table.
* I will use an inside voice.
* I will keep my hands and feet to myself.

**Respectful**

* I will wait my turn in line.
* I will talk to only the people at my table in an appropriate voice level.
* I will carefully place my tray or garbage into the trashcan.
* I will have my voice off when the lights are off.
* I will use kind words and actions.
* I will use good manners.

**Responsible**

* I will raise my hand if I need help.
* I will use walking feet and line up quietly.
* I will clean my area before I leave the table.





**Playground Expectations & Super Skills**

**Safe**

* I will go UP the stairs and DOWN the slide on my bottom, feet first.
* I will keep mulch on the ground.

**Respectful**

* I will exhibit sportsmanlike behavior.
* I will include others.
* I will share equipment.
* I will follow the rules.

**Responsible**

* I will play approved games (this means no chasing).
* I will stay in approved areas.
* I will use equipment as intended.
* When I hear the whistle, I will:
  + Stop all activity.
  + Line up quickly and safely.
  + Stand in my assigned spot.



**Assembly Expectations & Super Skills**

**Safe**

* I will enter and exit in an orderly manner.

**Respectful**

* I will sit criss-cross on my bottom.
* I will keep my voice quiet while waiting (only talking to the person next to you).
* I will put my eyes on the speaker and turn my voice off when I see the attention signal.
* I will listen attentively and applaud appropriately.

**Responsible**

* I will sit where I am assigned.
* I will sit quietly and stay focused on the program/speaker.
* When the assembly is over, I will turn my eyes to my teacher and wait silently for directions.



**ASSEMBLY PRE-CORRECTS**

* **Stay in a line and walk into the cafeteria quietly.**
* **Sit where an adult directs you to sit.**
* **Sit on your bottom, keeping your hands and body to yourself.**
* **Allow enough personal space between you and the people around you.**
* **Face front at all times.**
* **Until the assembly begins, you may whisper only to the people sitting on either side of you.**
* **When the attention signal is given, voices are turned off immediately and stay off for the remainder of the assembly.**
* **Keep your eyes and ears focused on the person or group presenting.**
* **Take care of restroom needs before coming to the assembly.**
* **Clap only when it is appropriate to express pleasure or appreciation to the presenters.**
* **When the assembly is over, keep your voice off and turn to your teacher for directions.**

****

**Calm Down Area LESSON PLAN**

**Expectation: I am a Safe/Respectful/Responsible/Learner**

**Specific Skill: I know how to use the Calm Down Area**

**Skill Steps: This means I will:**

* **Recognize when I should go to the Calm Down Area and/or go to the assigned area when asked by an adult**
* **Keep my hands and feet to myself and use a learner voice (the student’s voice and body may not be under control when they first go to the Calm Down Area, but voice and body *must* be under control before student may re-join the learning community).**
* **Think and plan how to be a learner when I re-join the community.**
* **Get the teacher’s attention appropriately by raising my hand or popping up my thumb when I am ready to return to the learning community.**

**Context: All Settings**

**TEACHING=Tell + Show + Practice + Feedback + Re-Teach**

**Tell:**

* Today we are going to talk about why we have a calm down area in our classroom and in other classrooms at Schrader Elementary. The calm down area is a place in the classroom that you can go when you need to calm down, relax, and refocus. Going to the calm down area is not a punishment—you are not in trouble when you go to the calm area. The calm down area is a place to go to keep you out of trouble—it’s where you can get yourself back into control and become ready to be a learner again. Sometimes the work you are asked to do may be frustrating, sometimes other students may frustrate you or distract you and sometimes you may be angry that you didn’t get to do what you wanted to do. These are examples of times when you can go to the break area, calm down, and refocus so that you can come back to the learning community and be a Safe, Respectful, Responsible, Learner. Can you think of times when a student might need to go to the break area?
* In our classroom the calm down area is… (show students where the calm area is.) All classrooms at Schrader Elementary have calm down area, including the Music Room, PE, Media Center, and the Art Room.
* Teachers can tell when students are upset, frustrated and are having trouble learning. Sometimes a student is also distracting another student and making it hard for them to learn. When the teacher sees a student doing any of these things he/she will ask the student to go to the calm down area, so that student can have a few minutes to get themselves re-focused on their learning.
* Sometimes a student may begin to feel out of control. When this happens, that student can take them self to the calm down area.
* Brainstorm a list of examples of times a teacher may ask the student to go to the calm down area and times when a student may take his/her self to the break area.
* When a student is asked to go to the calm down area or to take themselves to the area it is important to do this in a Safe, Respectful, and Responsible manner so that everyone else in the classroom can continue to learn.
* When going to the calm down area these are the steps we follow:

1. Recognize when you should go to the calm down area and/or go to the area when asked by an adult. This means...when the teacher asks me to go to the area, I get up from my chair and go to the break area. If I feel myself getting upset I can remember to take myself to the calm down area.
2. Keep my hands and feet to myself and use a learner voice (the student’s voice and body may not be under control when they first go to the calm down area, but voice and body *must* be under control before student may re-join the learning community). This means…I walk quietly to the break area, keeping my hands and feet Safe.
3. Think and plan how to be a learner when I re-join the community. This means…I can take a deep breath, try to relax my body and then think about what my job is as a learner.
4. Get the teacher’s attention appropriately by raising my hand or popping up my thumb when I am ready to return to the learning community. (The goal, is to get the student back to the learning community as quickly as possible.)

**SHOW: (Teaching Example)**

* Using the chart below, teacher models examples of using the calm down area successfully and also models non-examples (what it looks like to use the calm area inappropriately). Only adults model the non-examples. It is reinforcing to students when they act out inappropriate behavior. As the teacher, it is important to remember that if a student is angry they may at first display disruptive behavior, but when given a few minutes to calm down they are able to use the calm area appropriately.

|  |  |  |
| --- | --- | --- |
| **Example** | **Almost There**  **TEACHER ONLY** | **Non-Example**  **TEACHER ONLY** |
| * Goes directly to the calm area when asked by an adult at our school. * Walks safely on the way to the calm area with hands and feet to self * Gets body & voice back into control while in the calm area * Sitting in the chair or area with voice off showing evidence of thinking about how to be a learner * Quietly gains the teacher’s attention to let them know ready to return to area. | * Gets up to go to calm area, but walks very slowly or around classroom on way * Walks to calm area, but nudges a few peers on the way * Has an angry face and tense body * Staying in chair but slouched over * Has hand raised, but waving it at the teacher repeatedly | * Refuses to go to the calm area * Argues on way to calm area, knocks over chairs * Yells as sitting down at the calm area, hitting the desk * Sliding out of chair, sitting under the desk * Yells for the teacher to “come over now” |

**PRACTICE: (Student Activity)**

Using the scenarios below, have students’ role play what it looks like to use the calm area appropriately.

K-1 Scenario: Students were at their carpet spots during a shared reading lesson. Jonathan was rolling around on the carpet, which began to be distracting for his classmates. After Jonathan had been given reminders and this behavior continued, the teacher asked him to go to the calm area. The teacher walked over to Jonathan and in a calm tone said, “Jonathan, I noticed you are rolling around on the floor. During shared reading you are expected to sit criss-cross and look like a learner. Please go to the calm area until you are ready to be a learner.”

2-3 Scenario: Students were seated at their desks while the teacher was reading aloud. Brittney was getting out of her seat and roaming around the classroom. The teacher asked Brittney to remain in her seat, but Brittney then got back up later during read aloud. The teacher posed a question for the class to consider from the book while she walked over to Brittney. She quietly reminded Brittney that during read aloud students are expected to stay in their seats and listen to the book and participate in the discussion. She then asked Brittney to go to the calm down area and think about how she could be a learner and participate in the future during read aloud.

4-5 Scenario: Students were participating in a social studies’ discussion. The teacher had given pre-corrects to students that he/she would be moderating the discussion and would try to give as many people as possible a chance to participate, so please raise your hand and wait patiently for a turn. Rachel called out a few times during the discussion while the teacher called on other students. After giving Rachel additional reminders, the teacher asks her to go to the calm down area. The teacher walks over to where Rachel is seated and calmly and quietly reminds her that one of the class rules is that students raise their hand when they want to share. The teacher then directed Rachel to the safe seat to develop a plan about how she could be successful during large group sharing.

**FEEDBACK:**

Teachers reinforce learning by providing frequent positive feedback that is both contingent and specific (re-stating of skill steps/ learning targets). For example:

* “I like how you walked calmly to the calm down area. That was a responsible way to get to the calm area.”
* “Good job of raising your hand and waiting patiently for me to come over. That is showing me you are ready to be a learner with the rest of the class.
* “I appreciate how you got yourself back into control while at the calm area. This is helping you be safe and respectful of others in our classroom.”

**RE-TEACH/Additional Activities**

1. Have students look for the break area in each of their specials or in other classrooms/settings they visit. Students will report back to the teacher the location of the calm area after each special throughout the week.
2. Have a few students’ role play what it looks like to sit at the calm area (following the skill steps). Take pictures of these students to put near the calm area. Display the pictures on the smart board and discuss how they are showing the calm area skill steps.

**BUDDY ROOM LESSON PLAN**

**Expectation: I am a Safe/Respectful/Responsible/Learner**

**Specific Skill: I know how to use the Buddy Room**

**Skill Steps: This means I will:**

* **Go to the Buddy Room when asked by an adult in my school**
* **Walk quietly and safely to the Buddy Room**
* **Use the calming strategies to get my body and voice under control**
* **Complete the Think Sheet**
* **Get teacher’s attention appropriately when ready to return to my classroom**
* **Walk calmly and directly back to the classroom and wait for my teacher at the Safe Seat**
* **Show my teacher that I look and sound like a learner**

**Context: All Settings**

**TEACHING=Tell + Show + Practice +Feedback + Re-Teach**

**Tell:**

* Today we are going to discuss why and how we use other classrooms as a Buddy Room. We are also going to talk about how to go to the Buddy Room when the teacher asks you to go and what students do while in the Buddy Room.
* The Buddy Room is a place for students to go to get their body and voice in control and become ready to be a learner again when the Calm Down Area is not working for them. Students will be asked to go to the Buddy Room after they have been to the Calm Down and were not able to calm themselves down and make good choices.
* For our classroom the Buddy Room is (state teacher’s room). In case they have a substitute or for other reasons, we may also use (state teacher’s room or location) as a Buddy Room.
* When going to the Buddy Room, these are the steps we follow:
  1. Go when asked by an adult in my school. This means…when an adult tells me to go to the Buddy Room, I get up and go.
  2. Walk quietly and safely to the Buddy Room. This means…I walk out of my classroom quietly and safely and into my Buddy Room classroom without disrupting their learning.
  3. Use calming strategies to get my body and voice under control. This means I can take a few deep breathes or lay my head down on the desk to help calm myself down. (Discuss other calming strategies students can use.)
  4. Complete the Think Sheet. My Teacher or the Buddy Room Teacher will give me a Think Sheet to complete when I get to the Buddy Room. When I have calmed down, I will complete the Think Sheet. I will not scribble on my Think Sheet or tear my Think Sheet up. The Think Sheet helps me come up with a plan to be a Learner.
  5. Get teacher’s attention appropriately when ready to return to my classroom. This means I will raise my hand or pop my thumb up and when the Buddy Room Teacher comes over to me I will show her/him that I have completed my Think Sheet.
  6. Walk calmly and directly back to the classroom and wait for my teacher at the Calm Down Area. This means I will walk back to my classroom, sit down in my chair and then wait patiently for my teacher.
  7. Show my teacher that I look and sound like a learner. This means that I will talk to my teacher about my Think Sheet in a calm and quiet voice.

**SHOW: (Teaching Example)**

* Using the chart below, teacher models examples of using the Buddy Room successfully and also models non-examples (what it looks like to use the Buddy Room inappropriately). Only adults model the non-examples. It is reinforcing to students when they act out inappropriate behavior.

|  |  |  |
| --- | --- | --- |
| **Example** | **Almost There**  **TEACHER ONLY** | **Non-Example**  **TEACHER ONLY** |
| * Goes directly to the buddy room when asked by an adult * Walks safely on the way to the buddy room with hands and feet to self * Uses calming strategies to get back into control while in the buddy room * Sitting in the chair with voice off showing evidence of thinking about how to be a learner * Completes think sheet identifying problem behavior, replacement behavior and plan for success * Quietly gains the buddy room teacher’s attention to let them know ready to return to classroom * Walks promptly back to classroom keeping hands and feet to self & voice off | * Gets up to go to buddy room, but walks very slowly or around classroom on way * Walks to buddy room, but nudges a few peers on the way * Maintains an angry face * Staying in chair but slouched over * Think sheet work focuses on why student made poor choice versus owning the problem * Has hand raised, but waving it at the teacher repeatedly * On way back to classroom, walks slowly | * Refuses to go to the buddy room * Stomps out the door, knocks over chairs * Yelling at the desk, hitting the desk * Sliding out of chair, sitting under the desk * Refuses to fill out think sheet or refuses to identify problem &/or solution * Yells for the teacher to “come over now” * Talks to others on way back to class or doesn’t return promptly |

**FEEDBACK:** Teachers reinforce learning by providing frequent positive feedback that is both contingent and specific (re-stating of skill steps/ learning targets). For example:

* “I like how you walked calmly to the Buddy Room. That was a responsible way to get to the Buddy Room.”
* “Thank you for getting yourself calm and quietly completing your Think Sheet while you are in the Buddy Room. That is showing me you know how to be responsible.”
* “Good job of raising your hand and waiting patiently for me to come over. That is showing me you are ready to be a learner and return to class.
* “I appreciate how you got yourself back into control while in the Buddy Room. This is helping you be Safe and Respectful of others in our classroom.”

**RE-TEACH**

1. Have a few students role play what it looks like to sit at the Buddy Room desk following

the skill steps. Take pictures of these students. Display the pictures on the smart board

and discuss how they are showing the Buddy Room skill steps.

1. Make arrangements with your buddy room teacher to go to their classroom to practice. Practice going to the buddy room seat, show where Think Sheets are located, etc. You could schedule this during the respective teacher’s planning time when students are not in the classroom

**Expectation: I am Safe**

**Lesson 1**

**Super Skill: I can be Safe! This means…**

**Skill Step: I will be where I am supposed to be with permission.**

**Specific Skill: I will enter the office area and the Clinic area through the main office door.**

**Context: Office/Clinic Area**

**Teaching Examples**

**Example:** Mrs. Phillips calls Ms. Shook’s classroom and asks for Malik to please come to the office to pick up his lunch that his Mom dropped off. Malik takes the hall pass and walks carefully and quietly up the steps to the office. Malik enters the office area through the main office doors. He walks to the counter and waits patiently until Mrs. Phillips helps him at the office counter.

**Non-Example** (to be modeled only by adults): Mrs. Phillips calls Mr. Smith’s classroom and asks for Penny to come to the office. Penny walks out of the classroom without the hall pass and walks upstairs. Penny enters the office area through the back door to the office counter to tell the secretaries she’s there.

**Example:** Mrs. Hagerty, the School Nurse, calls Ms. Walters’ classroom and asks for Marcie to come to the clinic. Marcie walks to the office and enters the office area through the main office door. She waits patiently at the counter. When one of the secretaries asks how they can help Marcie she tells them that Mrs. Hagerty, the Nurse, needs to see her. The secretary gives Marcie permission to walk back to the Clinic area.

**Non-Example** (to be modeled only by adults): Mrs. Hagerty, the school Nurse, calls Mrs. Jones’ classroom and asks for Roger to come to her office. Roger enters the office through the side door closest to the clinic and enters the clinic without talking to the secretary first.

**Student Activity**

1. Discuss the importance of entering the office area through the appropriate door and not cutting through the back door or the side doors—i.e. students entering through the back door may disturb the adults and students working in the office area, etc.

**Expectation: Respectful**

**Lesson 2**

**Super Skill: I can show respect for others! This means…**

**Skill Step: I will use appropriate volume and tone with my voice.**

**Context: All Settings**

**Teaching Examples**

**Example**: Alexis trips on a chair and bumps into Scott. (Looking at him eye to eye and in a clam voice) She says, “Oh, I’m Sorry.” Scott says, “It’s OK, it was an accident. Are you OK?”

**Non-Example** (to be modeled only by adults): Amy trips on a chair and bumps into Scott. (Looking at the floor and in an angry voice) She says, “Oh, I’m Sorry.” Scott says without looking at her “Hey, it wasn’t my fault!”

**Example**: Damen uses a Level 2 Learning Voice when working with his math group. Only the students at his table can hear him talking.

**Non-Example** (to be modeled only by adults): Jerry is very excited about the science experiment his group is doing. He uses a Level 3 Voice when explaining the next step of the experiment to his group. His voice is loud enough that the students across the room can hear him and it disturbs them as they are trying to work.

**Student Activity**

1. **Review the Voice Level Poster with students. Provide specific feedback to the students as they practice the skill of using appropriate volume, tone of voice and looking at the person they are talking to or who is talking to them.**
2. **Provide pre-corrects. For example: “Remember to use appropriate volume and tone in your voice as you work with your math partners.” For example: “Remember to look at the person who you are talking to or who is talking to you.”**
3. **Take your class to the different Non-Classroom settings (Cafeteria, Playground, etc.) and role play using appropriate volume, tone in their voices, and looking at the person they are talking to or who is talking to them.**

**Expectation: I am a Learner**

**Lesson 3**

**Super Skill: I can follow directions of ALL adults.**

**Context: All settings**

**Teaching Examples**

**Example:** In the bus line, a 2nd grade teacher asks a 1st grader not to dance. The student says “ok, I’m sorry” and stops dancing.

**Non-Example** (to be modeled only by adults): On the playground a supervisor tells a student to stop playing tag and chasing. The Student says “You’re not my teacher” and runs away.

**Student Activity**

1. Teach a lesson about choices. Give a true life teacher example such as: If I choose to drive over the speed limit, I might get a ticket. Also give positive example.

2. Have a discussion about choices we make everyday. Using the clock, discuss and record choices we make at different times throughout the day. Example: “What choices did you make at 8:00 a.m.?” Students may respond with breakfast choice, coming to school, etc. At a certain time, ask students “What choice did you/will you make at \_\_\_:00?”

**Expectation: I am Respectful**

**Lesson 4**

**Super Skill: I can show respect for others**

**Context: (Art, Music, PE, Art, Media Center, Guidance)**

**Teaching Example**

**Example**: Jan is kind, safe, responsible and a learner even when she goes to her music, P.E., art and guidance classes.

**Non-Example** (to be modeled only by adults): Jenna is not kind, safe, responsible, nor a learner when she attends music, P.E., art or guidance classes. Jenna feels that she does not have to have good behavior in her Specials classes because they are not her “real” classroom, and the Specials teachers are not her “real” teachers.

**Student Activity**

1. Have a conversation with your students about how it is important to be respectful in all settings, with all adults. All of the teachers at Schrader Elementary are teachers to ALL STUDENTS.
2. As a class, create a 2 circle Venn diagram, comparing and contrasting behavior in 1) the grade level classroom and 2) the Specials classrooms.

**Expectation: I am a Learner**

**Lesson 5**

**Super Skill: I can stay on task! This means…**

**Skill Step: I will work quietly and stay focused.**

**Context: All Settings**

**Teaching Examples**

**Example:** Although Katie is very excited about the sleepover at her friend Janna’s house on Friday night, she works hard to keep her mind on her work and not talk to Janna about their plans.

**Non-Example** (to be modeled only by adults): Jeffery is thinking about Highsteppers after school. He is drumming on his desk with his pencils while he works on his math. When the teacher checks his work he has missed 6 of the 10 problems. “What?” Jeffery thinks, “I know how to do this work.”

**Student Activity**

1. Introduction: “Today we are going to talk about working and staying focused as learners in our classroom.”
2. Explain that being quiet at work times and in the hallway is very important to help all Schrader Explorers learn all they can. You may use some of the discussion starters below to help frame what it means to be quiet and to be focused.
   1. When are times in the school day that it is important to be quiet?
   2. Where are places in the school where being quiet is important?
   3. What are some reasons it is important to be quiet in these places and at these times?
   4. What does a student look like when they are focused during independent reading, active writing, writer’s workshop, math, working in small groups, in the cafeteria, etc?
   5. How will the students near you know you are focused as a learner? How will your teacher know?
3. Give pre-corrects before each transition on the importance of staying quiet and focused.
4. Role play both an example and non-example (adult only role plays non-example) of these situations:
   * 1. Walking to get a writing folder.
     2. Getting into line order.
     3. Moving to the circle for whole group instruction.
     4. Working independently while the teacher works with a small group.

**Expectation: I am a Learner**

**Lesson 6**

**Super Skill: I can stay on task! This means…**

**Skill Step: I will raise my hand to ask questions or get help.**

**Context: All settings/Classroom**

**Teaching Examples**

**Example**: Beth was working on her math assignment. She really didn’t like word problems. She read the word problem 3 times and still didn’t understand. Finally she decided to raise her hand and ask Mrs. Kimberlin for help. Mrs. Kimberlin walked right over to Beth and they read the problem together.

**Non-Example** (to be modeled only by adults): Ronnie was working on his math assignment also. He was sure no one liked word problems and he might even hate them. Ronnie decided to give up. He wrote “I DON’T KNOW” on all his problems. Then he got angry and threw his pencil across the room and crumpled up his paper.

**Student Activity**

1. Students and teacher share stories about asking for help in the classroom.
2. Model asking for help. Practice the words to use when asking for help.
3. Build community within the classroom. Helping each other is cool and we need to work together.

**Expectation: Respectful**

**Lesson 7**

**Super Skill: I can show respect for others! I will use kind words and positive body language.**

**Specific Skill: Tolerance for differences**

**Context: Playground**

**Teaching Examples**

**Example**: During recess, Robert sees Jose, a new student from Mexico, standing alone. He goes up to him and smiles and says “Hi, would you like to play?” while holding out his hand.

**Non-Example** (to be modeled only by adults): During recess, Jose is standing alone. Students walk by and look at him without smiling even though Jose is crying and sad.

**Student Activity**

1. Chart/graph students’ responses on ways we’re different and the same.
2. Graph eye color, hair color, gender, country (born), language, etc. Post around the classroom.

**Expectation: Responsible**

**Lesson 8**

**Super Skill: I can accept responsibility for my behavior! This means I will be a problem solver…**

**Specific Skill: Using words to express emotions**

**Context: All settings**

**Teaching Examples**

**Example**: The teacher assigns a task that is difficult for Johnny to complete. Johnny raises his hand and says, “I feel frustrated because this is too hard.”

**Non-Example** (to be modeled only by adults): Adam is asked to put away his backpack when he enters the classroom before joining friends who are putting together a puzzle. He responds “No!” When the direction is given again, he says, “That’s stupid! I hate this school!”

**Student Activity**

1. Read How Are You Peeling? By Saxton Freymann. Brainstorm and list feeling words.
2. Using a list of feeling words, practice writing “I statements”: “I feel \_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_ and I want \_\_\_\_\_\_\_\_.”
3. Brainstorm positive ways to cope with anger and other feelings. Allow students to draw pictures or write about these positive coping strategies and post pictures around the room.

**Extra Resources**

If You’re Angry and You Know It by Cecily Kaiser

I Was So Mad by Mercer Mayer

My Many Colored Days by Dr. Seuss

**Expectation: Responsible**

**Lesson 9**

**Super Skill: I can accept responsibility for my behavior!**

**Specific Skill: Resolving conflict/How to apologize sincerely**

**Context: Playground**

**Teaching Examples**

**Example:** Andrea was running to the slides. Jennifer crossed her path and they collided. They checked to see if each other were OK and apologized to each other.

**Non-Example** (to be modeled only by adults): Peter was playing kickball and Anthony came over to play. Peter told him to go away. Anthony lowered his head and walked away. Peter continued playing with his friends.

**Student Activity**

1. Teach children skill steps of how to say you’re sorry:
   1. Eye contact
   2. Calm, respectful voice

Demonstrate what it looks like and what it doesn’t look like. Write out the words to use and post it in the classroom. Students can use it as a reference when they need to apologize.

1. Discuss the meaning of “apologize” and why we value it.
2. Read No David. Discuss the examples and what they mean for us.

**Expectation: Responsible**

**Lesson 10**

**Super Skill: I will line up quickly and safely when the whistle blows after recess.**

**Context: Playground**

**Teaching Examples**

**Example:** Renesha and Kenneth are playing tetherball and the score is tied. The supervisor blows the whistle 3 times and they both stop their game and walk to the stripes to line up. They promise each other to continue the game at the next recess.

**Non-Example** (to be modeled only by adults): Josh is having his best day ever playing basketball. He runs toward the hoop to make another lay-up. He has made all the baskets he has attempted. The supervisor blows the whistle 3 times. Sadly, Josh misses this shot. He quickly grabs the ball, repositions himself and attempts another lay-up. The rest of his class is waiting for him in line.

**Student Activity**

1. Tell students we are going to talk about being responsible on the playground, by immediately stopping their recess activity and lining up when the whistle is blown 3 times. Discuss that when students hear a whistle three times they are to stop what they are doing and look to an adult to see what class is suppose to be lining up.
2. Take your class onto the playground. Have a group of students demonstrate what it looks like to be playing a game. Blow the whistle three times for them to line up. Have all students play on the playground. Practice listening for three whistles and lining up quickly.
3. Collect data on your class:
   1. How many students line up immediately?
   2. What is the average time it takes from the first signal until every student is in line and ready to go in the building?

**Expectation: Respectful**

**Lesson 11**

**Super Skill: I can show respect for others**

**Specific Skill: Saying thank-you**

**Context: Guest speaker/All Settings**

**Teaching Examples**

**Example:** A guest from the Conservation Department brings rulers to students and talks to the class. Students thank speaker for time and information. Students all shake hands with the speaker when leaving.

**Non-Example** (to be modeled only by adults): Mrs. Hagerty invites an ambulance to school and each child looks inside and gets a turn being strapped on the stabilizing board. When Mrs. Hagerty completes her visit and demonstration, the class returns to their room without saying anything to Mrs. Hagerty.

**Student Activity**

1. Make student generated list of “When to say thank you.” Example: Someone picks up your pencil off the floor for you.
2. Create a plan in your classroom of how you will show appreciation to guest speakers: notes, hand shakes, thank you’s, etc.
3. Teacher models a thank you note on the board. Discuss with the class the purpose and value of showing appreciation. Students practice making a note for someone who has done something for them.

**Expectation: I am Respectful**

**Lesson 12**

**Super Skill: I can Show Respect for Others**

**Specific Skill: Greeting Adults in the Morning**

**Context: Arrival/Dismissal**

**Teaching Examples**

**Example:** When James entered the building the school counselor said, “Good morning James!” James looked her in the eye, smiled at her and said, “Good morning Mrs. Andrews.”

**Non-Example** (to be modeled only by adults): Ann got up late and barely made it to school before the tardy bell. When the principal said good morning to her, she pulled her coat over her head and walked down the hallway to her classroom.

**Student Activity**

1. Practice making eye contact with others while one person tells about his/her favorite game and the other person “actively listens.”

2. Discuss getting up on the wrong side of the bed. Create a list of events that may cause a person to get a rotten start on the day.

3. Read Alexander and the Terrible, Horrible No Good Day. Discuss how Alexander wanted to move to Australia to solve his problems. Brainstorm other ways that Alexander could solve his problems. With a partner create a flap book using items from the above list on the top flap and appropriate solution on the bottom.

*Making a Flap Book:*

* + - 1. Fold a sheet of paper hot dog style.
      2. Fold in half, and then in half again.
      3. Unfold to hot dog style.
      4. Cut only the top sheet along the creases.