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| **Creating Effective Classroom Environments Plan Template** | | | | | |
| Educator Name: | *Add* | Grade Level/Period: | *Middle School* | 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.*

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

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| **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 safe social distance (6’) * 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 safe social distance (6’) * Use own materials | * Wear your mask properly * Quiet voice * Keep a safe social distance (6’) |  |
| 1. **Keep environment healthy** | | * Take care of school | * Keep my area clean * Throw away trash | * Take care of your space & materials | * Leave space better than you found it |  |
| **…** | |  |  |  |  |  |

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

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

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| **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 the bell to dismiss you.” |
| …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 | * “When the bell rings, please clean your area and gather your materials. Remember to wear your mask in the hallway and maintain a safe social distance.” |

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| **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.” |

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| **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.)

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| **Creating Effective Classroom Environments Social Skills Lesson Plan Template** | | | | | |
| Educator Name: | *Add* | Grade Level/Period: | *Middle School* | 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**:

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| --- | --- |
| ***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 * Not staying on designated spot |

**Lesson Materials**:

*Access to cafeteria for modeling appropriate expectations, badge buddy for middle school (1 per student), lamination,*

**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 badge buddy for middle schoolers, 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 decorate and personalize the badge buddy, so that when finished and laminated, it can serve as a visual reminder for each student of the expectations. Additional public health school expectations can be added to badge buddy for student reference.*

*(Optional): Kahoot! on expectations and what that might look like in the cafeteria/hallways.*

*https://create.kahoot.it/share/keeping-myself-and-others-healthy-new-cafeteria-and-hallways-expectations/0816ef5c-e135-4cd8-b8a2-d6402a480f4d*

***Test (You do)****: Students should be given the opportunity to create posters, signage,*

*presentations, visual reminders, videos, podcasts, etc explaining the new public health guidelines*

*and expectations in the hallways and lunchrooms. A sample rubric is provided below for grading*

*final product. A handout is provided to guide students.*

*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 |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
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|  | 1 | 2 | 3 | 4 | 5 |  |
| Addresses expectations | The student included two or less of the expectations related to keeping themselves and others healthy | The student included three of the expectations related to keeping themselves and others healthy | The student included four of the expectations related to keeping themselves and others healthy | The student included five of the expectations related to keeping themselves and others healthy | The student included all six of the expectations related to keeping themselves and others healthy | / 5 |
| Understanding of expectations | No understanding or application of the expectations to keep oneself and others safe | Minimal understanding or application of the expectations to keep oneself and others safe | Basic understanding or application of the expectations to keep oneself and others safe | Good understanding or application of the expectations to keep oneself and others safe | Exceptional understanding or application of the expectations to keep oneself and others safe | / 5 |
| Creativity | The medium used to present the information is not unique, detailed, or interesting | The medium used to present the information is occasionally unique, detailed, or interesting | The medium used to present the information is somewhat unique, detailed, or interesting | The medium used to present the information is generally unique, detailed, and interesting | The medium used to present the information is highly uniquely, detailed, and interesting | /5 |
|  | | | | | | / 15 |

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 Middle**

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

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

|  |  |
| --- | --- |
| **Objective** | The students will demonstrate safe, respectful and prepared behaviors on the bus to and from school. |
| **Setting** | School Bus |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:** Stay in seat. Keep your hands, feet, and objects to self. Report any misbehavior to staff.  **Respectful:** Use a quiet voice. Follow bus driver directions. Use appropriate language.  **Prepared:** Get to bus on time. Walk on and off quickly. Clean up after yourself. |
| **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. 4. Report misbehavior. |
| **Non-Examples: Model Only** | 1. Arguing/fighting (e.g., yelling, shouting, pushing, hitting, etc.). 2. Using inappropriate language (e.g., cursing, calling each other names that are hurtful or offensive, etc.). 3. Standing up and moving seats while the bus is moving. |
| **Follow Through and Practice** | 1. Have students create posters of bus behaviors that are safe, respectful and prepared. 2. Have students model and practice appropriate bus behaviors in their classroom before dismissal. 3. Have teachers supervise a bus at dismissal. Teachers should review the expectations on the bus and provide behavior specific praise and feedback for appropriate bus behaviors before departure.   *\*Practice signals to use:* Hand Clap for attention; Call and response for attention. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Give Bramble Bucks to bus drivers and teachers to distribute. 2. Review the behaviors using a game through the Kahoot website, or having students write a how-to paper. |

**Bramble Middle**

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

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

|  |  |
| --- | --- |
| **Objective** | The students will be exhibit safe, respectful, and prepared behavior in the cafeteria. |
| **Setting** | Cafeteria |
| **Expectations** | **Safe:** Wait in line for your turn. Walk in and out of the cafeteria.  **Respectful:** Speak at an appropriate volume. Follow adult directions. Show good table manners.  **Prepared:** Throw away your trash and recycle plastic bottles. Clean your area after eating. Stay seated. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. One student holds a tray to go to the table using a quiet voice. 2. Student stands in the food line correctly (space between bodies, facing forward). 3. Model appropriate table manners (using utensils to eat, sipping your drink quietly, chewing with your mouth closed). 4. Model cleaning up after yourself. 5. Raise hand to leave assigned area. |
| **Non-Examples: Model Only** | 1. Running to the front of the line and pushing peers. 2. Out of your seat, talking to different tables. 3. Making a mess (e.g., food and trash on floor or table, and not on tray) and not cleaning up after self. 4. Impolite table manners (e.g., loud talking, playing with food, shoving food in mouth, eating and talking at the same time, etc.). |
| **Follow Through and Practice** | 1. Practice lunch routine by grade level before getting lunch and support with live feedback. 2. Have students make a video modeling the appropriate and inappropriate cafeteria papers. Groups of students can make a video for different aspects of the cafeteria such as entering and going through the food line, sitting at the table during lunch, and then cleaning up after the meal. Have student groups share their videos with the class. 3. Have students make posters (hand drawn or on the computer) for the appropriate behaviors to hang in the cafeteria 4. Put weekly cafeteria behavioral objective on white board in the cafeteria.   *\*Practice signals to use:* Hand Up, Voices Off; Call and respond clap |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Have cafeteria monitors distribute Bramble Bucks to kids who are following the expectations and weekly objective. 2. Classes that do the best job meeting the cafeteria objective for the week will earn the Star Stingers Award. |

**Bramble Middle**

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

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

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| **Objective** | The students will exhibit safe, respectful, and prepared behaviors in P.E. |
| **Setting** | Gym/P.E. |
| **Expectations** | **Safe:** Use equipment appropriately. Keep hands, feet and objects to self.  **Respectful:** Follow teacher directions. Use appropriate language and tone.  **Prepared:** Put equipment away. Be on time and present. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. Being a “good sport” (e.g., using kind words with peers, cheering on teammates, tolerating losing without getting upset, etc.). 2. Sitting quietly, listening to instructions given by teacher. 3. Practice putting equipment away properly. |
| **Non-Examples: Model Only** | 1. Talking and continuing to play after the teacher has signaled to stop. 2. Pushing another student during a game of tag football. 3. Being a “poor sport” (e.g., calling other students names, laughing when another student misses a basket, 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 go on a scavenger hunt throughout the gym to find the behavior expectations that match the part of gym class (e.g. entering, cleaning up the gym, while playing games). 6. Play two truths and a lie (two appropriate behaviors and one inappropriate behavior) at the beginning of each PE class to have student identify the inappropriate behavior.   *\*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. Provide Bramble Bucks and praise for good decision-making and safe, respectful, prepared participation. |

**Bramble Middle**

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

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

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| --- | --- |
| **Objective** | The students will be able to use the bathrooms in a safe, respectful, and prepared manner. |
| **Setting** | Restrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)*  **Safe:** Keep restrooms clean. Report any misbehaviors to staff  **Respectful:** Honor privacy. Wait patiently for your turn. Keep restrooms clean.  **Prepared:** Use restroom quickly. Return to classroom promptly and quietly. Use soap and water for washing hands. |
| **Examples:**  **Teach using “I Do, we do, you do”** | 1. A student uses the restroom and then washes their hands. 2. A student uses the restroom, sees his or her friend and says “Hi,” and leaves quickly to walk back to class. 3. A student walks in the restroom and sees someone throwing paper towels. She asks them to stop and walks away calmly to report the situation to an adult. |
| **Non-Examples: Model Only** | 1. Two students cutting class and hanging out in the restroom. 2. Student is writing graffiti on the bathroom walls. 3. Students pushing or saying hurtful things in the bathroom to another student. |
| **Follow Through and Practice** | 1. Split students into male and female groups. Have a male and female teacher lead discussion. Show a picture of a school bathroom and have students brainstorm ways that it is clean and orderly. 2. Have students create a PowerPoint on appropriate bathroom behavior. 3. Watch a video of examples of appropriate bathroom behavior. Have students keep a list of appropriate behavior they noticed. Share out as a class. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teachers thank students for using the restroom efficiently. 2. All adults committed to monitoring restrooms and providing positive reinforcement for appropriate behavior or giving corrective feedback as necessary. 3. Distribute Bramble Bucks |