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| **Creating Effective Classroom Environments Plan Template** |
| Educator Name: | *Add* | Grade Level/Period: | *High 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 keep your area clean.”
* “Once you are finished, I expect you to throw away your trash and wait on the bell to dismiss you.”
 |
| … 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) | * “Thank you, [insert name] for wearing your mask properly.”
* “I appreciate your following the expectations by keeping yourself and others healthy.”
 |
| …for undesired behavior (correction) | * “I see students sharing materials. Please remember that you are expected to use only your materials and to keep them clean 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: | *High 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**:

|  |  |
| --- | --- |
| ***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 high school (1 per student), lamination, and access to technology or miscellaneous art materials.*

**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 high 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 by creating their own illustrations, 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.*

***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 |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | 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 High School**

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

Lesson plan videos should take place in the area and take 10-15 minutes

|  |  |
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| **Objective** | The students will be exhibit engaged, respectful, and responsible behavior in the cafeteria.  |
| **Setting** | Cafeteria |
| **Expectations** | **Engaged:** Use free time productively. Have appropriate conversations with your friends. **Respectful:** Take your place at the end of the line. Pick up own trash and that of others. Listen and follow adult requests. Use appropriate language and volume. **Responsible:** Have ID and money ready. Use your cell phone only at your table or in lines. Clean your area. Stay seated unless getting food. Recycle plastic bottles.  |
| **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) with ID and money out and ready to use.
3. Model appropriate table manners (using utensils to eat, sipping your drink quietly, chewing with your mouth closed).
4. Model cleaning up after yourself and recycling plastic bottles.
5. Stay seated at table until the bell for dismissal.
 |
| **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, mixing all food together, etc.).
 |
| **Follow Through and Practice** | 1. Practice lunch routine with homeroom teacher before getting lunch and support with live feedback.
2. Put weekly cafeteria behavioral objective on white board in the cafeteria.

*\*Practice signals to use:* Hand Up, Voices Off |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Have cafeteria monitors distribute Bramble Bucks to students who are following the expectations and weekly objective.
2. On Fridays, the cafeteria monitors will hand out Stinger Passes to students that exhibit the most respectful, prepared, and engaged behaviors in the cafeteria for a week. The following week, those students will be able to show their pass and go straight to the front of the lunch line.
 |

**Bramble High School**

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

Lesson plan videos should take place in the area and take 10-15 minutes

|  |  |
| --- | --- |
| **Objective** | The students will demonstrate engaged, respectful, and responsible behaviors on the bus to and from school.  |
| **Setting** | School Bus |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Engaged:** Stay in assigned seat. Follow rules of the bus. Report any misbehavior to staff. **Respectful:** Listen to the bus driver. Be courteous to peers and driver. Use appropriate language and voice level. Keep hands inside the bus and to yourself. **Responsible:** Keep yourself and your belongings in your own space. Keep aisle clear. Remain in seat.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. Keep hands, objects, and body to self in your own space while keeping the aisle clear.
2. Stay in assigned seat and listen to the bus driver.
3. Use a conversational voice level and appropriate language.
4. Report misbehavior to staff and be courteous to peers and driver.
 |
| **Non-Examples: Model Only** | 1. Arguing/fighting (e.g., yelling, shouting, pushing, hitting, etc.).
2. Putting objects out the widow or in someone else’s space.
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 engaged, respectful and responsible.
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:* 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.
 |

**Bramble High School**

**School-wide Expectations Lesson Plan: Assemblies & Special Events**

Lesson plan videos should take place in the area and take 10-15 minutes

|  |  |
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| **Objective** | The students will be able to use engaged, respectful, and responsible, audience behavior in assemblies and special events.  |
| **Setting** | Assemblies and Special Events (typically held in the gym or cafeteria) |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Engaged:** Listen to adult directions. Applaud politely. Focus on presentation.**Respectful:** Use appropriate volume. Remain quiet during performances. Keep your feet on the floor. Remain seated until dismissed. **Responsible:** Sit only in assigned area. Enter quickly and find your seat.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. Walk towards your assigned area and quickly sit with your voices at a quiet volume.
2. Voices off while speakers are talking and keep your focus on the presentation or performances.
3. Applaud politely after performance is finished and remain seated appropriately until dismissed.
 |
| **Non-Examples: Model Only** | 1. Talking or yelling while the presenter is speaking
2. Talking to your friends in a different assigned area during the transition
3. Sitting slouched in your chair and sleeping
 |
| **Follow Through and Practice** | 1. Have students create a poster with specific examples and visuals of good audience behaviors.
2. Find and use a video of an audience. Create a graphic organizer of positive audience behavior and negative audience behavior. Have students critique the audience behavior in partners.
3. Practice audience behavior during student led classroom presentations. Review the expectations of engaged, respectful, and responsible audience behaviors prior to presentations. Provide behavior specific praise and feedback to students after each presentation.

*\*Practice signals to use:* Hand Up, Voices Off, Stay Seated  |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teachers supervise students and distribute Bramble Bucks.
 |

**Bramble High School**

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

Lesson plan videos should take place in the area and take 10-15 minutes

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| --- | --- |
| **Objective** | The students will follow the expectations to be engaged, respectful, and responsible in the hallways and commons.  |
| **Setting** | Hallways |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Engaged:** Move with purpose to your next class so that you arrive on time. Congregate only in designated areas. **Respectful:** Be aware of others around you. Use appropriate language and volume. Cooperate with supervising adults. **Responsible:** Walk to the right. Keep your locker combination confidential. Use only the locker assigned to you.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. Hands to your side, feet walking forward, and going to where you need to be.
2. Picking up trash and throwing it away.
3. Speaking at a quiet volume and using appropriate language.
4. Walking at a brisk pace while being polite and careful of other walkers.
 |
| **Non-Examples: Model Only** | 1. Hands on people or on walls.
2. Yelling in the halls.
3. Running through the halls.
 |
| **Follow Through and Practice** | 1. Repeated practice of walking and waiting in the hallways.
2. Students make posters with pictures of appropriate hallway behavior.

*\*Practice signals to use:* Hand signal/gesture given by supervising adults for quiet voices; sign with pictures/sign language (if needed) |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Bramble Bucks given out by supervising adults for following hallway expectations.
 |

**Bramble High School**

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

Lesson plan videos should take place in the area and take 10-15 minutes

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| --- | --- |
| **Objective** | The students will be engaged, respectful, and responsible when using technology.  |
| **Setting** | Computer lab and/or classroom |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Engaged:** Report inappropriate content. Be aware of what you put on the internet. Remember all digital material is permanent. Put devices away when asked. **Respectful:** Leave equipment the same as you found it. Stay on appropriate sites. Keep food and drink away from devices.**Responsible:** Use appropriate language. Communicate the same as you would in person. Use equipment with permission only.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. Using google or library search engines to research facts for a school project.
2. Keeping desk clear with drinks and food in a safe container away from the technology.
3. Speaking in a quiet voice as not to disturb others.
4. Putting device away when asked by a teacher.
 |
| **Non-Examples: Model Only** | 1. Being on Facebook, Instragram, Twitter, Youtube, or other websites that are inappropriate for school.
2. Talking loudly or yelling.
3. Eating and drinking while on the computer.
4. Touching the screen, picking up the keyboard, mishandling the device in any way.
5. Keeping device on desk when asked to put devices away.
 |
| **Follow Through and Practice** | 1. Teacher demonstrating appropriate websites and library search engines for doing research in computer lab. Students work in partners to answer questions on a worksheet about different features of the library search engine.
2. Homeroom teachers review and reteach expectations once a month for students using technology

*\*Practice signals to use:* Signal for devices down in class so students know to put their devices away  |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Make sure teachers provide Bramble Bucks for appropriate technology use.
 |

**Bramble High School**

**School-wide Expectations Lesson Plan: Locker Room/Restroom**

Lesson plan videos should take place in the area and take 10-15 minutes

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| --- | --- |
| **Objective** | The students will be able to use the locker room/restroom in an engaged, respectful, and responsible manner.  |
| **Setting** | Locker Rooms and Restrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Engaged:** Take care of business quickly and return directly to class.**Respectful:** Use appropriate language. Maintain appropriate personal space. Honor privacy of others. Keep facilities clean. **Responsible:** Lock up valuables. Wash your hands. Have proper pass from teacher for restroom. Dispose of waste appropriately. Flush.  |
| **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 puts valuables in the locker and dresses out quickly before gym.
 |
| **Non-Examples: Model Only** | 1. Two students skipping 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.
4. Students leaving their items on the benches in the locker room and taking extra time to change clothes.
 |
| **Follow Through and Practice** | 1. Homeroom teacher remind students of expectations. Show a picture of a school bathroom and have students brainstorm ways that it is clean and orderly.
2. Gym teachers remind students of expectations in the locker room.
3. Watch a video of examples of appropriate locker room and restroom 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. Gym teachers committed to monitoring their gender specific locker rooms and providing positive reinforcement for appropriate behavior or giving corrective feedback as necessary.
4. Supervising adults distribute Bramble Bucks.
 |

**Bramble High School**

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

Lesson plan videos should take place in the area and take 10-15 minutes

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| --- | --- |
| **Objective** | The students will use engaged, respectful, and responsible behaviors when in the classroom setting and during all classroom routines.  |
| **Setting** | All Classrooms |
| **Expectations** | *(Refer to Behavioral Expectations Matrix)***Engaged:** Stay focused. Ask for help when needed. Get involved. Take notes.**Respectful:** Be attentive. Allow others to ask questions. Treat others as you want to be treated.**Responsible:** Bring required materials. Arrive on time. Turn in assignments and make-up work on time. Treat resources with care.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. Students enter the classroom quietly and sit at their seat before the bell rings.
2. Students silently and independently complete a worksheet.
3. On teachers signal, students speak to their partners about the answers to their worksheet in a quiet voice.
4. Eyes on teacher while staying quiet and taking notes when teacher is talking.
5. Soliciting teacher assistance by raising hand without talking and waiting for teacher.
 |
| **Non-Examples: Model Only** | 1. Head down on desk while class is completing worksheet.
2. Interrupting teacher while teacher is talking.
3. Talking to a peer while teacher is talking.
4. Arriving to class late without any materials.
 |
| **Follow Through and Practice** | 1. Teacher gives a hand signal to indicate it’s time for quiet voices and eyes on the teacher. Students practice turning their voices off when the teacher gives the hand signal. Teacher provides feedback and behavior-specific praise.
2. Teacher uses an auditory or visual signal (e.g., lights on and off, visual timer, etc.) to indicate it’s time to transition to independent work time. Students practice entering the classroom, pulling out necessary materials, and starting their assignment quietly. Teacher provides feedback and behavior-specific praise.
3. Students brainstorm what engaged, respectful, and responsible behaviors look like in the classroom. They role-play those behaviors and provide feedback to each other. Teacher models non-examples.

*\*Practice signals to use:* Hand signals, timer/visual signals  |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Teacher distributes Bramble Bucks for students exhibiting engaged, respectful, and responsible behaviors in the classroom. Teacher pairs Bramble Bucks with behavior-specific praise.
2. Teachers can consider using a class-wide acknowledgement system to help reinforce appropriate behaviors.
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**Bramble High School**

**School-wide Expectations Lesson Plan: Parking Lot**

Lesson plan videos should take place in the area and take 10-15 minutes

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| --- | --- |
| **Objective** | The students will exhibit engaged, respectful, and responsible behaviors in the parking lot. |
| **Setting** | School Parking Lot |
| **Expectations** | **Engaged:** Focus on the rules of the road. Be aware of your surroundings. Allow pedestrians to cross. **Respectful:** Be patient. Follow traffic and parking rules. Be a courteous driver. Allow pedestrians to cross. **Responsible:** Pick up trash. Drive cautiously. Encourage positive actions among peers.  |
| **Examples:** **Teach using “I Do, we do, you do”** | 1. Follow traffic rules such as coming to a complete stop at stop signs, using turn signals, and parking in between the lines in your space.
2. Be patient in parking lot traffic and be courteous to others.
3. While walking to the car, pick up any trash you see and engage in positive interactions with peers.
 |
| **Non-Examples: Model Only** | 1. Driving through stop signs, cutting off other cars, parking over the line.
2. Yelling at other drivers.
3. Causing pedestrians to jump out of the way.
4. Littering or walking by trash on the ground.
 |
| **Follow Through and Practice** | 1. Remind students basic driving and parking rules.
2. Have students create posters of driving behaviors that are engaged, respectful, and responsible.
3. Have teachers supervise the parking lot during arrival and dismissal. Homeroom teachers should review the expectations of the parking lot and provide behavior specific praise and feedback for appropriate behaviors.

*\*Practice signals to use:* Signal for students to continue walking towards their car. |
| **Reinforcement: How will behaviors be reinforced in this setting** | 1. Supervising staff should provide Bramble Bucks and praise for engaged, respectful, and responsible behaviors.
 |