***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 6’ space bubble * 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 6’ bubble * Use own materials | * Wear your mask properly * Quiet voice * Keep a 6’ space bubble |  |
| 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 my instructions.” |
| …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 | * “Remember, as we walk, we will keep ourselves and others healthy by wearing our masks and keeping a 6’ space bubble around ourselves.” |

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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. Great job.” |
| …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 a dot, and wait your turn as the line progresses.” |

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| **Consider additional strategies to acknowledge or respond to student behavior.** |

**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 * Running around, or not staying on designated spot |

**Lesson Materials**:

*Access to cafeteria for modeling appropriate expectations, sort cards (1 per student), construction paper, stick glue, scissors, social story book (1 per student)*

**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 sort cards, 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 cut and paste their sort cards onto construction paper (to be left in desk or placed in classroom as a visual reminder of expectations).*

***Test (You do)****: Students should complete social story book (simple or advanced) by filling in the expectations associated with keeping oneself healthy in the cafeteria, and providing illustrations. Students can share their ideas/story books with the class, and then be used a visual reminders and prompts of positive expectations. Additional public health school expectations can be added to story book for student reference.*

*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)*

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| 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 |  |  |  |  |  |  |