



- 1 Begin by identifying the routine (e.g., end of day routine) and a statement of why it is important in the setting you select.

Next, decide what the routine does and does not look like (i.e. which behaviors are appropriate). Tell the students what they should do first. Then, tell them what it should not look like.

Then, provide a prompt that will indicate to the students that it is time to use the behavioral expectation in the setting (e.g., "OK class, let's all be safe by moving to the carpet, keeping our hands and feet to ourselves without talking. Ready? Begin.")

Expectation:

Line up safely.

Why it's important:

It's important to line up safely to keep ourselves and others from getting hurt.

What does it look like?

Listen to the prompt that it is time to line up. Then stand up, push in chairs, walk quietly to the door, voices off, with hands to yourselves.

What does it not look like?

Ignoring the prompt, jumping up, leaving chairs in an unsafe location where others could trip, running to the door, talking or yelling, pushing, shoving, or touching others.

Provide the following prompt/precorrection:

(Before: It will be time to line up in 1 minute.) "Class, listen, look here. It is now time to stop your work for now and line up. Remember to push in chairs, and stand and walk quietly to line up with voices off and hands to yourselves."

- 2 Next, decide how you will provide students with the opportunity to practice the behavioral expectations.

If you want to demonstrate what not to do, be sure to do this yourself, as students don't need to practice doing the routine incorrectly. For example:

Teacher: "Is this how to go to the carpet?" Teacher skips and gently bumps into a student.

Students: "No."

Teacher: "What wasn't safe about how I went to the carpet?"

Students: "You didn't walk and you didn't keep your body safe."



You could have one or two students first show the behavior. For example:

Teacher: "*Melissa, can you show us how to be safe by walking quietly to the carpet?*"

Student: Melissa walks to carpet and sits on a carpet square with her name on it.

Teacher: "*Great work. You went right to your spot on the carpet without talking and kept your hands and feet to yourself.*"

After having one or a small group of students demonstrate the expectation, you can have all students practice.

Give a lot of support to make sure they will be successful. Be sure to follow up successful practice with plenty of reinforcement (e.g., "*Great work! You all lined up responsibly by keeping your hands and feet to yourselves.*")

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Students will practice by:

Practice 1: Stopping current work after the prompt to line up and lining up according to the morning routine.

Practice 2: Listening to the art teacher's prompt and lining up according to expectations for return to class.

I will provide encouragement and give attention to meeting the expectation by:

1) Prompting the expected behavior immediately before lining up.

2) Having a peer model and praising the examples of specific behaviors.

3) Handing out stickers to children while demonstrating appropriate behavior while lining up.