



Steps to an effective attention signal	How it will work in my classroom
SELECT	Select a signal that is developmentally appropriate and matches your style in the classroom.
<p>Step 1: Identify a verbal and visual cue to use that your students will recognize immediately as your attention signal.</p>	<p>A few verbal examples from which to choose:</p> <ul style="list-style-type: none"> • Shark bait...ooh ah ah (from Finding Nemo) • Scooby Dooby Doo...where are you? • Holy moly...guacamole! • Macaroni and cheese...everybody freeze! • To infinity...and beyond! • Can I get a...whoop, whoop! • Freeze! Everybody clap your hands...(7 claps) • Stop!...Collaborate and listen! • www dot...zip it dot com <p>I will teach hand movements for each of these that match my style.</p>
<p>Step 2: Determine how students will respond so you know they are ready.</p>	<p>Students will end in the posture that matches each signal—most will be hands in a specific location. Eyes will be on me and voices at level 0.</p>
TEACH	<p><i>"I am going to show you a signal that means I need your attention. Here is the signal (demonstrate). When I use this signal, stop talking, look up at me, respond with (demonstrate the student response you chose) and wait. I will tell you what we need to do next when everyone has eyes on me."</i></p>
<p>Step 3: How will you describe the attention signal to your class when teaching it?</p>	<p>Once I choose the signal, I will first teach the verbal portion of the call and response.</p>
<p>Step 4: How will you show your class what it looks like when teaching it?</p>	<p>Students will end in the posture that matches each signal—most will be hands in a specific location. Eyes will be on me and voices at level 0.</p>



<p>PRACTICE</p>	<p><i>"OK, we are going to practice using the signal. I want to see how quickly you are all able to have your eyes on me. Ready?" (use signal)</i></p> <p><i>If all students respond within 5 seconds, tell them that they are doing it correctly: "Wow, you guys gave me your attention quickly. Great work. I will be looking for everyone to give me their attention next time I use the signal."</i></p> <p><i>If some students respond slowly or not at all, demonstrate and explain the signal again, then practice again: "That was close. Some of you forgot to give me your eyes and respond with (demonstrate the student response you chose). Let's try that again. We can do it this time! Remember, when I use this signal, stop talking, look up at me, respond with (demonstrate the student response you choose), and wait. I will tell you what we need to do next when everyone has eyes on me. Ready?" (use signal)</i></p>
<p>Step 5: Determine how often and when you practice (e.g., before morning meeting, after lunch, and one other time during instruction).</p>	<p>We will practice each day during morning meeting, before and after lunch, and during math centers.</p>
<p>Step 6: What prompt will you use to let the student know you are going to practice?</p>	<p>I will play the "practice makes perfect" song.</p> <p>I will use a chime signal.</p>
<p>Step 7: How will you let the students know they met your expectations (e.g., provide praise, earn points, etc)?</p>	<p>I will provide group points in the Good Behavior Game for meeting expectations. I will also describe what I see and give behavior-specific praise.</p>