



Teaching Behavior



Agenda

- Why?
- What?
- When?
- How?

Why?

- Skill Deficit
 - “Don’ t have”
- Performance Deficit
 - “Don’ t know when to use it”
 - “Are not fluent with it”
 - “Don’t use it in all settings”
- Pre-requisite for Academics
 - Instructional Strategies may require social skills

“Social Skills are those behaviors which, within a given situation, predict important social outcomes.”

(Gresham, 1986, p. 5)

What Should it Look Like?

- Provide rationale including when it will be useful
- Task analyze the skills in the step
 - Model
 - Practice (examples & non-examples) along with feedback and until mastery
- Provide a cue to use when prompting student use in future
- Provide examples of when to use skill outside classroom
- Schedule ongoing practice of skill in real-life situations
- Provide information for parents and activities for at-home with the skill

http://blogs.edweek.org/teachers/classroom_qa_with_larry_ferlazzo/2012/01/response_ways_to_apply_social-emotional_learning_strategies_in_the_classroom.html

When?

Initial Roll Out

- Videos
- Station Rotations
- Assemblies
- Electives/Specials
- Other Ideas??

When?

Ongoing Basis

- Class Meetings
- Bell Work
- Homerooms
- Intervention Time
- Elective/Critical Thinking
- Announcements
- Other Ideas??

School-wide Behavior Teaching Schedule—Sample Elementary

Week of:	School-wide Behavior of the Week	Kindergarten: <i>I Can Problem Solve:</i> Lessons 1-29	1st Grade: <i>I Can Problem Solve:</i> Lessons 1-14 & 30-47	2nd Grade: <i>I Can Problem Solve:</i> Lessons 48-83	3rd Grade: <i>Skillstreaming:</i> Lessons 1-25	4th Grade: <i>Skillstreaming:</i> Lessons 1-13 & 26-35	5th Grade: <i>Skillstreaming:</i> Lessons 36-60	6th Grade: <i>Skillstreaming:</i> Lessons 36-60
Aug 27 Aug 28 Aug 29 Aug 30 Aug 31	<ul style="list-style-type: none"> School-wide Classroom Hallway (C) Hallway (I) Office 	Lesson 1 Is-Not	Lesson 1 Is-Not	Lesson 48 What Else Can He Do? (1)	Lesson 1 Listening	Lesson 1 Listening	Lesson 36 Using Self-Control	Lesson 36 Using Self-Control
Sep 3 Sep 4 Sep 5 Sep 6 Sep 7	<ul style="list-style-type: none"> HOLIDAY Cafeteria Restroom Playground Dress Code 	Lesson 2 Or-And	Lesson 2 Or-And	Lesson 49 What Else Can He Do? (2)	Lesson 2 Asking for Help	Lesson 2 Asking for Help	Lesson 37 Asking Permission	Lesson 37 Asking Permission
Sep 10	<ul style="list-style-type: none"> "Please" & "Thank You" 	Lesson 3 Do-Do Not	Lesson 3 Do-Do Not	Lesson 50 What's the Problem? (1)	Lesson 3 Saying Thank You	Lesson 3 Saying Thank You	Lesson 38 Responding to Teasing	Lesson 38 Responding to Teasing
Sep 17	<ul style="list-style-type: none"> Exiting to Playground 	Lesson 4 If I Say	Lesson 4 If I Say	Lesson 51 Solve the Problem	Lesson 4 Bringing Materials to Class	Lesson 4 Bringing Materials to Class	Lesson 39 Avoiding Trouble	Lesson 39 Avoiding Trouble
	<ul style="list-style-type: none"> Going to the Library 	Lesson 5 If I Say	Lesson 5 Who Am I Thinking Of?	Lesson 52 My ICPS Book (3)	Lesson 5 Following Instructions	Lesson 5 Following Instructions	Lesson 40 Staying Out of Fights	Lesson 40 Staying Out of Fights
	<ul style="list-style-type: none"> Library 	Lesson 6 If I Say	Lesson 6 Some-All	Lesson 53 A Story	Lesson 6 Completing Assignments	Lesson 6 Completing Assignments	Lesson 41 Problem-Solving	Lesson 41 Problem-Solving
	<ul style="list-style-type: none"> Lunch 	Lesson 7 If I Say	Lesson 7 More-Some-All	Lesson 54 Introduction to Role-Playing	Lesson 7 Contributing to Discussions	Lesson 7 Contributing to Discussions	Lesson 42 Accepting Consequences	Lesson 42 Accepting Consequences
	<ul style="list-style-type: none"> Classroom/Detention 	Lesson 8 If-Then	Lesson 8 If-Then	Lesson 55 Guess the Problem	Lesson 8 Offering to Help an Adult	Lesson 8 Offering to Help an Adult	Lesson 43 Dealing with Accusation	Lesson 43 Dealing with Accusation



Schedule for Teaching

Month/Character Trait	Definition	Related Concepts	School Expectation	Lesson Connections	Books	Second Step	Activities
				Florida PBS Project		See Respective	Games
						Grade Level Kit	Ice Breaker
Civility, August	Showing Courtesy to others through words & actions	*Patience *Politeness *Fairness * Integrity	Be Kind		Stone soup Molly's Pilgrim Amazing Grace Cactus Soup Stand Tall Molly Lou Mellon The Sneeches The Little Red Hen	Unit 1 Lessons 4,6,9,10	See PBS Google docs
Repect, September	Treating others with High Regard	*Acceptance *Tolerance *Considiration *Humility	Respect	Respect Lesson	The Ugly Duckling I like Myself Arthur's Eyes Once a Mouse-a Fabel The Wednesday Surprise Smoky Night Stellaluna Recess Queen	Unit 1 Lesson 12 Unit II Lesson 10 Unit III Lesson 3,4	
Responsibility, October	Demonstrating personal accountability	*Self Control *Preparedness *Initive *Reliability *Accountability	On Task/On Time	Responsibility Lesson	Arthur's Computer Disaster Strega Nona You'll Drive Me Wild Jamaica's Find The Paperboy Lilly's Purple Plastic Purse Katy and the Big Snow Gold Fever	Unit 1 Lessons 11 Unit II Lessons 3,5,7,9	

Why Try Class

- Elective held daily
- 46 mins each day
- Semester Long
- Students
 - 1/3 attendance
 - 1/3 6+ ODR
 - 1/3 difficulty adjusting to middle school
- 1st semester 7th & 8th
- 2nd semester 6th & 7th
- Teacher is Key
 - Firm, nurturing, well-liked

Mrs. Long



Home 8th Grade Language Arts Leadership Why Try Program Drill Team



9/28

Begin Temple Grading Video (re: Labeling)

9/27/12

Trust exercise - BLIND FOLDS

Agenda Check (From 8/20/12)

How?

- Embedding into the Curriculum
 - Reading Curriculum
 - Social Stories/Book Nook (CSEFEL, <http://csefel.vanderbilt.edu/resources/strategies.html#booknook>)
 - Read Alouds
 - Graphing behavioral data
 - High school PBS team help to develop lessons
 - **Other Ideas??**

Building into Reading

HOUGHTON MIFFLIN READING: A LEGACY OF LITERACY

Student Anthology, Rewards, Level 3.1
California Edition. Copyright: 2003

Designed by Denise Davila

Theme, Title, Pages	Character Traits	Social & Emotional Skills	Service Learning
<i>Off to Adventure</i> "The Lost and Found." pp. 19-45	<ul style="list-style-type: none"> • Caring. The boys care about what happens to Mona when she falls into the box. (25) Mona cares about what happens to the boys in the principal's office. (44) 	<ul style="list-style-type: none"> • Community Building Mona and the boys work together in the Lost and Found box. 	
<i>Off to Adventure</i> "The Ballad of Mulan" pp. 58-85.	<ul style="list-style-type: none"> • Caring. Mulan cares about her father, her family, and her people. She takes her father's place when the Emperor calls for soldiers. • Committed. Mulan endures many hardships just to know her father is safe. • Courageous Mulan faces death in every battle she fights. • Loyal. Mulan is loyal to her family and her people. 	<ul style="list-style-type: none"> • Problem Solving. Mulan solves her family's problem when the emperor requires a male from every household to fight. Her father is too old and fragile. Mulan takes his place. 	Mulan takes action. She takes her father's place as a soldier. She fights for ten years and becomes a great general.
<i>Off to Adventure</i> "The Waterfall" pp. 94-114	<ul style="list-style-type: none"> • Caring. The boys care about their parents' success in climbing the waterfall. • Confident The boys are confident that they will be able to climb the waterfall. 	<ul style="list-style-type: none"> • Perspective Taking Dad understands that the boys want to climb the waterfall. The whole family climbs to the top. • Community Building The boys coach their parents as to how to climb the waterfall. 	
<i>Off to</i>	<ul style="list-style-type: none"> • Caring 		The family follows "leave

How?

- Developed lesson plans
 - Palmetto Elementary “Teach To’ s” (see handout)
 - BEP-High School Manual (see handout)
 - District Supports for Social Emotional Learning
 - Published curriculum (Skillstreaming, Leaps, Second Step)
 - **Other Ideas??**

Online resources

- **PBIS world-** www.pbisworld.com
 - Contains resources for lesson plans
 - Be sure the lesson plan incorporates all the components previously discussed
 - Example-
Teaching planned ignoring
<http://www.learnnc.org/lp/pages/3060>

Specific ideas for social skills

<http://www.pbisworld.com/tier-1/teach-social-skills/>

How Your Appearance Communicates Your Attitude

the goal



A person's appearance is the first thing most people notice and therefore it is the first impression that can be made. The students need to learn that their attire, grooming, and overall appearance are very specific communicators of their self-concept and attitude. They also need to understand that there are certain situations that call for certain types of appearances and when these expectations are not met there will be consequences.

the objective



This exercise will help the students define how their appearance is perceived by others as well as the message it conveys.

e x e r c i s e

- 1 Ask the students to think of and share their three favorite female performers, such as musicians or movie stars. Write the identified names on the board. Next, ask them to identify their three favorite male performers, such as musicians or movie stars and write these on the board as well.
- 2 Ask the students to identify three family members they respect and care about and create a column for these people.
- 3 Now ask the students to identify three people they believe are three of the most respected people in the country. Help them think of people such as the president or a news person etc. Again, write these names on the board under a separate heading.
- 4 Now ask the students to look at the list and give a reasons why they chose these people as their favorite performers, most respected friend or family members, and most respected Americans.

- 5 Ask the students to go through the lists and describe the physical appearance of each person including the types of clothes they wear. Have the students give a full description of their appearance.
- 6 After the students have finished ask them to look at the lists. Make sure that each physical description includes clothing styles, hairstyles, and general grooming.
- 7 Now choose one of the people the students listed as a family member they respect and one of the people the students listed as a favorite male or female entertainer (match gender).
- 8 Ask the students to now switch the clothes, hairstyle, and grooming of these people. Ask the students to describe how the respected family member and their favorite entertainer would look if they switched the way they dressed, did their hair, and groomed.
- 9 Switch several people on the list and include mixes that make the favorite entertainers much more conservative while making the more respected figures much more flamboyant.

II. Teach To'

Teach-To's will be utilized in all classroom across Palmetto Elementary School campus to build cohesive school-wide procedures. Teaching the fundamental acceptable social skills will prepare all students for learning in a safe and orderly environment.

Walking in Line

Goal: Students will be able to walk in line in such a way that is safe and does not disrupt other's learning environment.

Rationale: Walking in line is important for students so that emergency drills, assembly behavior, and cafeteria behavior can be carried out safely and efficiently.

Procedures

1) **Model:** Teacher demonstrates full range of behaviors below ("I do") Positive, negative and almost-but-not-quite.

2) **Lead:** Teacher and students practice positive behaviors ("We do") Teacher demonstrates full range, students practice positive behaviors only.

3) **Test:** Students demonstrate positive behaviors ("You do") Students practice positive behaviors only.

Checklist

- ✓ **Student Voice:** Students will help choose this as an important Teach-To.
- ✓ **Student Input:** Students will provide (but not practice) examples of all behavior.
- ✓ **Teacher Role:** Teachers will model positive, negative, and almost-but-not quite behaviors.
- ✓ **Student Role:** Students will only model positive examples.
- ✓ **Assessment:** Teacher will reteach or revisit as necessary (e.g. after breaks, weekends, etc.)

Teaching-To Range of Behaviors

Positive

- 1) Face Forward in Line
- 2) Voices off
- 3) Walk in Palmetto Posture
- 4) Walk in single file line

Negative

- 1) Turned around backward
- 2) Talk to others; Yell;
Shout Out; Make Loud Noises
- 3) Kick; Push; Shove; Trip
- 4) Walk out of line;
Dance around; walk next to each other

Almost-But Not-Quite

- 1) Face sideways
- 2) Whisper to others
- 3) Hands at waist,
Holding hands
- 4) Holding Hands

Lesson Inspired Tips

What improvements or changes will you make next time?

District Supports for Social Emotional Learning

- Manatee County Office of Safe Schools, Character to the Core:

<http://www.manatee.k12.fl.us/safe/ES%20Character%20Lessons.htm>

- Hillsborough County RtI:B Classroom Resources

<http://hcpsrtibteacherclassroomresources.pbworks.com/w/page/54797981/Teacher%20Resources%20for%20Core%20Classroom%20Behavior>

Next Online Chats

Teaching Tools for Young Children (TTYC)

Tuesday, November 6, 2012

3:00 pm – 4:00 pm EST

2:00 pm – 3:00 pm CST

Contact Information and Resources

FLPBS:RtIB Project

- Phone: (813) 974-6440
- Fax: (813) 974-6115
- E-mail: flpbs@fmhi.usf.edu
- Website: <http://flpbs.fmhi.usf.edu>
- Facebook: www.facebook.com/flpbs
- FLPBS on Twitter: [@flpbs](http://www.twitter.com)

OSEP TA Center on PBIS

- Website: www.pbis.org

Association on PBS

- Website: www.apbs.org