

Teaching Responsible Behavior

TEACH TO'S



TEACHING RESPONSIBLE BEHAVIORS

"TEACH TO'S"

HERMISTON SCHOOL DISTRICT #8R
341 N.E. THIRD STREET
HERMISTON, OREGON 97838

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PHILOSOPHY

THE HERMISTON SCHOOL DISTRICT BELIEVES THAT ONE OF THE MOST IMPORTANT TASKS THE SCHOOL HAS TO FOCUS ON IS THE TEACHING OF BEHAVIORS AS AN INTEGRAL PART OF THE CURRICULUM. THIS MEANS THE SCHOOLS ACCEPT THE CHALLENGE TO TEACH RESPONSIBLE BEHAVIORS TO THE CHILDREN IT SERVES.

THE BASIS OF RESPONSIBILITY HAS TO BEGIN WITH CLEAR AND UNAMBIGUOUS BEHAVIORAL EXPECTATIONS. WE ARE COMMITTED TO SEE THAT EACH STUDENT RECEIVES THIS INSTRUCTION WHICH RESULTS IN INCREASED LEARNING TIME AND A MORE EFFECTIVE CLASSROOM ENVIRONMENT. WHILE THE "TEACH TO" LESSONS ARE ONLY MODELS AND WE EXPECT ADAPTATIONS, WE STRONGLY BELIEVE IN THEIR APPROPRIATENESS AND EFFECTIVENESS.

EXPLANATION OF TERMS

1. DD: Developmentally Disabled
2. EMR: Educable Mentally Retarded
3. I: Pertains to Intermediate level only (Grades 4-6)
4. M: Pertains to Middle level only (Grades 7-8)
5. P: Pertains to Primary level only (Grades K-3)
6. PI: Pertains to Primary and Intermediate levels
7. PIM: Pertains to all levels
8. TLWBAT: The learner will be able to ...
9. TLWK: The learner will know ...
10. TMR: Trainable Mentally Retarded

CLASSROOM

BEHAVIORS

Teach students to work
successfully in whole group
situations before embarking
upon small group work.

SIGNAL WORD

Anticipatory Set:

Think about all of the things you hear each day that tell you something is going to happen; e.g. a train whistle, a car horn, the morning bell.

Purpose/Objective:

Today we're going to learn a signal word so that when I need to have your attention you will know that is what I want and stop what you're doing.

Input:

Whenever I want your attention I will say "_____". You will stop whatever you are doing and do the following:

- (1) Stop what you're doing.
- (2) Look at me.
- (3) Listen to what I have to say.
- (4) Not do anything until I say you can.

Modeling:

Teacher models what he/she wants students to look like.

Guided Practice:

Teacher says, "Talk quietly to your neighbor and we'll practice using our attention word." Teacher then says "_____" and reinforces appropriate behavior.

Independent Practice:

Rest of the day. Behavior is reinforced and retaught if needed.

TRANSITION TIME

Anticipatory Set:

Show a schedule of their classes. See how many changes must be made in the day. How many minutes could be wasted?

Objective/Purpose:

TLWBAT to make transitions so that there will be minimal distractions and loss of time.

Input:

- (1) Have all materials ready.
- (2) Change task quietly.
- (3) Move directly to assigned work area.
- (4) Immediate attention to teacher

Check for Understanding:

"On your fingers, show me how many steps you remember." Teacher calls on students.

Modeling:

Role play transition time behavior.

Guided Practice:

Everyone go through the steps listed as input.

Independent Practice:

- (1) Observe transition times throughout the day.
- (2) Mass reinforcement in beginning.
- (3) Re-teach as necessary.

*This would be a good time for teachers to use a sponge activity.

HEADING PAPERS

Anticipatory Set:

Why is important that you put your name on your paper?

Purpose/Objective:

We're going to learn the proper way to head your paper so that when you hand in your paper I can give you the credit for the work.

Input:

I will put what you need to write on your papers on the board. Example:

- (1) Subject - Math
- (2) Name - Susie
- (3) Page Number - Pg. 9

Modeling:

Teacher takes a piece of paper and puts the heading on it correctly.

Check for Understanding:

Have the students altogether verbally tell you what things they need to put on their paper to head it correctly.

Guided Practice:

Take out a piece of paper and head it properly. Check each paper to see that it is headed properly. Reinforce correct behavior.

Independent Practice:

Everytime you head a paper.

WORKING INDEPENDENTLY

Anticipatory Set:

Teacher demonstrates a simple cut/color activity with little or no oral directions given. ("When I'm finished, I want you to do this.) Observe students as they follow the directions independently. Discuss any problems that occurred during the activity.

Objective/Purpose:

TLWBAT work independently on assigned tasks so that maximum learning time is available.

Input:

- (1) Reads directions carefully
- (2) Has materials ready
- (3) Goes to appropriate area and begins work immediately
- (4) Works on tasks continuously and productively
- (5) Knows procedure to follow if problem arises
 - a. where to get additional materials
 - b. when and who to go to for help
- (6) Responds to attention signal
- (7) Keeps work organized
- (8) Returns materials to appropriate places

Modeling:

- (1) Have one student model the same activity used in Anticipatory Set. Other students discuss.
- (2) Have another student model just the procedure from Step 4.

Check for Understanding:

Recall as many Input guidelines as possible.

Guided Practice:

Discuss observed behaviors that go along with Input guidelines.

Independent Practice:

Teacher will monitor and reteach if necessary.

AUTOMATIC PILOT

Anticipatory Set:

Tell students: I am a pilot and I am putting my plane on automatic pilot, what do I mean?

Objective/Purpose:

TLWBAT to remain on task without direct supervision so that a positive learning environment is maintained.

Input:

- (1) Define automatic pilot to children:
- (2) When is automatic pilot used?
 - (a) when teacher leaves classroom
 - (b) when teacher is conferencing
- (3) Teacher will signal automatic pilot i.e., draw a star on the board
- (4) Students will remain on task
- (5) Students will remain seated
- (6) Students will maintain quiet voices

Modeling:

- (1) Teacher models automatic pilot signal
- (2) Teacher models suggested behaviors
- (3) Involve four students in correct modeling, if thought necessary

Check for Understanding:

- (1) Have a student/students verbalize how to be on automatic pilot.
- (2) Have one or more groups do more modeling

Guided Practice:

Have the whole class role play being on automatic pilot.

Independent Practice:

The teacher will practice automatic pilot during the week.

WHAT TO DO WHEN WORK IS FINISHED

Anticipatory Set:

Think about what you can do in the classroom when your work is completed.

Purpose/Objective:

Today we're going to discuss the options you have in the classroom when your work is completed. When you know your options then you will have something to do while the others work.

Input:

Ask students what they think they can do. Stress quietness and non interruption of other students. List options on the board for them. When work is finished you may do the following:

Example:

- (1) Finish any missing/late work.
- (2) Read your library book,
- (3) Finish your weekly art.
- (4) Help your neighbor if they are having problems.
- (5) Work in centers.
- (6) Play games. / Write on the chalkboard.
- (7) Ask teacher if he/she has anything for you to do.

Modeling:

Teacher goes to each optional area and models what the student is to do when there.

Check for Understanding:

Thumbs up if you know three things you can do when your work is finished.

Guided Practice:

Type I activity is given so that you can observe student's behavior when they finish. Appropriate behavior is reinforced.

Independent Practice:

Rest of the day/week. May have to reinforce behavior to maintain.

TRAVELING

BEHAVIORS

End each day with
short reflections of
positive achievements.

ENTERING BEHAVIOR

Anticipatory Set:

- (1) Read a story about the first day of school
First Day of School, Binzen
All Ready for School, Adelson
- (2) Recognize students who used appropriate behavior while entering the room.
- (3) Discuss how teachers have an objective each day and a limited time to teach; consequently, its important to get to work quickly.

Objective/Purpose:

TLWBAT demonstrate correct procedures and appropriate behaviors so that maximum learning time is available.

Input:

- (1) Enter in an orderly manner
- (2) Place materials in appropriate places
- (3) Go directly to assigned area
- (4) Respond to "attention signal"

Modeling:

Select students to model appropriate behavior.

Check for Understanding:

Have students tell a partner the steps for entering the room.

Guided Practice:

Have entire class go through all procedures correctly.

Independent Practice:

Monitor and re-teach as necessary

COMMUTING BEHAVIOR

Anticipatory Set:

Observe and discuss another classroom commuting from one location to another - i.e., P.E. to classroom.

Objective/Purpose:

TLWBAT proceed from one location to another quietly and promptly in an organized manner to minimize noise and disorder.

Input:

- (1) Use lining up behavior
- (2) Teacher will assign "door holder"
- (3) Line leader will set walking pace
- (4) Class will stop at designated area and wait to be admitted
- (5) Return in same manner

Modeling:

Teacher as leader, with assigned door holder will guide small group through Input steps.

Check for Understanding:

Check Modeling against Input steps.

Guided Practice:

Whole room practices with teacher supervision.

Independent Practice:

Going to scheduled activities.

CLASS TIME HALL BEHAVIOR

Anticipatory Set:

Who should be in the hall during class time and what should the behavior be?

Objective/Purpose:

TLWEAT reach and return to destination in most efficient and respectful manner.

Input:

Students and teachers will generate a list for the following questions:

1. What are the reasons for being in the hallway during class time?
 - A. Drink
 - B. Bathroom
 - C. Errand for teacher
 - D. Emergency (phone, parents, etc.)
 - E. Call to office
 - F. Library
 - G. Going to another teacher's room
2. What should your behavior be?
 - A. Quick/quiet
 - B. Teacher note or "pass" in hand
 - C. Take shortest route to and from destination
 - D. Use right hand side of hall

Consequences:

1. Warning (question/reteach)
2. Loss of hallway privileges (minimum of one period in that class)

Check for Understanding:

Have students list reasons for hallway passing during class time.

Have students list appropriate behavior.

Independent Practice:

Monitoring

END OF PERIOD ROUTINE BEHAVIOR

Anticipatory Set:

Discuss need to have room ready for next group.

Objective/Purpose:

TLWBAT use correct procedures for preparing to leave at the end of the period so that a calm and orderly atmosphere is maintained.

Input:

- (1) Clean up papers, supplies, etc., that are not where they belong
- (2) Put all materials in designated areas, including chairs if desired
- (3) Gather all necessary items (coats, books, purses, etc.)
- (4) Be in place for dismissal

Modeling:

Divide class into groups. Have each group model one of the steps of Input.

Check for Understanding:

Have "audience" groups discuss the demonstration of correct behavior.

Guided Practice:

Entire class practices End of Period Routine.

Independent Practice:

Daily dismissal routine.

PLACE
BEHAVIORS

Time and energy invested in shaping
behavior now, pay off later.

CAFETERIA BEHAVIOR *

Anticipatory Set:

Take class to observe cafeteria manners. Have them take written or mental notes on manners they liked or would like to see corrected.

Objective/Purpose:

TLWBAT demonstrate appropriate cafeteria behavior which creates an atmosphere where all students and adults can enjoy a pleasant lunch.

Input:

Discuss observations of behaviors seen in cafeteria.

- (1) Walk quietly and carefully when entering, getting seconds, and leaving the cafeteria.
- (2) Remain seated throughout meal.
- (3) Talk only in a quiet voice.
- (4) Keep hands and feet to self.
- (5) Speak respectfully to all adults and classmates.
- (6) Put trays away in courteous manner.
- (7) Don't take any food out of cafeteria.

Modeling:

Teacher models appropriate behaviors in cafeteria setting or classroom.

Check for Understanding:

Teacher demonstrates appropriate/inappropriate behavior and students acknowledge with signals.

Guided Practice:

Teacher spends whole lunch period with students first couple of days.

Independent Practice:

Daily cafeteria behavior monitored by either duty teacher or homeroom teacher.

* - Post rules in cafeteria

PLAYGROUND BEHAVIOR

Anticipatory Set:

Distribute/discuss playground picture. (See Appendix)

Objective/Purpose:

TLWBAT obey playground rules so that the safety of all is insured.

Input:

Elicit appropriate rules for individual schools' playground facilities. (Include procedures for balls, jump ropes, swings, playground equipment, boundaries, etc.)

Modeling:

Take students outside and have them model appropriate behavior.

Check for Understanding:

Ask children to retell general rules for playing safely on/with equipment.

Thumbs up/down - Teacher will give examples of behavior and students will respond "appropriate"/"inappropriate" by a hand signal.

Guided Practice:

Duty personnel will observe students practice of playground rules during a non-recess time.

Independent Practice:

Intermittent observation at recess time.

RESTROOM BEHAVIOR

Anticipatory Set:

International Men-Women signs posted on chalkboard.

Objective/Purpose:

TLWBAT use proper restroom behavior so that personal hygiene and minimal classroom distraction can be maintained.

Input:

- (1) Use assigned restroom before class at a.m., noon, and p.m. recess
- (2) Lock and unlock doors before and when finished
- (3) Use toilet paper for intended purpose
- (4) Flush toilet
- (5) Use soap and water to wash hands
- (6) Deposit hand towel in wastebasket

Modeling:

Model Steps 5 and 6 of Input.

Check for Understanding:

Thumbs up/down questions pertaining to restroom behaviors.

Guided Practice:

Monitoring

Independent Practice:

CLEAN HALLWAYS AND SCHOOL GROUNDS

Anticipatory Set:

Know where all the garbage cans are located.

Purpose:

Maintaining a clean school environment.

Objective:

To get the students to do what is necessary to maintain a litter-free school environment.

Input:

Class discussion:

1. How do others see us?
 - A. Daytime visitors
 - B. Nighttime community use
2. Hiring someone to do the job costs money, time and effort.
3. How do we solve the problem?
 - A. Do not throw things down
 - B. Remind friends not to throw things
 - C. Pick up litter if we see it on floor or grounds
 - D. Don't eat candy in hallways.

Consequences:

1. Good feeling if school gets positive reports on cleanliness.
2. Guilty students may suffer disciplinary action.
3. Classes may have to clean halls and grounds.

Independent Practice:

Monitoring

EVENT
BEHAVIOR

Teach students several set behaviors
each day. Consistent day by day
practices create long-lasting habits.

ASSEMBLY BEHAVIOR

Anticipatory Set:

- (1) Ask students: "Have any of you ever gone to a special program?"
- (2) Discuss different types of programs - a special program can be called a school assembly.

Objective/Purpose:

TLWBAT walk in quietly and orderly and act appropriately during the assembly so that everyone can enjoy the assembly.

Input:

- (1) Carrying chairs properly
- (2) Walk quietly to assigned area and sit properly
- (3) When appropriate to speak use quiet voices
- (4) Respond to attention signal
- (5) Clap/respond when appropriate
- (6) Remain seated until given directions for exiting

Modeling:

Teacher and students demonstrate all steps of Input.

Check for Understanding:

Have a group of students demonstrate appropriate assembly behavior with another classroom. Follow-up with a discussion after returning to classroom.

Guided Practice:

School-wide practice setting up "mock" assembly

Independent Practice:

Staff participation and monitoring actual assembly

Modeling:

Small groups of students to show appropriate assembly behavior.

Check for Understanding:

List task analysis/rules and discuss.

Guided Practice:

Series of department assemblies or grade level assemblies.

Independent Practice:

Larger group assemblies

Staff participation in monitoring.

FIRE DRILL

Anticipatory Set:

Why do we need to leave the room in an orderly fashion when there is a fire?

Objective/Purpose:

TLWBAT leave building area in the appropriate manner to assure safety.

Input:

- (1) Walk quickly to nearest door to exit
- (2) Teacher checks for signs of fire in students' path
- (3) Teacher turns out lights and closes door
- (4) Walk to designated area and stay with classroom teacher

Modeling:

Take classroom through fire drill with students pointing out destination of teacher.

Check for Understanding:

Write steps for fire drill or thumbs up - thumbs down question.

Guided Practice:

Fire drill practice.

Independent Practice:

Monitoring or reteaching periodically.

**CLASSROOM
MANAGEMENT**

Involve students in the maintenance of the classroom environment. Student responsibilities should encompass both personal work space and communal work areas.

CLASSROOM MANAGEMENT SUGGESTIONS

THESE CLASSROOM MANAGEMENT SUGGESTIONS ARE NOT WRITTEN AS LESSON PLANS BECAUSE EACH TEACHER'S SYSTEM AND ENVIRONMENT IS UNIQUE.

- (1) Upkeep of Student Desks/Tables, Coat Racks, etc.
 - A. Chairs
 1. Sitting correctly
 2. Storing
 - B. Teacher's Desk - off limits
- (2) Shared Materials (staples, tapes, paper, etc.)
 - A. Which materials are available?
 - B. Procedure for checking out classroom books
- (3) Assignments
 - A. Daily (on chalkboard)
 - B. Individual sheet, etc.
 - C. Returning assignments to students
 - D. Make-up work
 - E. Homework
 - F. Late assignments
- (4) Students Turning in Completed Paper
 - A. Where?
 - B. When?
- (5) Passing Out Supplies
- (6) Out-of-Seat Policies (Stress what are acceptable times to be out-of-seat)
 - A. Drinks/Bathrooms
 1. When?
 2. Permission or not
 3. What will happen if privilege is abused?
 4. Rules for cleanliness
 - B. Pencil Sharpener
 1. When?
 2. How to use the pencil sharpener
 - C. Getting Materials
- (7) Learning Center
 - A. Scheduling
 - B. Procedures
- (8) Noise Level
 - A. Silence..no talking or noise at all..Quiet..Whisper
 - B. Cue or signal to let students know what noise level is acceptable

Additional Suggestions for Primary

- (9) Sharing/Show & Tell Time
- (10) Getting to the Right Bus

HANDLING CONFLICT

Anticipatory Set:

Name your counselor and where his/her office is located.

Purpose:

To promote a cooperative learning environment.

Objective:

The student will be able to handle conflict in an appropriate manner.

Input:

Class discussion:

1. Types of conflict
 - A. Locker
 - B. Friends - girls & boys (note writing, calling names, etc)
 - C. Teacher-student
 - D. Etc.
2. Choices in a conflict
 - A. Talk it out
 - B. Ignore person "bugging" you
 - C. Talk to teacher
 - D. Talk to counselor

Consequences:

1. Good feeling that conflict was resolved.
2. Unresolved conflict could result in discipline actions and/or loss of friends. (threatening, fighting - I.S.S. - locker problems - loss of locker).

Checking for Understanding:

Have students select a conflict and list appropriate choice.

Modeling:

The teacher "thinks aloud" a conflict and its resolution.

Independent Practice:

Monitoring

APPROPRIATE BEHAVIORS WITH EMR/TMR/DD STUDENTS *

Anticipatory Set:

- (1) Introduce the EMR/TMR/ teacher
- (2) Show filmstrip, picture, or articles in paper

TLWBAT will be able to demonstrate appropriate behavior while interacting with the EMR/TMR/DD students in order to develop awareness of and respect for individual differences.

Input:

The teacher will discuss and model appropriate behavior for:

Greetings and conversation - ("Hi, my name is _____.")
Ways to help the EMR/TMR/DD child be independent

Modeling:

Included in Input.

Check for Understanding:

Thumbs up/down - Teacher will give examples of behavior and student will respond appropriate/inappropriate by a hand signal.

Guided Practice:

Have students pick a EMR/TMR/DD buddy for a lunch.

Independent Practice:

Lunch, classes, and assembly time with EMR/TMR/DD students.

* - EMR/TMR/DD teacher should be consulted before lesson is given.

- Around the World - 1 child starts behind child seated next to him. They compete for fastest correct answer. Winner moves to next child, winner moves and loser sits in that chair. Continue until someone makes it around the room.
- Magic Square
- Color sheet
- Draw picture from this shape
- Adjective Advance - child thinks of noun and gives adjective for clue. Person wins who needs to give least adjectives.
- Write compound word on board - children illustrate meaning.
- Find all words hidden in AMERICAN
- List all words that rhyme with hat
- State opposite of given word
- Add-a-Word - The first child says a word, the next adds a word that starts with the last letter of the first word.

The elephant tramped downhill

- Unscramble a word
- I went to the store to buy - give answers alphabetically, and remember all given.
- Group story - each child adds line
- Math patterns - children finish 3, 9, 27, 81...1, 3, 5, 7, 8....
- Buzz - each student says next number in counting. If student's number is multiple of 7 (or whatever) child must say "buzz"
- Erase the answer - child gives appropriate question

APPENDIX

CAN YOU FOLLOW DIRECTIONS?

(This is a timed test. You have three minutes only.)

1. Read everything carefully before you do anything.
2. Put your name on the top line in the upper right hand corner of this paper.
3. Put your home town on the second line in the upper right hand corner.
4. Circle the word "name" in this sentence.
5. Draw five small squares in the upper left hand corner.
6. Put an "X" in each square.
7. Put a circle around each square.
8. Sign your name under the upper right hand corner.
9. After the title write "YES, YES, YES."
0. Put a circle completely around sentence number 7.
1. Put an "X" in the lower left hand corner of this paper.
2. Draw a triangle around the "X" you just put down.
3. On the back of this paper multiply 703 X 66.
4. Draw a rectangle around "corner" in sentence five.
5. Loudly call out your name when you get this far.
6. If you think you have followed directions carefully to this point, call out "I HAVE IT".
7. On the reverse side of this paper add 9850 and 9805.
8. Put a circle around your answer to number 17 and put a square around the circle.
9. Punch three holes in the top of this paper with your pencil.
0. If you are the first person to reach this point, loudly call out " I / THE FIRST PERSON TO REACH THIS POINT, AND I AM THE LEADER IN FOLLOWING DIRECTIONS."
1. Underline all even number on the left side of this paper.
2. Now that you have finished reading everything carefully, do only sentence one, two and three and make no audible comment that would give a hint as to the purpose of this test.

Teacher Directions for Copy Master

Copy Master #1

Have students turn their papers so that the letters are on the left. Direct them to listen carefully and to shade in the boxes on the grid that you call out.

1. On line A, fill in boxes 2, 3, 4, 6, 7, 8, 12, 14, 16, 17, 18, 20, 21, 22, 24, 25, 26, and 27.
2. On line B, fill in boxes 3, 6, 8, 12, 14, 16, 20, 22, 24, and 27.
3. On line C, fill in boxes 3, 6, 8, 12, 13, 14, 16, 17, 20, 22, 24, 25, 26, and 27.
4. On line D, fill in boxes 3, 6, 8, 12, 14, 16, 20, 21, 22, 24, and 26.
5. On line E, fill in boxes 3, 6, 7, 8, 12, 14, 16, 17, 18, 20, 22, 24, and 27.

Answer: to hear

Some students may enjoy designing other such copy masters that can be shared with the class.

Listening in Work Situations (listening)

Initiate a discussion concerning the need for good listening habits in various work/life situations. Discuss how not only students but also adults need to be good listeners. Present the class with the following jobs and life situations. Have them discuss why listening carefully would be important to these people. Have students contribute to the list as you proceed.

a doctor
a member of a trial jury
an airplane pilot
a news reporter
a teacher
a taxi driver

a football player
a waiter or waitress
a student
a passenger in an airport
an orchestra conductor
a telephone operator

Name _____

LISTENING TO DIRECTIONS

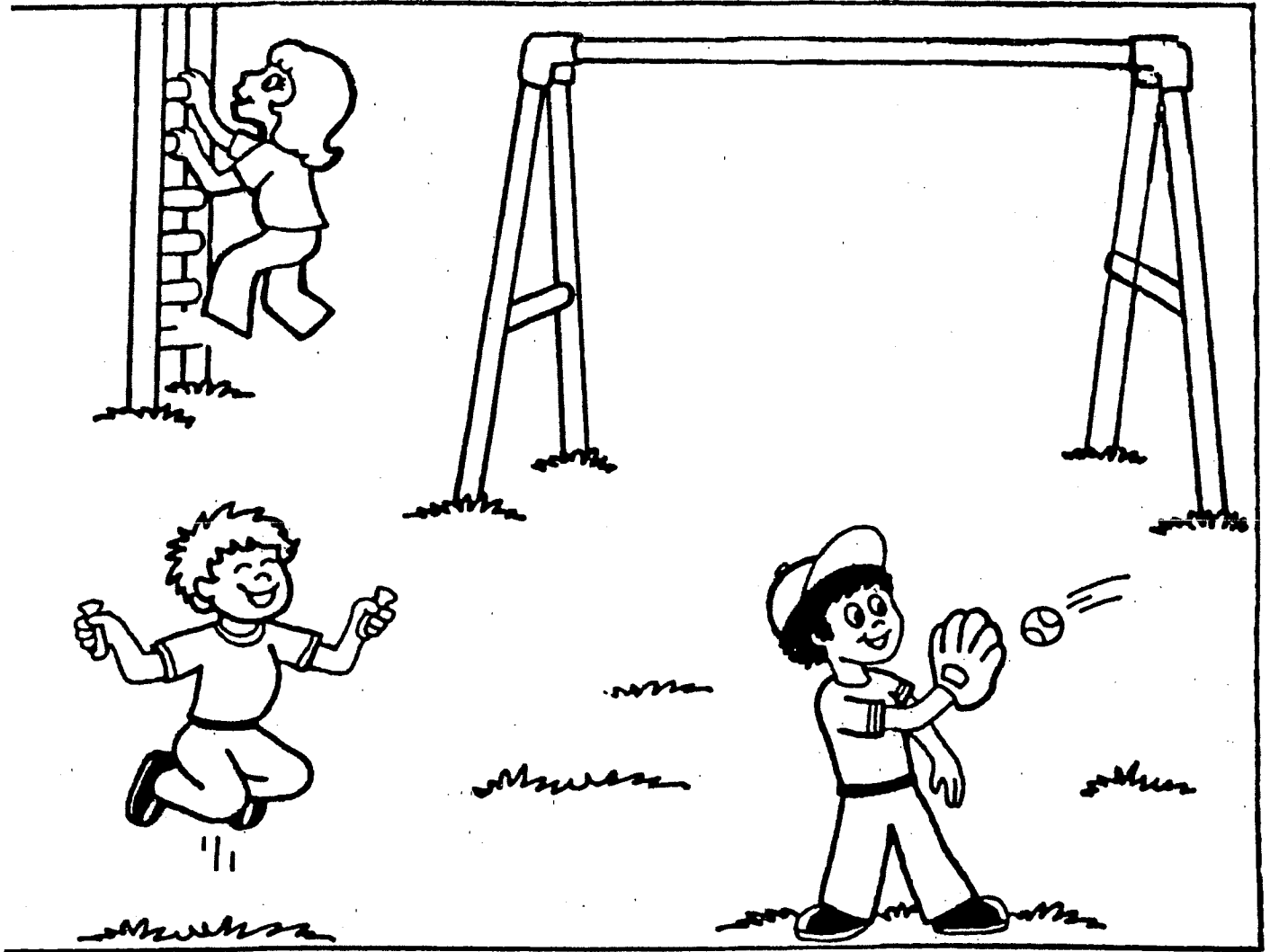
On the following grid, use a pencil or pen to shade in the boxes as your teacher directs. The grid will answer this question:

What does a scholar learn to do well?

	A	B	C	D	E
1					
2					
3					
4					
5					
6					
7					
8					
9					
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28					



Name _____



Our Playground

- Draw two swings on the swing set.
- Color the mitt and the pants of the boy brown.
- Draw a jump rope for the jumping boy.
- Draw yourself in one of the swings.
- Draw your friend in the swing next to you.
- Color the boy's cap red and blue.
- Make a bow in the girl's hair.
- Put shoes on the girl climbing up the bars.

SSR

Silent Sustained Readng

1. Only one choice for entire 15 minutes
2. No homework allowed
3. Library SSR time will be regularly scheduled

Our goal is to assist you in becoming a better reader and in developing an interest in reading itself.



QUESTIONNAIRE

Your views are important. Please give us your input about the organization and content of this guide.

Did you follow the Guide? Yes No

Is it useful? Yes No

What was the most useful? _____

Was the format convenient? Yes No

Was the content stated clearly? Yes No

If you could revise this guide, what changes would you make?

Thank you for taking the time to share your ideas with us.

RETURN TO:

TEACHING RESPONSIBLE BEHAVIORS
"TEACH TO'S"
DISTRICT OFFICE
341 NE 3RD STREET
HERMISTON, OR 97838