***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** | **Teacher-Directed Instruction** | **Small Group Activities** | **Independent Work** | **Transitions** | **…** |
| **1. Kind to self** | | * Use whole body listening | * Share your ideas | * Do your best * Ask for help if you need it | * Bring what you need to be ready for what’s next |  |
| **2. Kind to others** | | * Calm body & quiet voice * Mute tech | * Actively listen * Take turns * Wear a mask | * Calm body & quiet voice * Stay in your own space | * Quiet voice * Keep a 6’ space bubble |  |
| **3. Kind to environment** | | * Take care of your space | * Take care of your space & materials | * 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 activity | * “While I’m reading, you can be kind by keeping your body calm, voice quiet, tech muted, and eyes on me. “ |
| …prior to end of each activity | * “In 1 minute, we’re going to do our next activity. Please be kind to your space by putting your materials away, sanitizing your space, and leaving it better than you found it.” |
| …before each transition | * “Remember, as we walk, we will be kind by keeping our voices quiet and a 6’ bubble of space around our bodies. ” |

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| **Give Specific Feedback …** | **Praise/Correction Examples:** |
| ...for desired behavior (praise) | * “Wow. I like how you are being kind by helping you friend with her materials.” * “Class, you are being kind to yourselves by being ready to learn…this is going to be a fun and important lesson.” |
| …for undesired behavior (correction) | * “I see materials that are not put away. Group 1, please return to your area and show that you can leave the space even better than you found it.” * “I see that not everyone has had a chance to participate in the group activity. Please mute after your turn and be sure you are kind and give everyone a chance to share their ideas.” |

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

**Lesson Focus**:

Demonstrating \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting/routine*).

**Teaching Objective**:

Following instruction, students will demonstrate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*expectation*) in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*setting/routine*) by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(*describe behaviors*) across \_\_ out of \_\_ sampled opportunities (*criteria*).

**Teaching Examples**:

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| ***Positive Examples***  *(Looks, sounds, & feels like…)* | ***Negative Examples***  *(Does NOT look, sound, & feel like…)* |
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**Lesson Materials**:

**Lesson Activities**:

***Model (I do)****:*

***Lead (We do)****:*

***Test (You do)****:*

**Follow-up Activities**:

***Strategies to prompt****:*

***Procedures to reinforce context-appropriate behavior****:*

***Procedures to correct errors (e.g., context-inappropriate behavior)****:*

***Procedures to monitor/supervise****:*

***Procedures to collect and evaluate student data****:*