

CPS Elementary School-Wide PBS Lesson Plan

Expectation: SAFE / RESPECTFUL / RESPONSIBLE / COOPERATIVE /
A LEARNER

<p>Week of Implementation:</p> <p style="text-align: center;">Specific Skill: I know how to use the Buddy Room</p> <p>Skill Steps/Learning Targets (these skills are in a hierarchy, i.e. a student may not have his voice or body under control when he goes to the buddy room but it is a requisite to re-joining the learning community)</p> <p>This means I will:</p> <ul style="list-style-type: none"> • Go when asked by an adult in my school • Walk quietly and safely to the buddy room • Use the calming strategies I have been taught to get my body and voice under control • Complete the think sheet • Get teacher's attention appropriately when ready to return to my classroom • Walk calmly and directly back to the classroom and wait for my teacher at the Safe Seat • Show my teacher that I look and sound like a learner
<p>Context: All Settings</p> <p style="text-align: center;"><u>TEACHING= Tell+ Show+ Practice+ Feedback+ Re-teach</u></p>
<p><u>TELL</u> (this should be a BRIEF opener to the lesson)</p> <p>This component provides an introduction to what the skill is, rationale for why we need it, and a brief discussion of what are the skill steps.</p> <p><u>What is the skill?</u></p> <ul style="list-style-type: none"> • State the skill: Today we are going to discuss why and how we use other classrooms as a buddy room. We are also going to talk about how to go to the buddy room when the teacher asks you to go and what students do while in the buddy room. <p><u>Rationale - why would a student need to know this skill? In what school settings would a student need this skill? Also make connections to life beyond school, i.e., the workplace, home, higher education, etc.</u></p> <p>Discussion: Throughout the school year it will be important to know about how we use the buddy room in various classrooms and settings around our building. We use the buddy room in our building as a place to go to get your body and voice in control and become ready to be a learner again. Here are some examples why a teacher might use the buddy room:</p> <ul style="list-style-type: none"> ➤ Students may be asked to go to the buddy room after they have been to the safe seat and had reminders about behavior choices (while at the safe seat kicking the wall, continues to yell, continuation of disruptive and disrespectful behavior) • For our classroom the buddy room is (state teacher's room). In case they have a substitute or for other reasons, we may also use (state teacher's room or location) as a buddy room. <p><u>Discuss Skill Steps –using the list of skill steps below, review the behavioral expectations for using to the Buddy Room.</u></p> <p>This means we can:</p> <ul style="list-style-type: none"> • Go when asked by an adult in my school • Walk quietly and safely to the buddy room

- Use the calming strategies I have been taught to get my body and voice under control
- Complete the think sheet
- Get teacher’s attention appropriately when ready to return to my classroom
- Walk calmly and directly back to the classroom and wait for my teacher at the Safe Seat
- Show my teacher that I look and sound like a learner

SHOW

Teacher Model: both examples and non-examples

Example	Almost There TEACHER ONLY	Non-Example TEACHER ONLY
<ul style="list-style-type: none"> • Goes directly to the buddy room when asked by an adult • Walks safely on the way to the buddy room with hands and feet to self • Uses calming strategies to get back into control while in the buddy room • Sitting in the chair with voice off showing evidence of thinking about how to be a learner • Completes think sheet identifying problem behavior, replacement behavior and plan for success • Quietly gains the buddy room teacher’s attention to let them know ready to return to classroom • Walks promptly back to classroom keeping hands and feet to self & voice off 	<ul style="list-style-type: none"> • Gets up to go to buddy room, but walks very slowly or around classroom on way • Walks to buddy room, but nudges a few peers on the way • Maintains an angry face • Staying in chair but slouched over • Think sheet work focuses on why student made poor choice versus owning the problem • Has hand raised, but waving it at the teacher repeatedly • On way back to classroom, walks slowly 	<ul style="list-style-type: none"> • Refuses to go to the buddy room • Stomps out the door, knocks over chairs • Yelling at the desk, hitting the desk • Sliding out of chair, sitting under the desk • Refuses to fill out think sheet or refuses to identify problem &/or solution • Yells for the teacher to “come over now” • Talks to others on way back to class or doesn’t return promptly

Scenarios

- **Read or act out the scenarios below and have students identify whether the behaviors are examples, almost there or non-examples.**

1. Tramonte was blurting out answers while at the safe seat. He was reminded of the classroom rules/building expectations. His teacher asked him to go to the buddy room. Tramonte stood up quietly and walked out the door without distracting other students. (example)

2. Latonya refused to go to the Safe Seat. Her teacher then asked her to go to the Buddy Room. Latonya yelled back at her teacher, “You can’t make me.” (non example)

3. Jasmine was sent to the Buddy Room. When she entered the Buddy Room she found the seat promptly. To get calm she _____ (use calming strategy you have taught your students). Once she was calm she began working on the think sheet. (example)

4. Hannah was asked to go to the Buddy Room. She complied when the teacher’s request and left the classroom. On the way to the Buddy Room she walked slowly and got a drink. (almost there)

5. On his way out the door to the Buddy Room Michael kicked over a chair. When he entered the Buddy Room, Michael continued sobbing loudly and sat under the desk (non example)

FEEDBACK – Teachers can ensure that students have the opportunity to reflect on performance of social skills by providing frequent **positive feedback** that is both **contingent** and **specific** (re-stating of **skill steps/ learning targets**). Research clearly indicates that positive feedback of this nature increases future demonstrations of target social skills (Brophy, 1980).

- “I like how you walked calmly to the Buddy Room. That was a responsible way to get to the Buddy Room.”
- “Thank you for getting yourself calm and quietly completing your think sheet while you are in the Buddy Room. That is showing me you know how to be responsible.”
- “Good job of raising your hand and waiting patiently for me to come over. That is showing me you are ready to be a learner and return to class.
- “I appreciate how you got yourself back into control while in the Buddy Room. This is helping you be safe and respectful of others in our classroom.”

What are some ways to get students to self-assess on their use of the Buddy Room?

- Assign “look fors” during role play (ie. which skill steps could students notice).
- After the next visit to the Buddy Room, process with each student about the Buddy Room skill steps and how they felt like they performed on these skill steps.

RE-TEACH

Review and Practice Throughout the Week

1. Have students discuss in each of their specials or in other classrooms/settings they visit where they would go for a Buddy Room visit in this location. Students will report back to the homeroom teacher the location of the Buddy Room after each special throughout the week.
2. Have a few students role play what it looks like to sit at the Buddy Room desk (following the skill steps). Take pictures of these students. Display the pictures on the smart board and discuss how they are showing the Buddy Room skill steps.
3. Have a “quiz” with students about what they have learned about the Buddy Room (ie. what you have taught them about their job while in the buddy room and how they will indicate they are ready to return to their classroom). Each student can use a dry erase board to answer the questions and hold up their answer when you say done. This would give you a quick check of how well students understand the skill steps for safe seat. You could also make a quiz with the Senteo software (check with your media specialist).

4. Develop a social story with your class about the buddy room incorporating the skill steps. Use the social story for re-teaching your class, a small group or an individual. This book could also be kept at the buddy room spot in your class' respective buddy room.
5. Make arrangements with your buddy room teacher to go to their classroom to practice. Practice going to the buddy room seat, show where think sheets are located, etc. You could schedule this during the respective teacher's planning time when students are not in the classroom.