

CPS Elementary School-Wide PBS Lesson Plan

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

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| <p>Week of Implementation:</p> <p style="text-align: center;">Specific Skill: I know how to use the Safe Seat</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 safe seat but it is a requisite to re-joining the learning community)</p> <p>This means I will:</p> <ul style="list-style-type: none"> • Recognize when I should go and/or go when asked by an adult in my school • Walk safely • Keep hands & feet to self and use a learner voice • Think and plan how to be a learner • Get teacher's attention appropriately when ready to return to the learning community |
| <p>Context: All Settings</p> |
| <p><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 we have a safe seat in our classroom and in other settings in our school. We are also going to talk about how to go to the safe seat when the teacher asks you to go and what a student's job is while at the safe seat. <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>Just as adults need "time away" to relax and refocus, so do children. Often times things happen at school that really bug you. The safe seat is a place you can go when you need to calm down, relax, and refocus. Sometimes the work you are asked to do is frustrating, sometimes other students are frustrating or distracting you, and sometimes you don't get to do what you really want to do at school. These are all examples of times when you could go to the safe seat, calm down, and refocus so that you can come back to the learning environment to continue learning. Also, the teacher could send you there, but this is not to be viewed as punishment.</p> <ul style="list-style-type: none"> • Discussion: Throughout the school year it will be important to know about how we use the safe seat in various classrooms and settings around our building. We use the safe seat in our building <u>not as a place for you to go because you are in trouble, but as a place to go to get yourself back into control and become ready to be a learner again.</u> • Do your parents have a spot that you go to at home when you're having a hard time meeting expectations-your room, time out chair, etc? • In our classroom the safe seat is (point out the location). In case someone else is using the safe seat, you may also use (point to another location) as another safe seat. • Brainstorm a list (as a class) of reasons why students are asked or choose to go to the safe seat. |

Discuss Skill Steps –using the list of skill steps below, review the behavioral expectations for using the Safe Seat.

This means we can:

- Recognize when we should go, and/or go when asked by an adult in my school
- Walk safely
- Keep hands & feet to self and use a learner voice
- Think and plan how to be a learner
- Get teacher’s attention appropriately when ready to return to learning community.

SHOW

Teacher Model: both examples and non-examples; Examples show the progression of behavior for going to, while in and exiting from the safe seat. (Teacher Note: If a student is displaying non-example behaviors while in the safe seat, this does not necessarily mean the student needs to go to a buddy room. The student may be able to pull his/her self back together.)

| Example | Almost There TEACHER ONLY | Non-Example TEACHER ONLY |
|--|---|--|
| <ul style="list-style-type: none"> • Goes directly to the safe seat when asked by an adult at our school. • Walks safely on the way to the safe seat with hands and feet to self • Gets body & voice back into control while in the safe seat • Sitting in the chair with voice off showing evidence of thinking about how to be a learner • Quietly gains the teacher’s attention to let them know ready to return to seat | <ul style="list-style-type: none"> • Gets up to go to safe seat, but walks very slowly or around classroom on way • Walks to safe seat, but nudges a few peers on the way • Has an angry face and tense body • Staying in chair but slouched over • Has hand raised, but waving it at the teacher repeatedly | <ul style="list-style-type: none"> • Refuses to go to the safe seat • Argues on way to Safe Seat, knocks over chairs • Yells as sitting down at the safe seat, hitting the desk • Sliding out of chair, sitting under the desk • Yells for the teacher to “come over now” |

Scenarios

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

1. Johnny was calling out during a class discussion. After a few reminders he continued to call out. Johnny’s teacher asked him to go to the safe seat. Johnny quietly stood up and walked to the safe seat, following the teacher’s request the first time. (example)

2. Marisa was getting out of her seat during read aloud. Her teacher calmly asked her to stay seated. Marisa continued to walk around the classroom. When asked to go to the safe seat, Marisa stomped the whole way and yelled, “That’s not fair!” (non example)

3. While Joseph was in the safe seat he tore up his math sheet. After 4-5 minutes Joseph gave his

teacher a thumb's up (classroom sign for indicating readiness to join learning community). When his teacher came over he indicated he was ready to rejoin the class. They made a plan for fixing the paper he tore and he rejoined the class. (non example for going to the safe seat but example for how student can use safe seat to refocus)

4. Akilah continued to talk to a neighbor at her pod after the teacher had given her a few reminders. The teacher came over to Akilah's pod and quietly asked her to go to the safe seat. Akilah calmly stood up and walked respectfully to the safe seat. (example)

5. Juanita was asked to go to the safe seat. She immediately stood up and walked very slowly to the safe seat. She remained quiet while walking to the safe seat. (almost there)

6. On the way to the safe seat Jackson knocked over a chair. While in the safe seat Jackson put his head down on the desk and fell asleep. (non example)

GUIDED PRACTICE: The guided practice component of the lesson is a pivotal part of every lesson to ensure that students can accurately and appropriately demonstrate the skill steps (Lewis & Sugai, 1998).

Where can ideas for role play /guided practice come from?

- **During your introductory discussions your students may have shared specific examples or non-examples and those would be excellent for use as role play situations and extension activities throughout the week. These examples can be written out on chart paper/smart board for later use.**
- **Pass out 3X5 index cards after the introduction of the skill and give students a moment to write down examples or non-examples they have experienced at school or home. Young children can draw it! This option allows for anonymity. Save non-school examples primarily for discussion and use school based examples for role-play.**
- **In the case of non-examples, have students problem solve appropriate behaviors that could have been done/used instead and then have them role play these replacement examples. Students NEVER ROLE PLAY NON-EXAMPLES! If a non-example needs to be demonstrated it is ONLY demonstrated by TEACHERS/Adults.**
- **Give all students a task or job to do during ROLE PLAY! Some students will be actors, others can be given the task of looking for specific skill steps and giving feedback on whether the step was demonstrated.**
- **Sample role play scenarios:**
 1. Miguel has been asked to walk to the safe seat because he was rolling around on the carpet during morning meeting. Role play how Miguel would walk to the safe seat in a respectful and responsible way.
 2. Anthony has been at the safe seat for several minutes. He appears to be calm and looks like he is ready to focus with the rest of the class. Role play how Anthony will get his teacher's attention in a calm and non-disruptive way (Focus can be on teacher teaching the classroom sign for indicating readiness to join learning community).

3. Rachel is at the safe seat. Role play how she should use one of the calming strategies the teacher has taught the class.
4. Role play how the teacher might ask students to go to the safe seat and how the students should respond in a respectful and compliant way.

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 safe seat. That was a responsible way to get to the safe seat.”
- “Well done getting calm while you are in the safe seat. This shows me you are using the calming strategies we have learned about.”
- “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 with the rest of the class.
- “I appreciate how you got yourself back into control while at the safe seat. 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 Safe Seat?

- Assign “look fors” during role play (i.e. which skills steps could students notice)
- Give students self-monitoring sheets with skill steps (students use these when they are asked to go to safe seat; this may be used more for students with frequent safe seat visits).
- After the next visit to the safe seat, process with each student about the safe seat skill steps and how they felt like they performed on these skill steps.

RE-TEACH/Additional Activities

Review and Practice Throughout the Week:

1. Have students look for the safe seat in each of their specials or in other classrooms/settings they visit. Students will report back to the teacher the location of the safe seat after each special throughout the week.
2. Send out a small “search party” to find all the safe seats in your grade level. Then report back to the class by making a map or giving a verbal description of where each safe seat is. (This may help is a child needs to go to a Buddy Room’s Safe Seat).
3. Have a few students role play what it looks like to sit at the safe seat (following the skill steps). Take pictures of these students to put near the safe seat. Display the pictures on the smart board and discuss how they are showing the safe seat skill steps.
4. Have a “quiz” with students about what they have learned about the safe seat (ie: what you have taught them about their job while their in the safe seat and how they will indicate they are ready to come back to the class). 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.
5. Develop a social story with your class about the safe seat incorporating the skill steps. Use the social story for reteaching your class, a small group or an individual. This book could also be kept at the safe seat.
6. See Appendix A for more scenarios about the use of the safe seat.

Appendix A

Safe Seat ScenariosK-1 Scenario:

Students were at their carpet spots during a shared reading lesson. Jonathan was rolling around on the carpet, which began to be distracting for his classmates. After Jonathan had been given reminders and this behavior continued, the teacher asked him to go to the safe seat. The teacher walked over to Jonathan and in a calm tone said, “Jonathan, I noticed you are rolling around on the floor. During shared reading you are expected to sit criss-cross and look like a learner. Please go to the safe seat until you are ready to be a learner.”

2-3 Scenario:

Students were seated at their desks while the teacher was reading aloud. Brittney was getting out of her seat and roaming around the classroom. The teacher asked Brittney to remain in her seat, but Brittney then got back up later during read aloud. The teacher posed a question for the class to consider from the book while she walked over to Brittney. She quietly reminded Brittney that during read aloud students are expected to stay in their seats and listen to the book and participate in the discussion. She then asked Brittney to go to the safe seat and think about how she could be a learner and participate in the future during read aloud.

4-5 Scenario:

Students were participating in a social studies’ discussion. The teacher had given precorrects to students that she would be moderating the discussion and would try to give as many people as possible a chance to participate, so please raise your hand and wait patiently for a turn. Rachel called out a few times during the discussion while the teacher called on other students. After giving Rachel additional reminders, the teacher asks her to go to the safe seat. The teacher walks over to where Rachel is seated and calmly and quietly reminds her that one of the class rules is that students raise their hand when they want to share. The teacher then directed Rachel to the safe seat to develop a plan about how she could be successful during large group sharing.