

Elementary School-Wide PBS Lesson Plans

Expectation from our Matrix:
Week of Implementation:
Specific Skill: I Can Accept Responsibility for My Behavior
<p>Skill Steps/Learning Targets – This means I will:</p> <ul style="list-style-type: none"> • State own role in problem event/incident • Identify appropriate behavior • Identify what to do next time • Accept corrective action/consequences
Context: All Settings
<i>TEACHING= Tell+ Show+ Practice+ Feedback+ Re-teach</i>
<p>TELL (this should be a BRIEF opener to the lesson, the lesson emphasis should be on student guided practice) 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>What is the skill? Choose 1 of the following to introduce the skill.</p> <ul style="list-style-type: none"> • State the skill: Accepting responsibility for my behavior • Quote: <i>“If you don't accept responsibility for your own actions, then you are forever chained to a position of defense.”</i> Holly Lisle • Data from school survey, SWIS, MSIP, etc. • Read Chapter 12 (p. 82-90) of the book <i>On My Honor</i> by Marion Dane Bauer to show what happened when Joel finally takes responsibility for his actions after dealing with the guilt of his best friend’s accidental drowning. • Activity: Create a class book titled <i>“The Great Mistake”</i>. Have students write anonymously about a time when they did something they weren’t proud of and tried to cover it up. Read aloud pages throughout the week/year and discuss how the characters could have taken responsibility for their behavior using the skills previously taught. You could also have students write their own solutions on an exit slip/entry slip for the next day. • Watch: Excerpts from the movie <i>Brother Bear</i> (on DVD) in which 1) Inuit boy provokes a battle with a bear in which his older brother is killed and 2) Kenai (as a bear) admits to Koda that he may have killed the little bear’s mother. <p>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.</p> <ul style="list-style-type: none"> • Discussion: “Accepting responsibility for our great accomplishments can be an <u>easy</u> thing to do. Can you share some times when you accepted responsibility for something great that you did?” (Make a list on the board as students share past experiences.) <p>“Accepting responsibility for our mistakes is <u>much</u> more difficult to do. Many adults still struggle with accepting responsibility when they make a mistake. Can you think of some times when you did not accept responsibility for your actions?” (Allow think time, but for privacy reasons, do not</p>

share at this time.)

“Why is it important to accept responsibility for our mistakes? What negative things can happen when you DO NOT accept responsibility for your mistakes? What positives can happen when you DO accept responsibility for your mistakes?” (Be sure that students understand that mistakes are learning opportunities. They use that learning to change into a better person.)

Discuss Skill Steps –*using the list of skill steps above, quickly review the behavioral expectation for appropriately accepting responsibility for my behavior.*

- Accepting Responsibility for my behavior means I can: State my role in problem event/incident, identify appropriate behavior, identify what to do next time, and accept corrective action/consequences.

SHOW

Teacher Model: both examples and non-examples

Example	Almost There TEACHER ONLY	Non-Example TEACHER ONLY
<ul style="list-style-type: none"> • State own role in problem event/incident • Identify appropriate behavior • Identify what to do next time • Accept corrective action/consequences 	<ul style="list-style-type: none"> • State what happened without identifying own role in the problem event/incident • Recite appropriate behaviors or what to do next time as a means of avoiding adult attention • Sarcastically, says “SORRY!” to avoid adult intervention. • Reluctant to accept corrective action/consequences 	<ul style="list-style-type: none"> • Refuses to admit there was a problem. • Blame others for the problem • Refuses to consider own role in the problem • Does not know appropriate behavior or what to do next time (replacement behavior) • Resist corrective a action or consequence and escalates the disruptive or hurtful behavior • Brags when he/she excels in a certain area

Scenarios

- **Read the scenarios below and have students identify whether the behaviors are examples, “almost there” or non-examples.**
- **Whenever possible teachers can/should make a connection to other curricular areas such as ties to a character from literature, current events, famous quotations, or to a content area.**
 - Joe is in the safe seat for pushing other students out of his way as he entered the classroom. When the teacher drops by to process with him and asks him what he will do next time, Joe says, “The same thing, because I didn’t do anything wrong. He pushed me first!”
 - Maya knocks on the teachers’ lounge door on her way out to lunch recess because she and her friends had hid another student’s lunch box in the lunchroom. Although she had not been caught, she felt bad that the girl had to eat a Peanut Butter and Jelly Sandwich for lunch. She wanted her teacher to help figure out a way to fix the problem before she went out to recess.
 - Sheena told the teacher she would make sure to sit up straight and read during silent reading time, in hopes that her teacher will stay off of her back about falling asleep earlier in the day.

- Even though Eric knew he was wrong for looking over his friend's shoulder during the test, he wanted to look cool in front of the class. When his teacher asked him to move to the safe seat, he moved, but not before muttering "She's tripping, y'all."
- When Angel got back from the restroom and hung the pass on the doorknob, Andrew and Miguel both dashed for the door to grab the pass next. Miguel got the pass first, but Andrew was too close behind him to keep from slamming into him and crushing him against the door. "I'm sorry, man," Andrew said while backing off of Miguel and checking to make sure he was okay. "Next time I can wait my turn and not try to race you."
- Sherri was the only student in the class who had forgotten to return her library book. His classmates wanted to be the first class in the school with 100% of their books returned and were let down by her lack of responsibility. Sherri came to school early the next day to show her teacher the apology letter she had written to her class which listed five things she was going to do in order to remember her books in the future.

GUIDED PRACTICE Optimally practice would occur in the setting(s) in which the problem behaviors are displayed. 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 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, home in the neighborhood, or at work. 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.**
 - A student takes a pencil out of his desk when students around him notice that another student's name is written on the pencil. "You stole my pencil." says the pencil's owner. Have the students' role play how they SHOULD take responsibility for their own behavior.
 - Audrey was the last person to leave her table in the library. Two chairs were not pushed under the table. Audrey pushes in all the chairs before getting in her line spot.
 - The floor of the restroom was covered in paper towels. When the teacher checks the restroom, the boys tell her that it was already like that when they used the restroom. Have the students role play how they SHOULD take responsibility for having a restroom that is clean.
 - A student refuses to help his group work on the presentation that they will give at the end of class. When it is time for the presentation, that student has no idea what's going on. Have the students role play how they SHOULD take responsibility for own behavior.
 - Keyshawn is once again the top scorer on his basketball team. After the game he throws up his arms,

runs across the court screaming “Who’s the man? That’s right! I’m the man!” Have the students role play how Keyshawn SHOULD accept responsibility for his superior basketball skills.

INTERMEDIATE GRADES:

- Students have been making up rumors about one of their classmates. A student from another class overhears them and notifies a teacher. Have the student’s role play how they SHOULD take responsibility for the hurt they have caused.

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).

Following are some examples of phrases to use during practice sessions and throughout the rest of the year to give students performance feedback.

- “Thank you for taking responsibility for your own behavior by apologizing to your group for your lack of participation and agreeing to sit out during the presentation.”
- “You did well in responding calmly when you were accused of doing something you didn’t do.”
- “You did a wonderful job explaining how you accidentally took someone else’s pencil and returning it to the owner.”
- “Thank you for being brave enough to consider your own role in making up rumors. I know you can find a way to make _____ feel better about the hurt you caused.”
- “You both did a fabulous job accepting the responsibility of dropping and stepping on the banana. Thanks for cleaning it up quickly and without complaining.”
- “ I appreciate the way you cleaned up the mess you made in the bathroom and worked out a plan for how we can all be more safe and responsible in the restrooms next time.”

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

- Have students write in their daily journals an example of when they did accept responsibility for their behavior that day.
- Assign “look fors” during role play.
- Give students self-monitoring sheets with skill steps.

How can teachers tie the school-wide feedback system to this social skill? Can teachers use a whole class contingency, individual feedback or other system to quickly but SYSTEMATICALLY give ALL students contingent, positive and specific performance feedback?

- Have students create a ticket of their own to hand out to a student who is caught accepting responsibility for their behavior. Try to encourage students to search for someone who has not been caught yet that week. (This will allow each student to be recognized by a peer.)
- Have charts for each period/hour and hold a friendly competition where teacher or directed student can tally.
- Use pre-made tickets and hand to students displaying the skill, place in cans/tubs/bucket for specific period/hour and have random weekly drawings.
- Give school-wide tickets to students, they sign and put in a random drawing box at the main office, or “cash-in” for various prizes or privileges at the designated time and place.

RE-TEACH**Review and Practice Throughout the Week and/or School year**

- Explain to students that a truly *great* mistake is when a person is able to accept responsibility for their behavior and make changes within themselves. Have students revise their first great mistake story to reflect choices that someone who accepted responsibility for their behavior would make.
- After a significant amount of time has passed after the social skill lesson has been taught... Ask students to write a new story about a mistake they made where they accepted responsibility for their behavior.
- Continue to publicly recognize students (verbally or with a ticket) when caught accepting responsibility the “right way” throughout the year/week.
- Share personal stories of when you (the teacher) struggled with accepting responsibility for your own actions throughout the school year.

Additional Activities: Teachers will have the opportunity to **assess** student knowledge and in some cases use of the social skills steps **for learning** primarily through role play and demonstration (**performance**) or during discussions (**personal communications**). In some circumstances the teacher may opt to assess student knowledge and perception of personal use of the social skills through the use of written work (**extended response**) or in limited fashion through the use of quizzes (**selected response**). Ideas for possible curricular/content or extension activities are provided below.

- Create a Reader’s Theater script where the characters struggle with accepting responsibility for their behavior. Be sure that by the end of the story, the characters have realized their mistake, make changes to fix the problems they have caused and have a plan for preventing the same mistakes in the future. After students practice their parts for a week, they can perform in front of the class. (This helps with reading fluency as well!)
- Have older students write a poem that can be used as a pep chant or slogan for taking responsibility for own behavior. Teachers can require the poem to use poetic techniques such as alliteration, rhyme, onomatopoeia or follow the format of a limerick, haiku or sonnet. For younger grades, the teacher can write the poem and have the students choral read together throughout the school year
- Ask students to write a multi-step math problem that involves positive behaviors (actions that pay) and negative behaviors (actions that cost in order to effectively take responsibility for own actions.

Ex: Jimmy found \$20.00 on the ground and decided to turn it into the office. The owner of the \$20.00 was so thrilled with his honesty, that she gave Jimmy half of the money. Later that day, Jimmy was playing around during class and threw his shoe at a buddy, but missed and broke the teacher’s favorite coffee mug. Rather than purchase a new mug for the teacher which would have only cost \$5.00, Jimmy decided to hide the broken pieces in the trashcan. After school, Jimmy’s teacher found out what he had done, and not only did Jimmy have to

purchase a new mug for the teacher (\$5.00) but he had to stay after school one day to create a power point on accepting responsibility for his actions. This consequence made him an hour late for work which means he lost \$7.00 in lost pay. How much money did Jimmy end up with? Write a paragraph listing the positives and negatives that

- Ask students to create a recipe for taking responsibility for own behavior. What ingredients do you need, what measurements of the ingredients do you need, what do you mix together, what do you add, what goes in first, how do you cook it?

Additional Resources:

- On My Honor by Marion Dane Bauer
- *Brother Bear* movie on VHS or DVD
- To access United Streaming Videos, see your building Media Specialist. For a 30 day free trial, go to www.unitedstreaming.com and following directions.