|  |  |
| --- | --- |
| **Lesson Plan to Address Behavior** | |
| Step 1: Identify the desired behavior and describe if in observable, measurable terms. | |
|  | |
| Step 2: List a rationale for teaching the behavior (Why is it important?) | |
|  | |
| Step 3: Identify examples and non-examples of the desired behavior (What would the behavior look/sound like? What would the behavior not look/sound like?) | |
| Examples | Non-examples |
|  | **Tool: Leadership Team Planning Matrix** |
| Step 4: Practice/Role Play Activities | |
| **Model expected behavior (I do):** Teacher(s) model or read following scenarios. The teacher discusses why second scenario is an example of \_\_\_\_\_\_\_\_\_\_ behavior.) | |
| **Lead students through behavior (We do):** Teacher(s) present following scenario. Students will discuss why second scenario is an example of respectful behavior. | |
| **Test to ensure students understand behavior (You do):** With a peer, students are asked to come up with their own scenario. Student groups will act out appropriate, respectful behavior for their scenario. Teacher and other students will provide feedback to peer groups. | |
| Step 5: Provide opportunities for practice | |
| * Weekly scenarios * Publicly recognizing students who display behavior * Teacher regularly models behavior | |

Adapted from: Langland, S., Lewis-Palmer, T., & Sugai, G. (1998) T/TAC William & Mary workshop