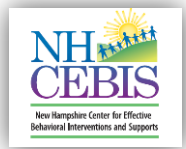




PW-PBIS Teaching Plan

Muscott, Mann & Pomerleau (2012)

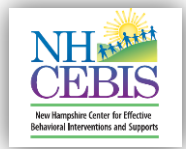


| | | |
|--|---|---|
| Teaching Plan Name: <i>(Tip: Consider using a motto, slogan or "catchy-phrase")</i> | | |
| Location/Routine to be addressed: | Behavior Expectation(s) to be addressed: | Specific Skill(s) to be addressed: |
| Location of Initial Teaching Plan: | Time(s): | Total Time: |
| Teaching Plan Outcomes/Goals/Purpose: | | |
| Preparation Needed: | | |
| Teaching Plan Introduction (Establish group attention; Be specific in conveying the reason(s) for why this lesson is important; provide rationale): <i>(Tips: consider the use of books, rhymes, chants, flannel board stories, puppets, mascot, music/songs, pictures/visuals, social stories, video, smartboard, etc.)</i> | | |
| Demonstrations of the Positive, Expected Behavior: <i>(Tips: consider the use of child or adult directed role-plays, skits, video modeling, etc. to provide multiple examples of the positive, expected behavior)</i> | Demonstration of a Non-Example or "Close-Confuser": <i>(Tips: use a <u>mild</u> non-example that is not more "attention grabbing" than the positive examples; consider using an unacceptable variation that is a close approximation of the desired behavior, such as "speed walking" instead of "walking")</i> | |
| Guided Practice Activities and Follow-up during the Teaching Plan: <i>(Tip: Provide opportunities for students to practice the expected behavior in the location or routine in which the behavior is expected to occur)</i> | | |



PW-PBIS Teaching Plan

Muscott, Mann & Pomerleau (2012)



| | |
|---|---|
| | |
| Process for Providing Acknowledgement during the Teaching Plan: <i>(Tip: Include how students will be acknowledged when they demonstrate the desired behavior)</i> | Process for Providing Corrective Feedback during the Teaching Plan: <i>(Tip: Include how corrective feedback will be provided when inappropriate behavior occurs)</i> |
| Teaching Plan Assessment Procedures (Describe data collection procedure to assess student outcomes): <i>(Tips: Consider what students will be able to say, demonstrate or do following this teaching plan; How will we know students met the outcomes?)</i> | |
| Reflection & Assessment of Student Learning: <ul style="list-style-type: none">✓ Collect, summarize and analyze the specified data to monitor effectiveness of the teaching plan✓ Share data with administration, faculty, staff, families and students (as appropriate)✓ Use data-based decision-making to determine next steps | |