

Timberlane Learning Center

We Can Do It! We Strive to Succeed!

TEACHING PLAN FOR ARRIVAL TO SCHOOL ROUTINE

BEHAVIORAL EXPECTATIONS FOR ARRIVAL ROUTINE		
Respectful	Safe	Responsible
Follow adult directions Stay on sidewalk away from cars Hold the door open as you pass (Pass the door) Walk slowly to your dot/space/area Stay on your dot Keep bubble space between people Keep hands, feet and belongings to yourself Use a quiet voice Greet others politely Help others if needed Wait for adult to signal time to move to your room Walk slowly to your room Stay to the right Follow adult into your room		

Outcomes: The children will learn the key expected behaviors of the arrival to school routine. The key behaviors include: *Stay on your dot, keep bubble space between, keep hands, feet and belongings to yourself and use a quiet voice.*

Procedures:

1. Introduction and Rationale: We are learning to stay on dots, keep bubble space, keep hands, feet and belongings to ourselves and to use a quiet voice to keep us safe and to be respectful of others.
2. Demonstration and Modeling of Expected Behaviors (I Do It): Provide short explanations and demonstrations of the key behaviors. Stay on dot, keep bubble space, keep hands, feet and belongings to yourself and use a quiet voice to keep us safe and to be respectful of others.
3. Demonstration of a Close Confuser/Non-Example: Show the children an example of a behavior that is close to what you want for the expected behavior and let them know why that isn't exactly what you expect. Show standing on two dots. Provide example of a voice level that is a louder than quiet voice. Let students know that these aren't what you would like, emphasizing the expected behaviors.
4. Guided Practice with Corrective Feedback (We Do It): Have the children practice the key behaviors; provide verbal praise paired with conductor tickets when they exhibit the expected behaviors. Child keeps one ticket and staff collects the other half. At the end of the first week, the tickets will be dumped into a visual display showing how students are progressing towards the TLC goal. If a child makes a mistake, re-explain and demonstrate the expected behavior. Then have them practice the correct response. Once the children get to the room, describe and model what they are to do with the conductor tickets (e.g., give to teacher, put on poster, etc.).
5. Independent Practice with Corrective Feedback (You Do It). Have students continue to practice throughout the week, providing feedback and reteaching if necessary

Materials Needed: Posters with visuals of expected behaviors, conductor tickets, container for tickets.

Assessment: Teachers should watch and assess whether the children have learned the key behaviors of the arrival procedure.