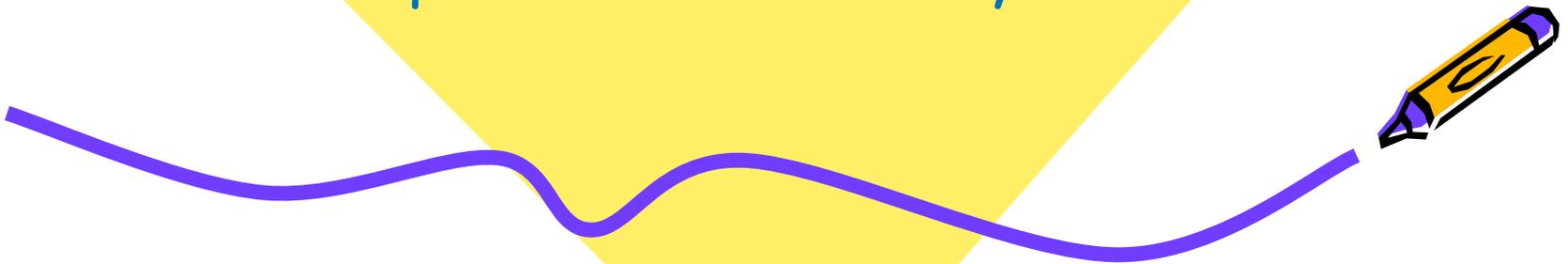
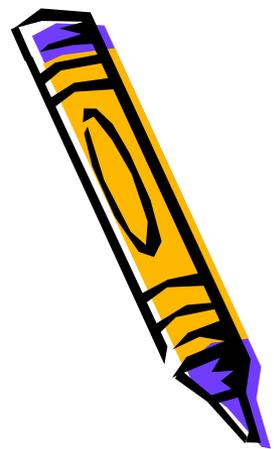


# Teaching & Reinforcing School-wide Expectations

Becky Nies, Trish Ludwig, Lisa Weninger  
Maple Lake Elementary School



# CONTINUUM of SWPBIS



100%

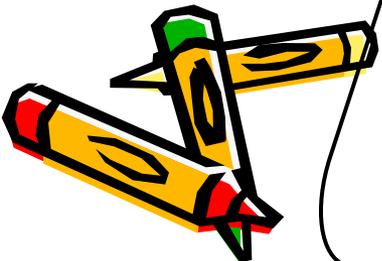
~5%

~15%

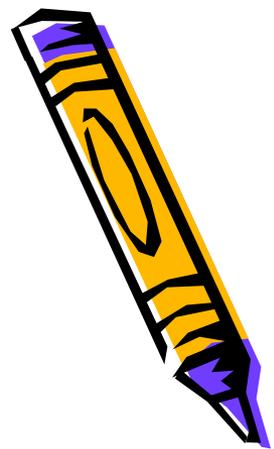
~80% of Students

## PRIMARY PREVENTION

- *Teach & encourage positive SW expectations*
- *Proactive SW discipline*
- *Effective instruction*



# Addressing behavior

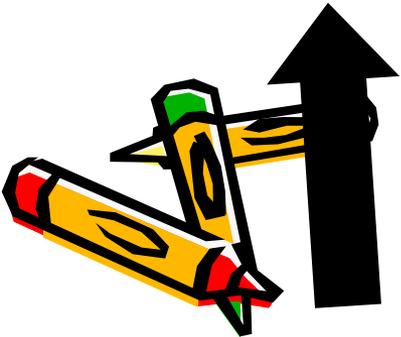


SCHOOL-WIDE  
EXPECTATIONS

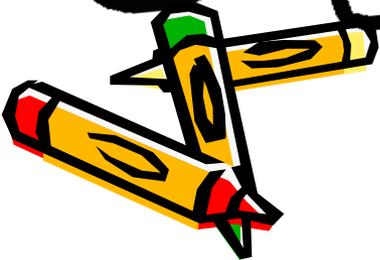
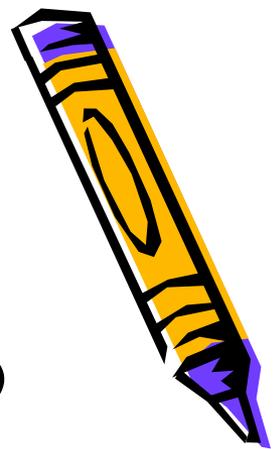
Taught

Reinforced

Visible



# Irish Pride



# Teaching Matrix-

## Defining the expectations using clear positives

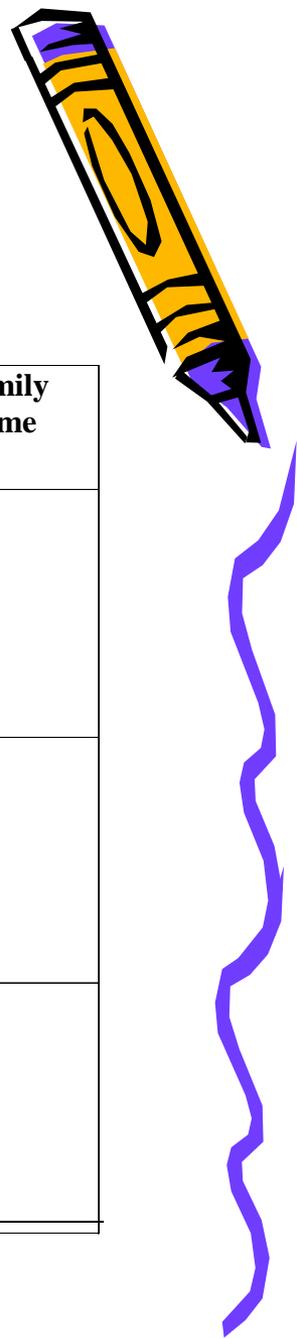


	Classroom	Hallway	Music	Phy. Ed.	Lunch	Recess	Media/Lab
 <p><b>Be Respectful</b></p>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Listen</li> <li>Follow directions</li> <li>Use appropriate voice level</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Keep hands and feet to self</li> <li>Stand in line quietly</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Look at teacher</li> <li>Listen</li> </ul>	<ul style="list-style-type: none"> <li>Be a good listener</li> <li>Take turns</li> </ul>	<ul style="list-style-type: none"> <li>Say "Please" and "Thank you"</li> <li>Listen to adults</li> <li>Use inside voices</li> </ul>	<ul style="list-style-type: none"> <li>Treat the equipment properly</li> <li>Treat others the way you want to be treated</li> </ul>	<ul style="list-style-type: none"> <li>Use the computers, books, shelf markers, magazines and furniture correctly</li> </ul>
 <p><b>Be Responsible</b></p>	<ul style="list-style-type: none"> <li>Use classroom materials appropriately</li> <li>Complete daily jobs/work</li> <li>Clean up</li> <li>Work well in groups</li> <li>Tell the truth</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Stay out of lockers</li> <li>Put trash in garbage cans</li> </ul>	<ul style="list-style-type: none"> <li>Follow verbal &amp; written directions</li> </ul>	<ul style="list-style-type: none"> <li>Complete all tasks individual or group</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Remember lunch money reminders</li> <li>Clean up table/ spot</li> <li>No trading food</li> </ul>	<ul style="list-style-type: none"> <li>Stay in allowed areas</li> <li>Use equipment safely</li> </ul>	<ul style="list-style-type: none"> <li>Bring back books by the due date and in good condition</li> </ul>
 <p><b>Be Ready</b></p>	<ul style="list-style-type: none"> <li>Come to class prepared (homework, notes, etc.)</li> <li>Fill out assignment notebook</li> </ul>	<ul style="list-style-type: none"> <li>Go to your destination right away</li> </ul>	<ul style="list-style-type: none"> <li>Meet all expectations</li> <li>Stand quietly in line</li> </ul>	<ul style="list-style-type: none"> <li>Remember proper shoes and clothing</li> </ul>	<ul style="list-style-type: none"> <li>Stand in line quietly</li> <li>Hands to self</li> <li>Stay seated until dismissed</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Listen for bells to ring</li> <li>Clean up equipment</li> </ul>	<ul style="list-style-type: none"> <li>Check out books before leaving the Media Center</li> </ul>

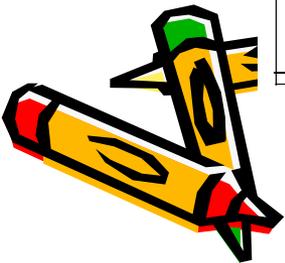


# Family Matrix-

Creating school-home partnerships and giving families the tools for discussing expectations

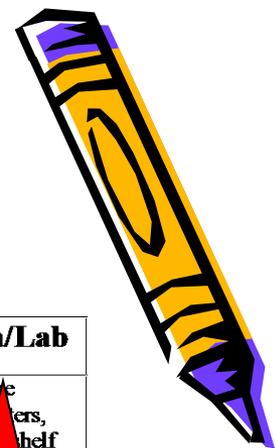


	<b>Morning Routine</b>	<b>Chore Time</b>	<b>Homework Time</b>	<b>Bed Time</b>	<b>Meal Time</b>	<b>Family Time</b>
<b>Be Respectful</b>	Following directions				Listening to others	
<b>Be Responsible</b>		Finishing your jobs	Knowing what assignments you have			
<b>Be Ready</b>	Having your clothes and backpack out			Having your toys put away		

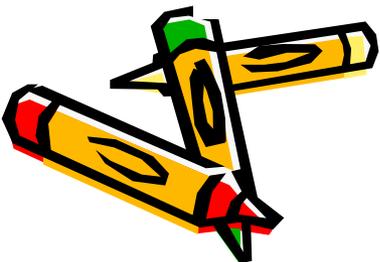


# Teaching Stations-

Learning and practicing the expectations in all locations of the building

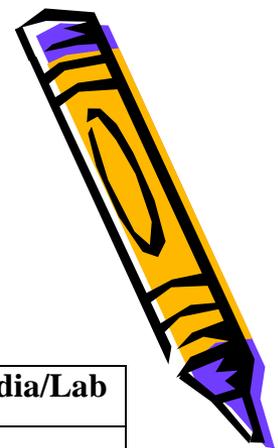


	Classroom	Hallway	Music	Phy. Ed.	Lunch	Recess	Media/Lab
 <p><b>Be Respectful</b></p>	<ul style="list-style-type: none"> <li>Take turns</li> <li>Listen</li> <li>Follow directions</li> <li>Use appropriate voice level</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Keep hands and feet to self</li> <li>Stay on line</li> <li>Queue</li> </ul>	<ul style="list-style-type: none"> <li>Use manners</li> <li>Look at teacher</li> <li>Listen</li> </ul>	<ul style="list-style-type: none"> <li>Be a good listener</li> <li>Take turns</li> </ul>	<ul style="list-style-type: none"> <li>Say "Please" and "Thank you"</li> <li>Listen to the teacher</li> <li>Use table properly</li> </ul>	<ul style="list-style-type: none"> <li>Treat the equipment properly</li> <li>Use the equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use the computers, bookshelf</li> <li>Make sure materials are returned correctly</li> </ul>
 <p><b>Be Responsible</b></p>	<ul style="list-style-type: none"> <li>Use classroom materials appropriately</li> <li>Complete jobs</li> <li>Clean up</li> <li>Work well in groups</li> <li>Tell the truth</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Stay out of lockers</li> <li>Put trash in garbage cans</li> </ul>	<ul style="list-style-type: none"> <li>Follow verbal &amp; written directions</li> </ul>	<ul style="list-style-type: none"> <li>Complete all tasks individual or group</li> <li>Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Remember lunch money</li> <li>Do not talk</li> <li>No eating or drinking</li> </ul>	<ul style="list-style-type: none"> <li>Stay in allowed areas</li> <li>Use equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>Bring back books by the due date and in good condition</li> </ul>
 <p><b>Be Ready</b></p>	<ul style="list-style-type: none"> <li>Come to class prepared (homework, materials)</li> <li>Be on time</li> </ul>	<ul style="list-style-type: none"> <li>Go to your destination right away</li> </ul>	<ul style="list-style-type: none"> <li>Meet all expectations</li> <li>Stand quietly</li> </ul>	<ul style="list-style-type: none"> <li>Remember proper shoes and clothing</li> </ul>	<ul style="list-style-type: none"> <li>Stand in line quietly</li> <li>Have to self</li> </ul>	<ul style="list-style-type: none"> <li>Listen to adults</li> <li>Listen for directions</li> <li>Use equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>Check out books before leaving the library</li> </ul>



# Teaching Review-

Giving examples of the expectations based on what has been learned

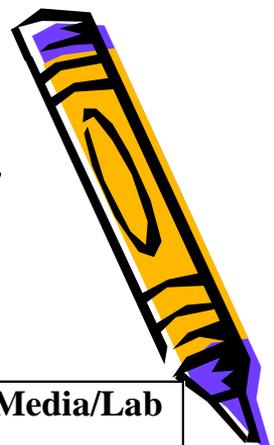


	Classroom	Hallway	Music	Phy. Ed.	Lunch	Recess	Media/Lab
	<i>Listen to the teacher</i>	<i>Be quiet</i>	<i>Look at teacher</i>	<i>Take turns</i>	<i>Say please</i>	<i>Say nice things</i>	<i>Check out books</i>
	<i>Get your work done</i>	<i>Go right there</i>	<i>Bring paper</i>	<i>Follow rules</i>	<i>Bring money</i>	<i>Put away balls</i>	<i>Bring books back on time</i>
	<i>Have your materials</i>	<i>Stay in line</i>	<i>Stand on risers</i>	<i>Bring shoes</i>	<i>Stay in line</i>	<i>Line up with bell</i>	<i>Have book stick</i>



# Teaching Booster-

Reflecting on demonstration of the expectations,  
and writing action plans for improvement

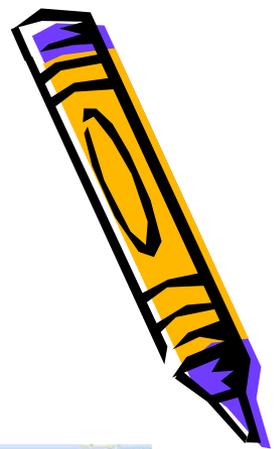


	Classroom	Hallway	Music	Phy. Ed.	Lunch	Recess	Media/Lab
Be Respectful	Green	Red	Green	Green	Green	Yellow	Green
Be Responsible	Yellow	Green	Green	Green	Green	Red	Yellow
Be Ready	Green	Yellow	Green	Yellow	Yellow	Green	Yellow



Green= all the time      Yellow= most of the time  
Red= some/none of the time

# PBIS Games



## Jeopardy

Jeopardy					
Classroom	Hallway	Bathroom	Cafeteria	Recess	Bus
\$100	\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500	\$500

## BINGO

 Walk in the hallway	 Raise your hand	 Bring your materials	 Finish your work
 Listen quietly to the teacher	 Follow bus safety rules	 Follow playground rules	 Follow cafeteria rules
 Stay in line	 Whisper while you walk in the hallway	 Put garbage in the trash can	 Put materials away
 Be on time	 Return books to the media center	 Bring gym shoes to Pky.Ed.	 Follow the teacher's directions

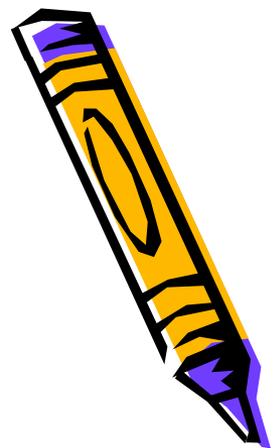
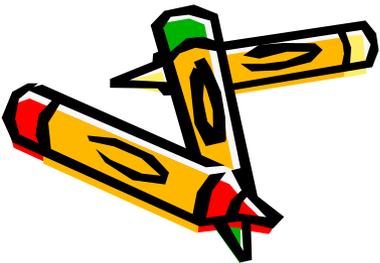


# Common Language

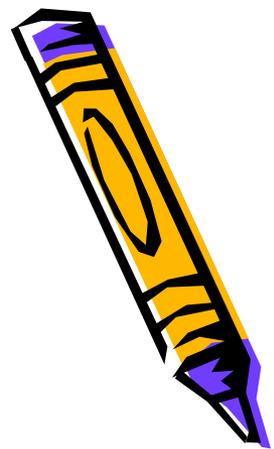
Expected/Unexpected



Thinking Bubble/Talking Bubble



# Reflections



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Irish Pride**



**RECESS REFLECTION**

What did you play today? Who did you play with?

What went well?

What didn't go well?

What was my level of action? (Circle one)

- 1- Not following direction, not participating, arguing, poor attitude
- 2- Following directions, taking care of equipment, under control, respectful of others
- 3- Self-responsible, returning equipment, acting as a role model

What is my plan for tomorrow?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Irish Pride**



**LUNCH REFLECTION**

Who did you sit with? What did you eat?

What went well?

What didn't go well?

What was my level of action? (Circle one)

- 1- Not following direction, not participating, arguing, poor attitude
- 2- Following directions, under control, respectful of others
- 3- Self-responsible, acting as a role model

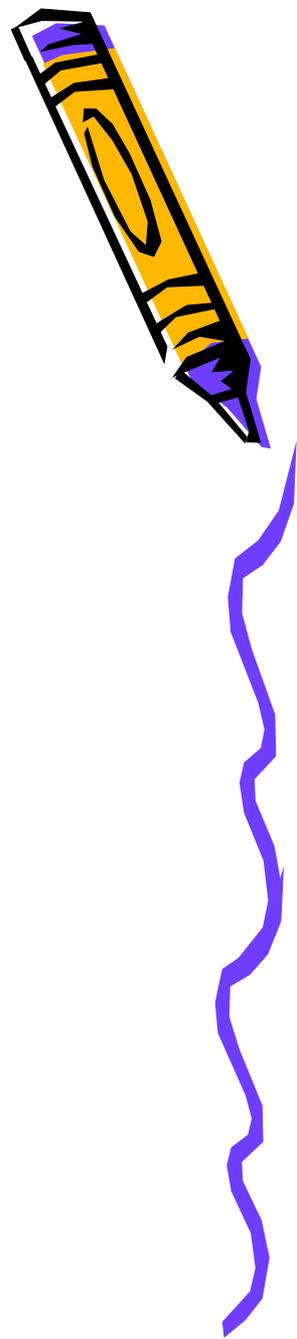
What is my plan for tomorrow?



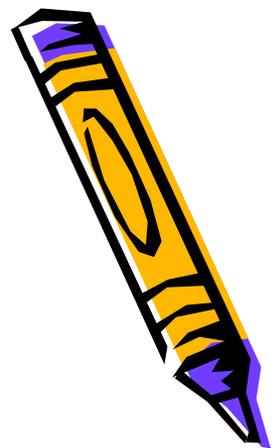
# Review Books

Students and classrooms made booklets with each page a separate location in the school.

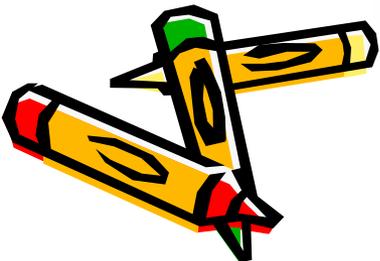
What Irish Pride looks like in the	What Irish Pride looks like in the
<b>Playground</b>	<b>Hallway</b>
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



# Visual Matrices



<b>Classroom Expectations</b>		
 <p>Be Respectful</p>	 <p>Be Responsible</p>	 <p>Be Ready</p>
Take turns 	Use classroom materials appropriately 	Come to class prepared (homework, notes, etc.) 
Listen 	Complete daily jobs/work 	Fill out assignment notebook 
Follow directions 	Clean up 	
Use appropriate voice level 	Work well in groups 	





# Irish Connections

- All staff
- All students
- Small group- 8-10 students
- Once a month- 30 minutes
- Provides one more caring adult in the child's life
- Creates one more opportunity to interact with peers from various grades

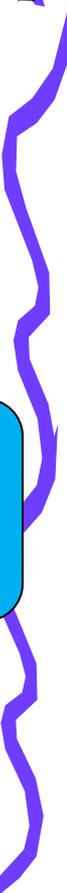
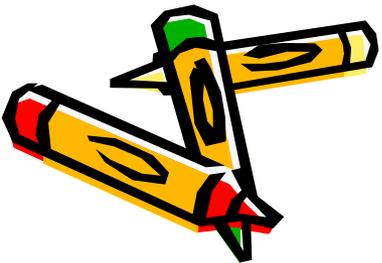
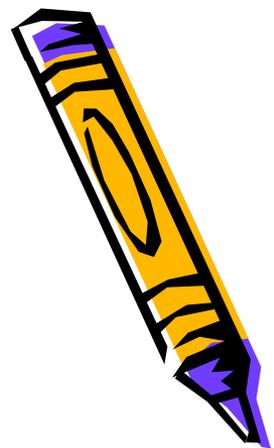
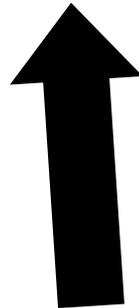


# SCHOOL-WIDE EXPECTATIONS

Taught

Reinforced

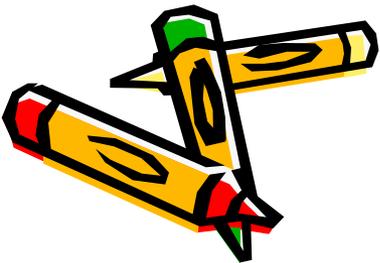
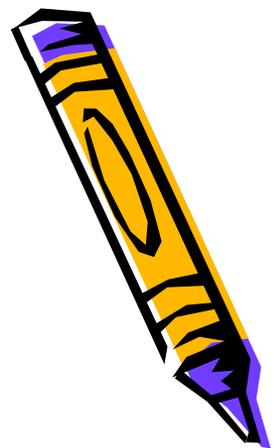
Visible





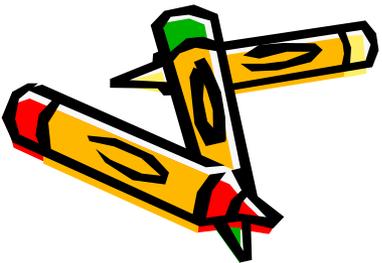
# Shamrocks

- Shamrocks are handed out to individual students demonstrating school-wide expectations
- All school staff are involved (teachers, assistants, office staff, cafeteria workers, custodians...), as well as bus drivers and community businesses

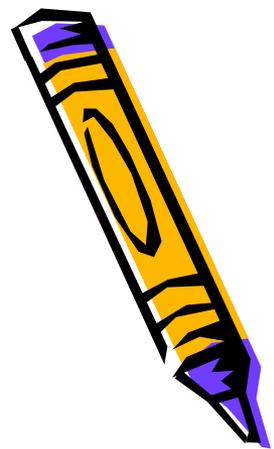


# Shamrock Stop-

Students turn in shamrocks to the office for biweekly drawings

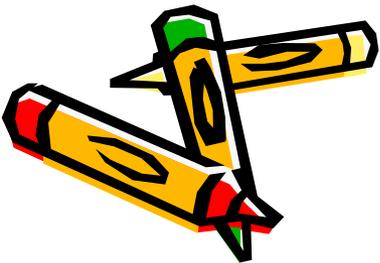


# From prizes to coupons

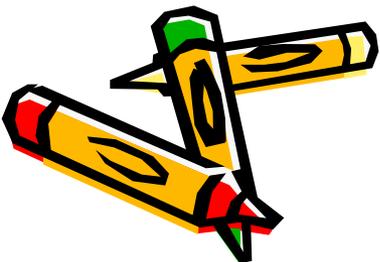
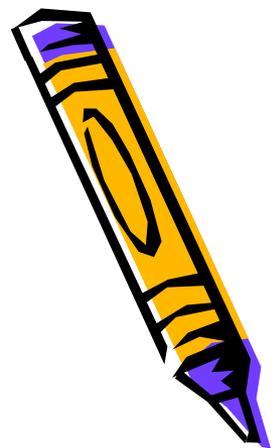


 <b>Lunch Line</b>	 <b>Picture Perfect</b>
This coupon permits the student to go to the front of the lunch line for one day.	This coupon permits the student to have their picture taken with the principal or teacher of their choice.
<b>Irish Pride</b>  Name: _____ Date: _____	<b>Irish Pride</b>  Name: _____ Date: _____

 <b>Homework Pass</b>	 <b>Irish Game Ticket</b>
This coupon permits the student to miss one assignment with permission of their teacher.	This coupon permits the student to attend one Irish sporting event for free.
<b>Irish Pride</b>  Name: _____ Date: _____	<b>Irish Pride</b>  Name: _____ Date: _____



# Now: Stamps and Stickers



# Nonclassroom Settings

## Irish Café Travelling Tray

Grade Levels showing the best Irish Pride each week in the cafeteria are awarded the Irish Café travelling Tray.

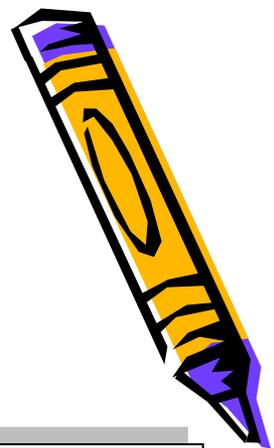
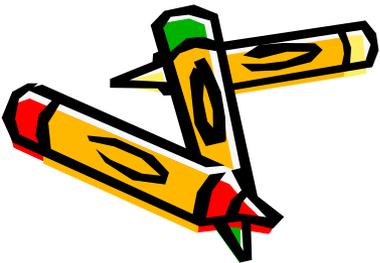


## Positive Playground Days

Grade Levels with the fewest office referrals from the playground each trimester are awarded the Playground Sneaker

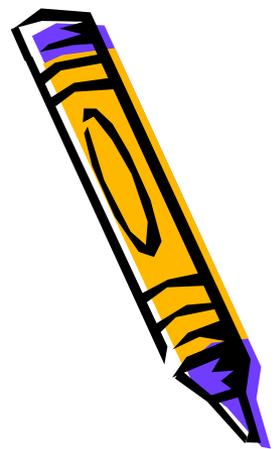
## Golden Dustpan

Custodians award the Golden Dustpan to the classrooms that showed the most responsibility taking care of their classrooms



# "80% Rule"

- Apply triangle to adult behavior!
- Regularly acknowledge staff behavior
- Individualized intervention for nonresponders
  - Administrative responsibility



# Staff Acknowledgement



**KUDOS**



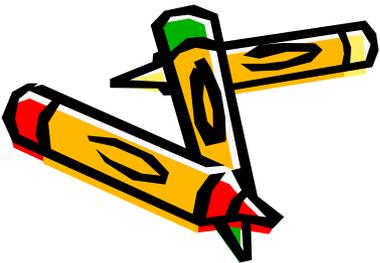
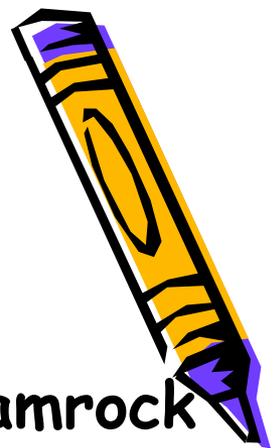
**TRAVELLING TULIPS**



# Reinforcing Staff

Teachers- OSCAR  
Our Staff Care About Respect,  
Responsibility, Readiness

Support Staff- Shamrock



# Reinforcing PBIS practices

## Caught Yas

All staff that have submitted names for "Caught Ya's are entered into a drawing for prizes- the most popular of which is a special parking space



**STAFF OF THE WEEK PARKING-FRONT LOT**

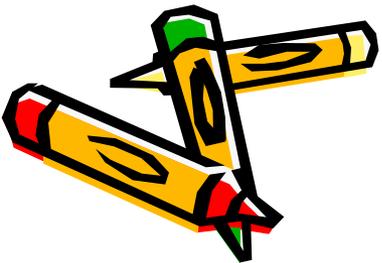
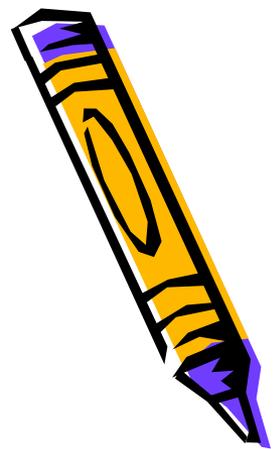
**THIS CERTIFICATE IS AWARDED TO**

**Name:** \_\_\_\_\_

**Dates:** \_\_\_\_\_

**MAPLE LAKE ELEMENTARY IRISH PRIDE**

**PARKING**

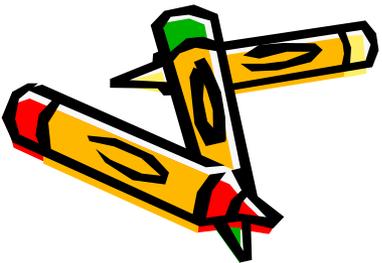
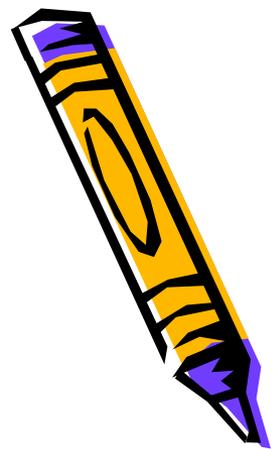
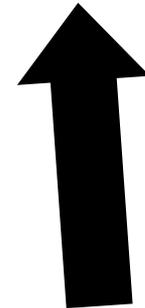


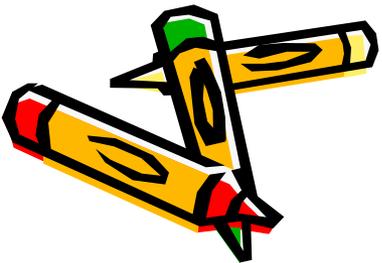
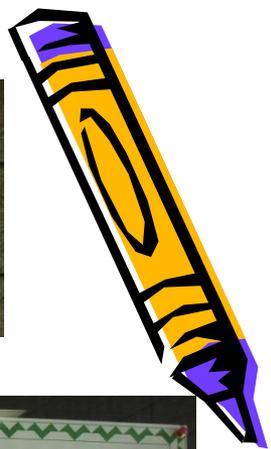
# SCHOOL-WIDE EXPECTATIONS

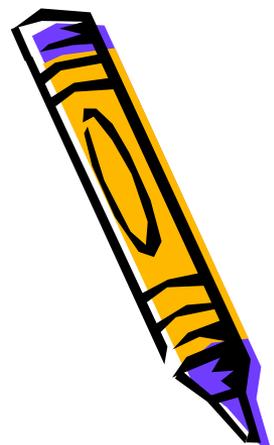
Taught

Reinforced

Visible





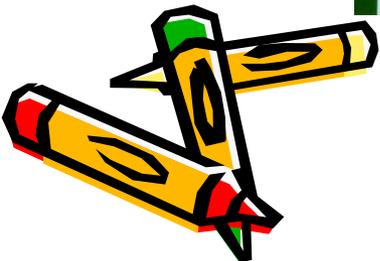


## Cafeteria Expectations

1. Stand quietly in line with hands to yourself
2. Use inside voices
3. Eat your lunch promptly, do not play with or share food/items
4. Clean up your table area
5. Stay seated until dismissed and raise your hand for help
6. Walk quietly when leaving

### IRISH PRIDE

Zahler



 Irish Pride  
Media/Lab Expectations



- ✧ Use computers, books, shelf markers, magazines and furniture correctly



- ✧ Check-out books before leaving



- ✧ Bring books back by due date
- ✧ Follow directions

 Irish Pride  
Music Expectations



- ✧ Use manners
- ✧ Look at teacher
- ✧ Listen



- ✧ Meet all expectations
- ✧ Stand in line quietly



- ✧ Follow directions

 Irish Pride  
Hallway Expectations



- ✧ Follow directions
- ✧ Keep hands and feet to yourself
- ✧ Whisper while you walk



- ✧ Go straight to your destination
- ✧ Face forward



- ✧ Walk quietly
- ✧ Stay out of lockers
- ✧ Put trash in garbage cans

 Irish Pride  
Phy.Ed. Expectations



- ✧ Be a good listener
- ✧ Take turns



- ✧ Remember proper shoes and clothing



- ✧ Complete all tasks
- ✧ Follow directions

 Irish Pride  
Classroom Expectations



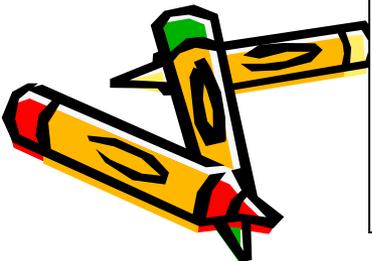
- ✧ Take turns
- ✧ Listen
- ✧ Follow directions
- ✧ Use inside voices



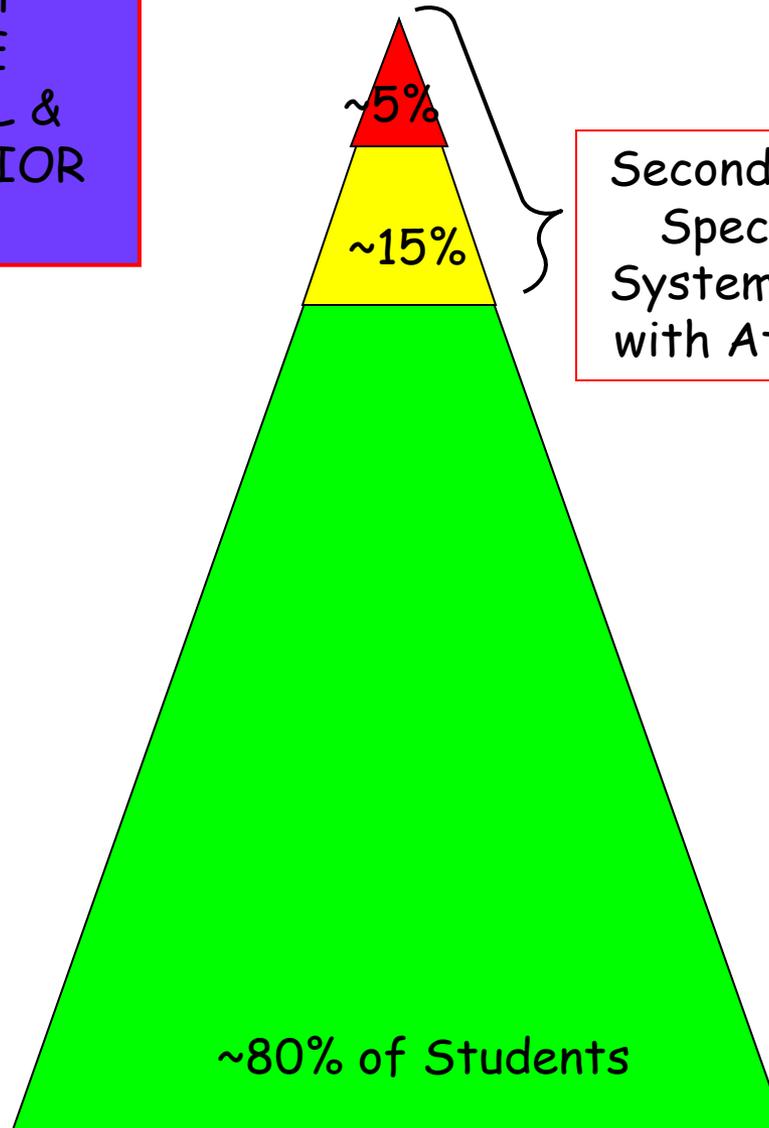
- ✧ Come to class prepared
- ✧ Fill out assignment book



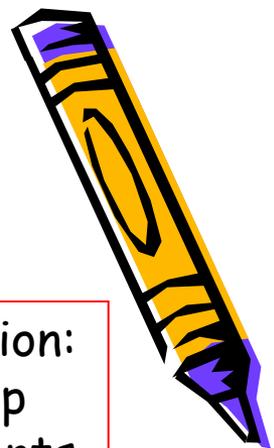
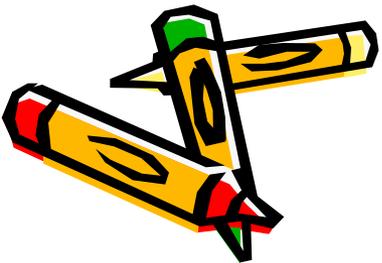
- ✧ Use materials appropriately
- ✧ Cooperate in groups
- ✧ Tell the truth



CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE BEHAVIOR  
SUPPORT



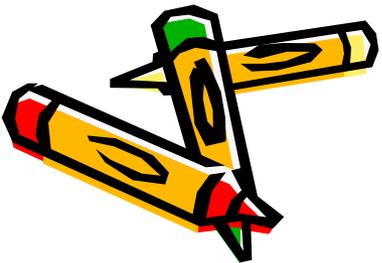
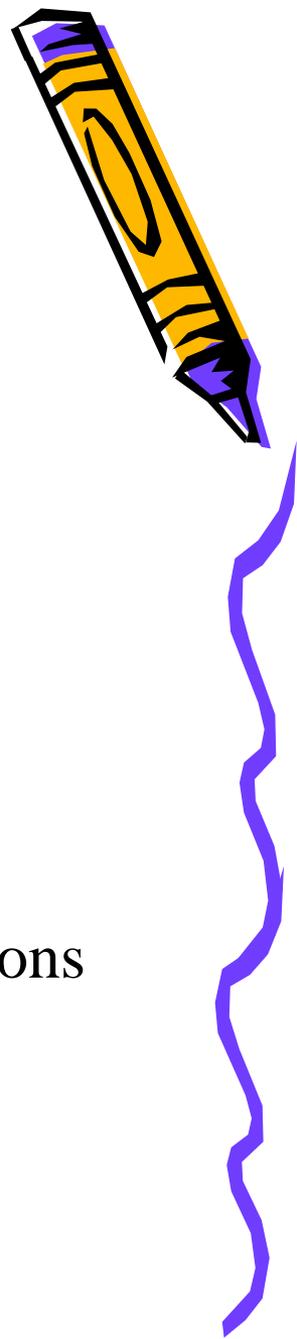
Secondary Prevention:  
Specialized Group  
Systems for Students  
with At-Risk Behavior



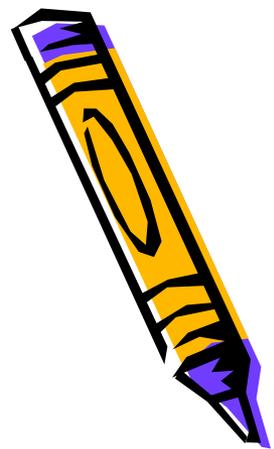
# Check-in/Check-out

## 1. Increase positive interactions with staff

- » Pre-corrections
- » Reminders
- » Building Rapport
- » Being a cheerleader
- » Re-teaching school-wide expectations



# Check-in/Check-out



## 2. Increase opportunities for feedback (Daily Point Sheets)

**Irish Support Program** Student: \_\_\_\_\_ Date: \_\_\_\_\_

Please give the student points based on the following scale for each part of their day and make a comment if applicable

0= Not at all      1= Some of the Time      2=All of the Time

Be Respectful	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺
Be Ready	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺
Be Responsible	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺	☺☺☺☺☺☺☺☺☺☺

**Irish Pride**

☺ Be Respectful ☺ Be Ready ☺ Be Responsible

Score:

**Irish Support Program** Student: \_\_\_\_\_ Date: \_\_\_\_\_

Please give the student points based on the following scale for each part of their day and make a comment if applicable

0= Not at all      1= Some of the Time      2=All of the Time

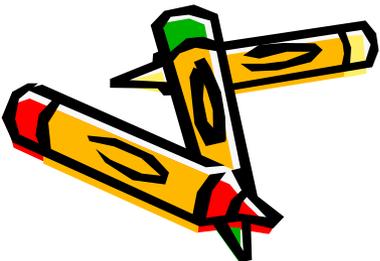
Be Respectful	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Ready	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
Be Responsible	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2

**Irish Pride**

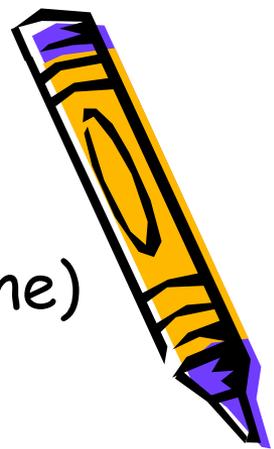
☺ Be Respectful ☺ Be Ready ☺ Be Responsible

Score:

*School-wide expectations or personalized goals*

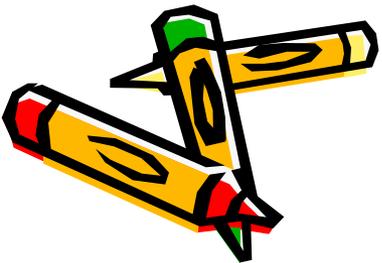
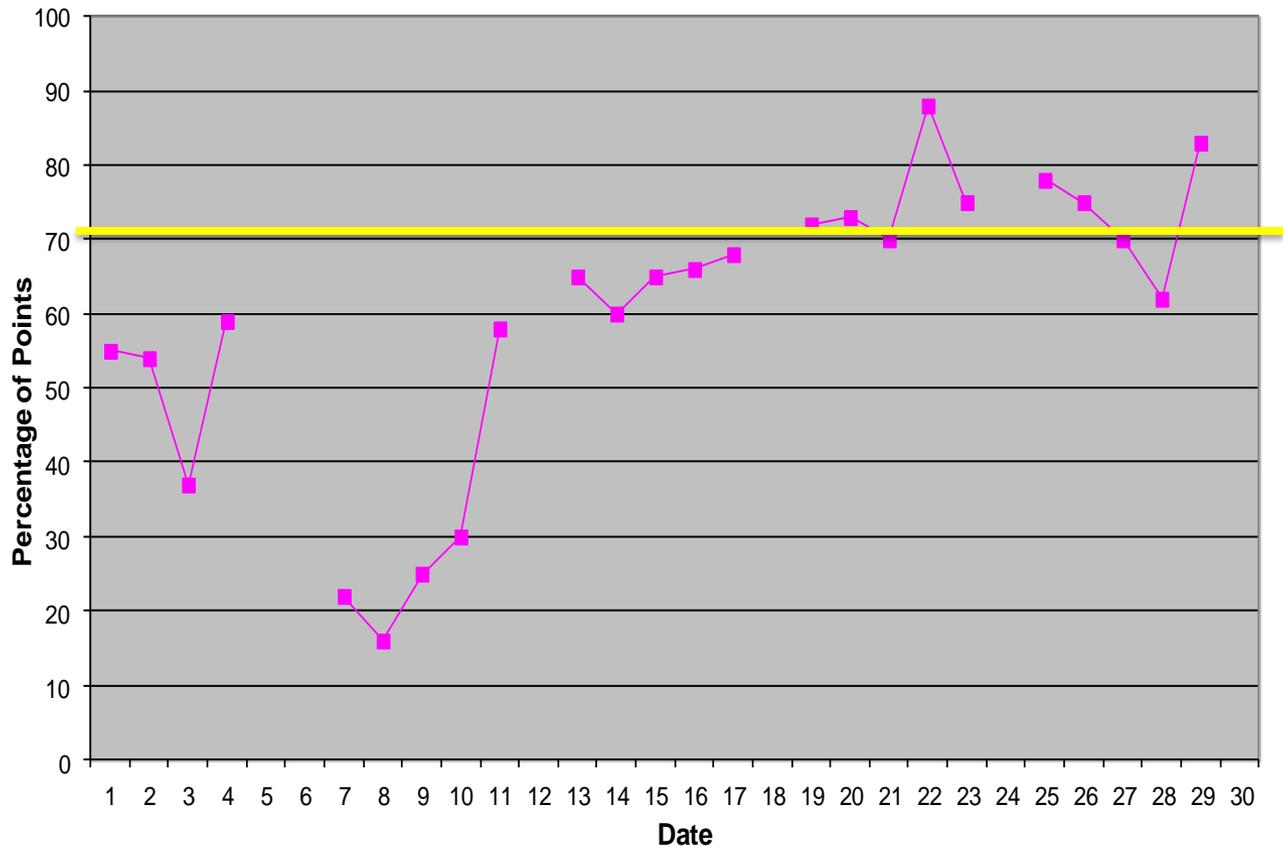


# Check-in/Check-out

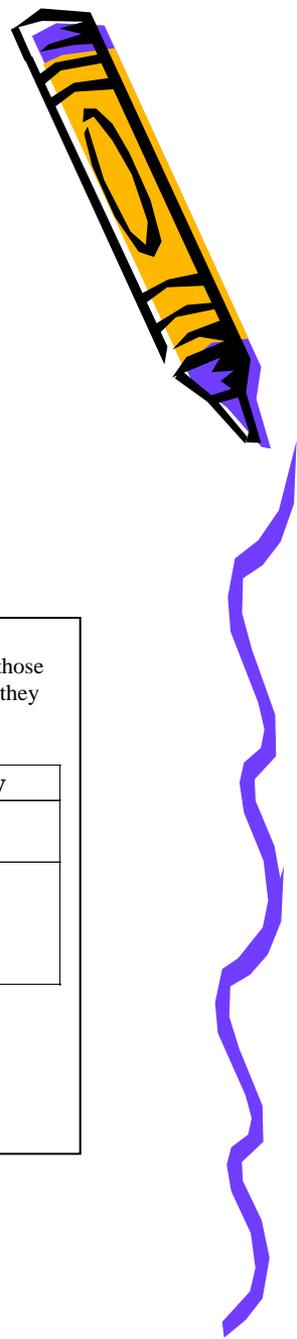


## 3. Goal Setting - Graphs (Above or Below the Line)

Support Program- Daily Point Sheet



# Check-in/Check-out



## 4. Increase communication with home (Weekly Progress Reports)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

This is a weekly summary of your child's progress with their point sheet. Goals are set at school with incentives awarded when those goals are met. Please consider using this form to discuss your child's week. Focus on the positives and emphasize the progress they are making. Feel free to call the program coordinator or classroom teacher if you have any questions or concerns.

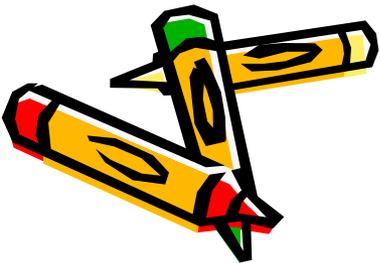
	Monday	Tuesday	Wednesday	Thursday	Friday
Score					
Comments					

- Becky Nies, Program  
Coordinator (320)963-7452

**Irish Pride**

Be Respectful    Be Ready    Be Responsible

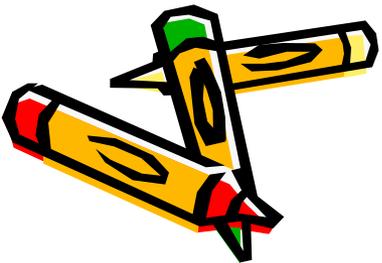
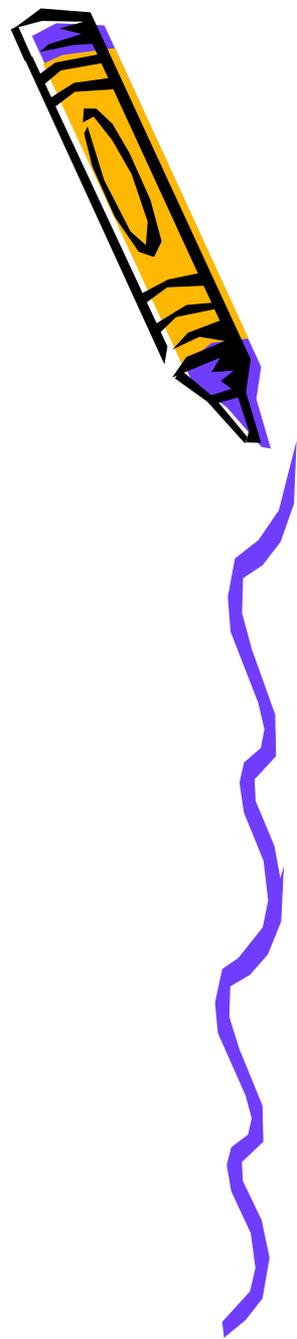
Weekly Average: \_\_\_\_\_



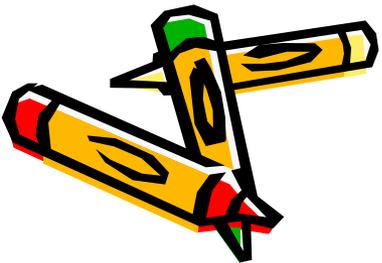
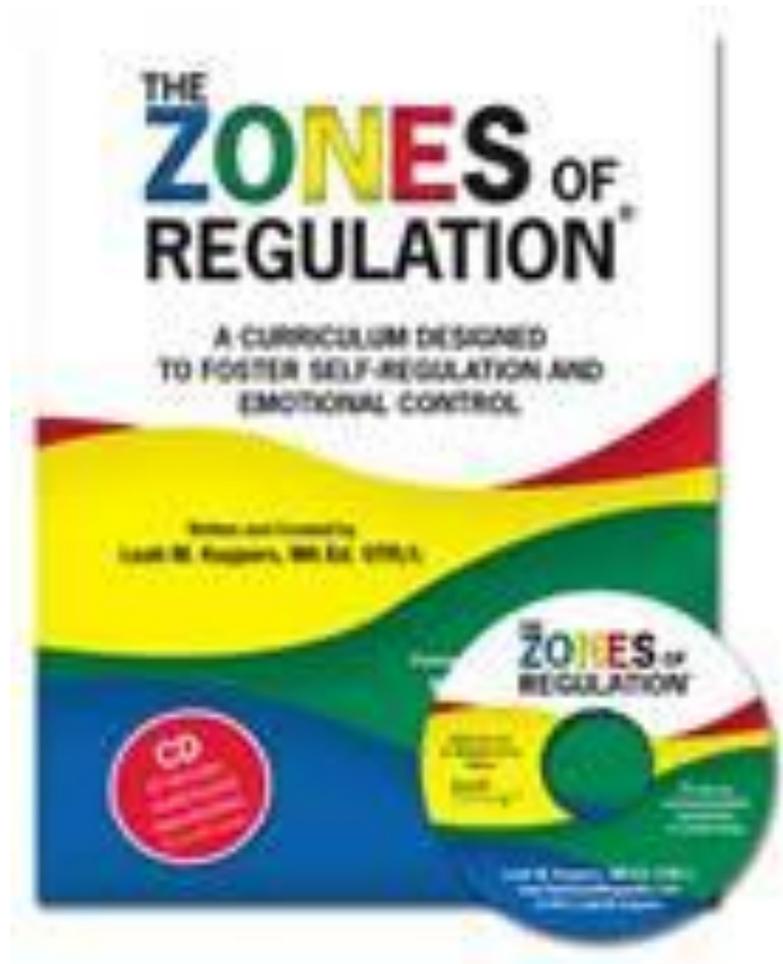
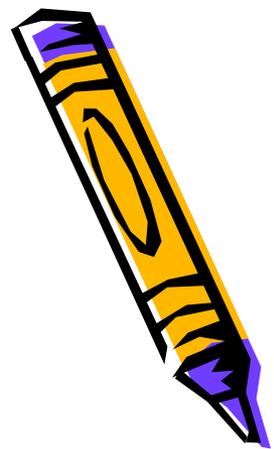
# Check-in/Check-out

## 5. Celebrate!!!!

- Wahooooooooo
- Punch Cards
- Coupons
- Prizes
- Certificates
- Calls home



# Teaching Self-Regulation



# Zones of Regulation



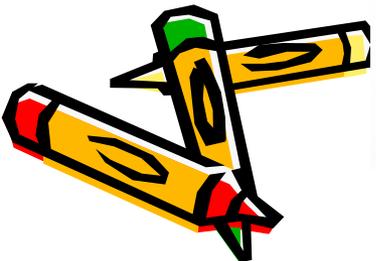
The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

## The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Copyright © 2011 Leah M. Kuypers

This page may be copied for the purposes of educating students and other professionals.



# Strategies



## THE ZONES OF REGULATION®

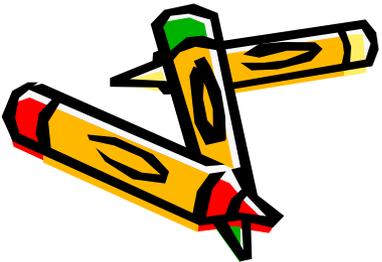
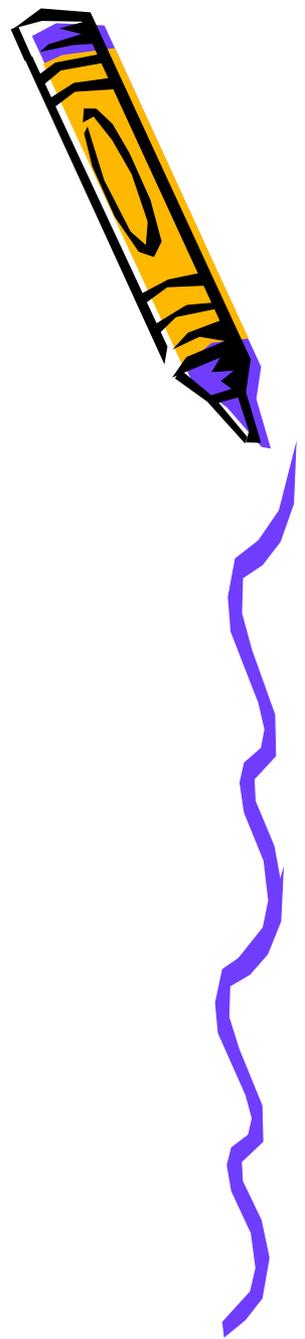
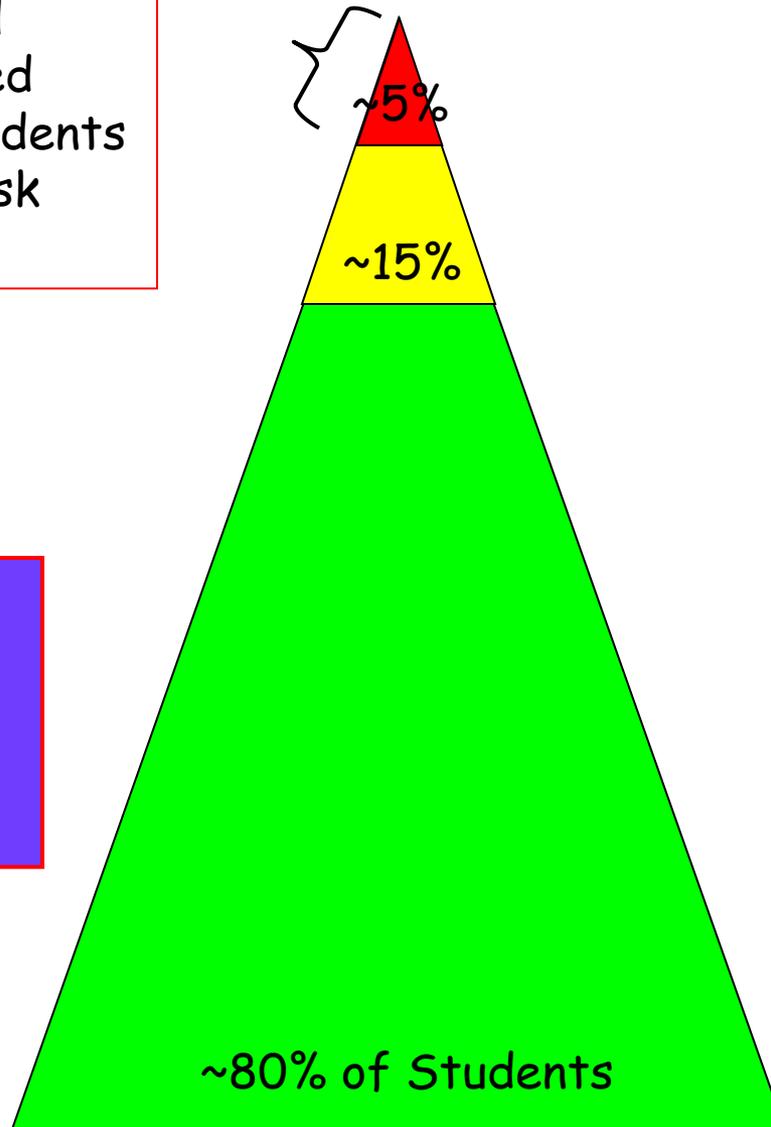
Blue Zone	Green Zone	Yellow Zone	Red Zone
<p><b>BLUE ZONE</b></p>	<p><b>GREEN ZONE</b></p>	<p><b>YELLOW ZONE</b></p>	<p><b>RED ZONE</b></p>
<p>Blue Zone Tools</p> <p>Stretch</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Green Zone Tools</p> <p>Drink water</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Yellow Zone Tools</p> <p>Deep breaths</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Red Zone Tools</p> <p>Take a break</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Copyright ©2011 Leah M. Koppers, MA Ed. OTR/L • Published by SocialThinking.com



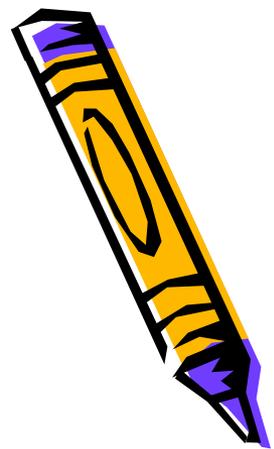
Tertiary Prevention:  
Specialized  
Individualized  
Systems for Students  
with High-Risk  
Behavior

CONTINUUM OF  
SCHOOL-WIDE  
INSTRUCTIONAL &  
POSITIVE BEHAVIOR  
SUPPORT



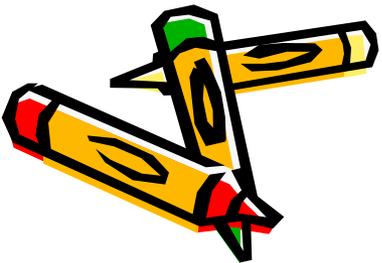


# Community



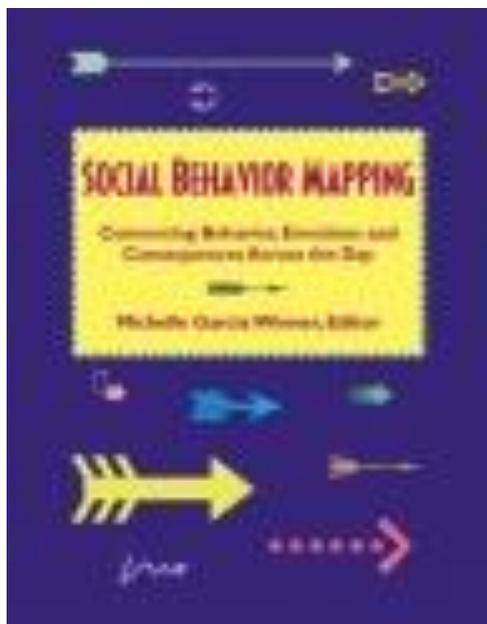
## Mentorship Program

- Connecting students who need more than Check-in/Check-out with members from the community

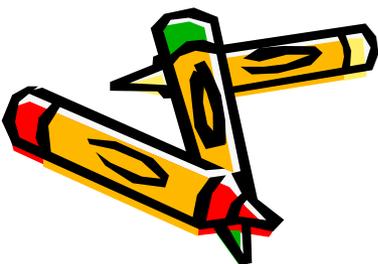
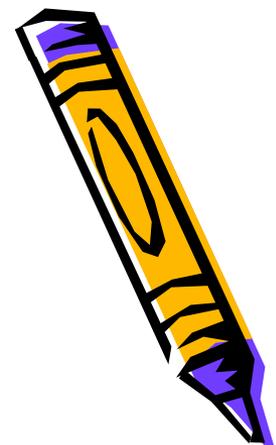
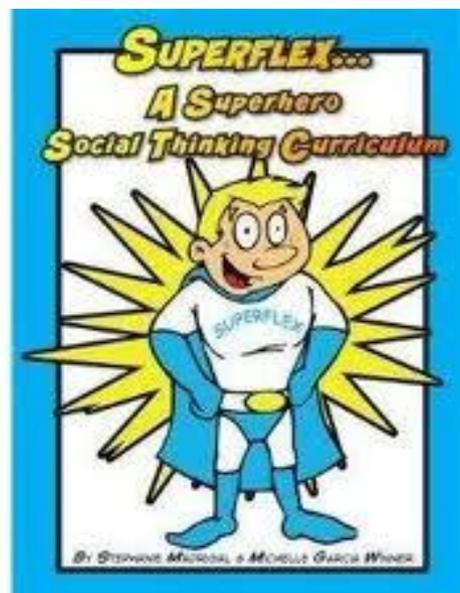


# Social Thinking

Social Behavior Mapping



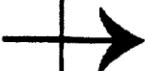
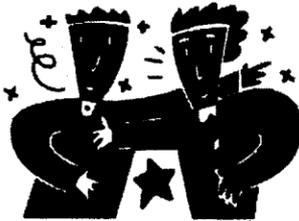
Superflex

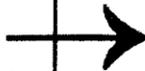


# Social Behavior Map

Behaviors That Are EXPECTED For...

Behaviors That Are UNEXPECTED For...

Expected Behaviors	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself
			
			

Unexpected Behaviors	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself
			
			

# Social Behavior Map

## Behaviors That Are EXPECTED For Learning as Part of a Group in the Classroom

## Behaviors That Are UNEXPECTED For Learning as Part of a Group in the Classroom

Expected Behaviors	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
Sit where the group is sitting.	Happy	Calm voices.	Good
Keep your eyes on the teacher or what she is talking about.	Proud	Pleased look on peoples' faces.	Calm
Work on tasks the teacher assigns during work time.		People compliment or praise your behavior.	
Ask for help.	Calm	People may just let you work quietly so that you can work.	Happy
Touch only your own materials.		People might give you special opportunities or special tasks.	
Use fidgets to help keep your body calm.	Pleased	Students want to work with you.	Relieved
Keep your comments and questions focused on the class topic.		Students may want to hang out or play with you during non-work times.	
Take out your book, pencil, and paper at the start of class.	Successful	You earn a break time for concentrating well.	Included
Write down your homework assignment.		People laugh at something you say or do and they want to hang out with you.	
Put materials away at the end of class.			
Monitor your talking time so that you participate as a member of the group; not too much nor too little.			
Monitor your use of humor so that it blends in with the class and does not stand out.			



Unexpected Behaviors	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
Your body does not look like it is part of the group (e.g. wandering, body turned away from the group).	Frustrated	Tense faces.	Sad
Your eyes are not focused on the teacher or what she is referencing.	Angry	Angry or solemn sounding voices.	Anxious
Refusing to work, including sleeping.	Irritated	People tell you what you should be doing (they nag you).	Mad
NOT asking for help.	Worried you are not learning as part of the group.	Students may not want to work with you.	Not included
Body is not calm and you are doing things that distract yourself or others.		Students may not choose to hang out or play with you.	
Smelling or touching people.	Tense	You are sent out of the classroom.	
Talking about things of interest to you, but your comments do not closely add to the class topic.		You do not get any special rewards.	
Not getting materials out at the start of class.		People laugh at something you say or do but they do not want to hang out with you.	
Not writing down your homework assignment.			
Not putting materials where they belong at the end of class.			
Cracking jokes or laughing during work times to the point of distraction to others, the teacher or yourself.			



# Social Behavior Map

Behaviors That Are EXPECTED For...

Listening

EXPECTED Behaviors	How They Make Others Feel	POSITIVE Result You Experience	How You Feel About Yourself
→ Look @ teacher → hear → calm down, care → stay on channel → quiet feet → calm, face people → quiet mouth → quiet still	happy comfortable respected	Using W.B.L. means more fun, friends, learning	v happy



Behaviors That Are UNEXPECTED For...

Listening

UNEXPECTED Behaviors	How They Make Others Feel	NEGATIVE Result You Experience	How You Feel About Yourself
→ looking away from speaker → ignoring → forget to care, ignore → on different channel dd-stomp → roaring, loud, distracting → busy hands, pappers	Confused uncomfortable thoughts annoyed, frusted	Leave group lose priv people avoid can't hang don't learn as much	Sorry disappointed





**Kid Bile** - I mean purple  
get stuck on their heels.



**Quase** - I make people  
see huge giant fleecies.



**E.O.E.** - I make people  
swear - sometimes.



**Ann-Jane** - I get people to  
act funny and silly.



**Squidward** - I get people  
to invade other's  
personal space.



# SUPERFLEX

King of the Uncomfortable

SUPERFLEX was created by a comic book writer, which means the character is better equipped to deal with things like the TV, the radio, the radio, a pizza store being slow to get his pizza to him, seeing your neighbor's baby girl in bed, and so on. I believe you can use his ability to make things happen, except for the fact that he has to make sure it's not uncomfortable to someone else's life. He can't make things happen if it's going to make someone else uncomfortable.



**Doc-Dad** - I get  
people to talk like  
adult celebrities.



**Madonna** - I get  
people to use funny  
on the wrong side of the  
wrong side of with  
the wrong person.



**The-Dog** - I protect  
people.



**Rob-Outer** - I make people  
jokes from the ground.



**Daisy-Pony** - I can  
talk to you much  
faster.



**Tape Testmaster** - I make  
people jump off trees.



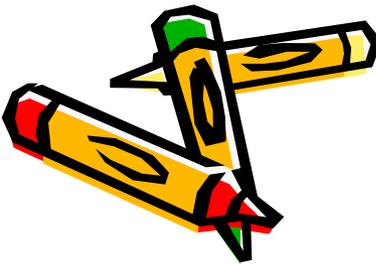
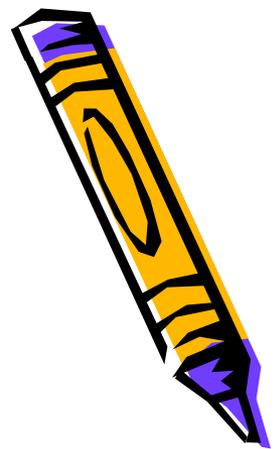
**Moby-Mob** - I make  
people worry  
too much.



**Dr-Master** - I don't let  
people to socially  
reject about others.



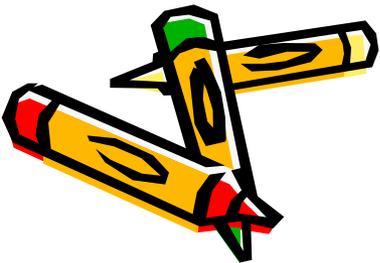
**Gumpy-Gumpy** - I  
put people in groups  
again.



# Questions? Comments?

## Maple Lake Elementary School

- Becky Nies, Special Education Teacher  
[niesr@maplelake.k12.mn.us](mailto:niesr@maplelake.k12.mn.us)
- Trish Ludwig, Interventionist  
[ludwigt@maplelake.k12.mn.us](mailto:ludwigt@maplelake.k12.mn.us)
- Lisa Weninger  
[weningerl@maplelake.k12.mn.us](mailto:weningerl@maplelake.k12.mn.us)



Thank you!

