Matrix Location: **Hallway**

Core Value: **Be Respectful**

Behavior Expectations: **Use inside voice**

<table>
<thead>
<tr>
<th>Teaching Example  (This phase will take two to three days)</th>
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<tbody>
<tr>
<td><strong>Concept to be taught:</strong></td>
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<td>Inside Voice (many of our students need concrete examples given in multi sensory modalities to help in the acquisition of knowledge.)</td>
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**Prior Knowledge Building:**
Students will view (power point) and read the story book Lincoln Lion Goes to School followed by a discussion on the matrix expectations (especially in the hallway quiet voice).

**Teaching the concept of inside voice:** (pick at least two activities that are appropriate for your classroom.)

1. To learn and reinforce the concept of “inside voice” the teacher will have the student participate in singing a song that demonstrates the difference between a loud voice and an inside voice. Such songs could include John Jacob Jinglehiemer Schmidt and Applebottom Jeans. Encourage students to participate in singing the song and emphasize the parts that use an inside voice. After singing, ask students to identify the parts that were sung in an inside voice.

2. Another activity to help with learning and reinforcing the concept of an inside voice is participating in Yoga exercises. Before participating, review what an inside voice sounds like. Tell students that they are going to experience what an inside voice feels like also. Using Yoga Cards (see O.T. and P.T.), have students participate in the exercise while using an inside voice. After the exercise, have students respond to the question, “What am I thankful for?” Students should use an inside voice. Ask the students to notice how their inside voices sounded. Remind them this is how their voice should sound in the hallway.

3. Teach the rhyme to help reinforce the hallway expectations: Standing in line is easy to do if you take care of only you. Feet are forward, hands to the side, lips are closed, and we walk with pride.

4. Teach the Marshmallow Toes Rhyme: Walking through the hallways, everyone
QUIETLY GOES, being respectful all the way, walking on our marshmallow toes. Suggested activities to help reinforce this concept could include: Feeling the soft marshmallows (this is how they should walk in the halls, with marshmallow toes and voices). Dropping the marshmallows and asking if they make a noise. Remind students this is how they should sound while walking in the hallway.

5. Have students place their hands on their voice box and then prompt them to talk loudly while feeling the vibrations (speaking louder will cause vocal fold to vibrate quicker). Next prompt the students to speak softly. Explain the difference in vibration and tone of voice. Discuss the importance of speaking softly and using an inside voice.

Role Play Examples

**Modeling**
1. Students/staff will practice walking in the hallway using their “inside voices”.
2. Students and staff will practice walking in the hallway using their “inside voices”. Tell the students that you are going to be very sneaky and walk by rooms without people noticing them. However, this time classroom staff will arrange for a noisy distraction in the hallway (example: staff walking loudly in the hallway). Upon return to the classroom, begin a discussion on their observations regarding that distraction.

**Positive Reinforcement**
A 4:1 positive ratio should be employed during all parts of the lessons. Possible positive messages could include: (Get the message out to other staff that you are working on this expectation and if they notice students using an inside voice to praise them.)
1. Smiles
2. Thumbs up
3. _______ I like how you are walking in the hallway.
4. _______ you are setting a good example by using your quiet voice.

**Corrective**
“Next time remember your inside voice”
“Please talk using your quite voice.”