Matrix Location: Hallway

Core Value: Responsible

Behavior Expectations: Follow Directions

Identify the concepts: Be Responsible/Follow Directions

- Review the terminology (Done in the classroom setting):
  - Responsible/Responsibility: being trustworthy, knowing the difference between right and wrong.
  - Follow Directions: to complete a verbal direction.
    - Say, “Okay,” or “I can do that.”
    - Listen respectfully
    - Do it right away.

- Class Discussion (Done in the classroom setting).
- Review attached social story about being responsible in the hallway.
- PECS should be used when necessary, depicting the students in the classroom being responsible in the hallways):
  - What is the purpose of the hallway?
    - Allows students to travel from one area of the building to another quietly.
  - When do you use the hallway?
    - To get to another classroom, gym, office, cafeteria, etc.
  - What does BE RESPONSIBLE look like in the hallway?
    - Continually walk without stopping (unless directed to...
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by staff), ignore distractions, get where you’re going quickly, staying quiet, and following directions.

- Pre-Teach Hallway Procedures

Prior to taking your class into the hallway, pre-teach The Lincoln Center hallway rules. Example, “Before we leave for gym, I want to remind you to walk quietly in the hallway, and follow directions. If I ask you to quiet down, you should say, “OK” and do it right away.”

- Rhyme

“When walking down the hall, I’ll hold my head straight.
When walking down the hall, I’ll keep a steady gait.
To my side my hands will stay, as I take the shortest way.
When around the school I go,
I’ll keep my voice down low.”

- Review the rhyme with students.

Role Play Examples

Modeling the behavior while in the hallway (practice):

Take the student/group of students into the hallway. Have a planned destination for the student/s (e.g., office, gym). Provide reminders that a student is responsible when he/she gets to the destination quickly (walking) and quietly. While walking to the destination, remind the student/s to remain quiet while passing other classrooms (so as not to distract other students).

The teacher should provide a non-example (only the teacher role plays non-examples), by purposefully raising his/her voice while walking to the destination. Have another staff member remind the teacher of the rule of being quiet in the hallway. The teacher should then state, “Ok” and lower his/her voice level. Reminding the students that if a staff member gives a direction, to say “OK” and do it right away.
Ask students for examples: Ask students to role-play a real life-example of students following The Lincoln Center hallway rules of being responsible in the hallway, walking quietly and following directions. Remember, the teacher role-plays non-examples of when students are not following The Lincoln Center hallway rules. If students come up with non-examples, the teacher must role-play them.

Positive Reinforcement:
Provide verbal feedback to the students as they show they are being responsible in the hallways.
- “Jason is doing a great job of walking quietly in the hallways!”
- “You are being so responsible, while walking to the office!”
- “I like how you are following directions, keep up the good work!”

Corrective:
- Remember to follow directions next time.”
Be RESPONSIBLE in the Hallway at The Lincoln Center
At TLC we are Compassionate, Responsible, Safe, Respectful, and Peaceful in the hallway.
To be responsible at TLC, we walk quietly.
To be responsible at TLC, we follow directions. This means we listen, say “OK” and do what we are asked right away.
It is fun to be responsible in the hallway at The Lincoln Center.