Matrix Location: Office

Core Value: Be Respectful


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<th>Teaching Example</th>
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<td>• The teacher/paraprofessional would organize the students into a group setting in the classroom such as circle time.</td>
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<td>• The teacher/paraprofessional would read a social story or book about how, when, where, who and why people use quiet voices and keep doorways clear in multiple settings such as the school office, community based instruction settings, hallways, and bathrooms.</td>
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<td>• The teacher/paraprofessional could create their own social story relative to their specific student population and being respectful in the office.</td>
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<td>• The section of Lincoln’s Day at School pertaining to the office could be read, shown, and discussed.</td>
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<th>Role Play Examples</th>
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<td>The following are role play examples used to exemplify the behavior expectations of using a quiet voice and keeping the doorway clear.</td>
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A. Quiet Voice Role Plays: The students participating in the role plays are pulled aside to discuss their jobs in the role plays privately.
THE FOLLOWING IS A SIMULATED OFFICE TRIP EXAMPLE:

1) Student A begins to talk while in the office, the teacher speaks loudly interrupting Student A.

The rest of the students in the circle are asked to comment on the role play on how they felt during the activity. Student A is asked as well to report on their feelings during the role play.

Then they are asked how the situation should be improved upon such as the teacher NOT speaking so loudly (using a quiet voice).

Then two different role players are asked to demonstrate proper respectful behavior using quiet voices.

Then each student is asked to participate in role plays using quiet voices in the classroom setting. This is followed up on as each student is then asked to go to the school office and use a quiet voice.

The students are rewarded with verbal praise at a four to one ratio per PBS guidelines for their participation during the entire activity for example:

- "Great job using your quiet voice."
- "I like the way you are participating and following directions."
- "I am proud of you for being respectful and using a quiet voice in the office."
- "You did an awesome job using your quiet voice, and respecting Ms. Mellas and Ms. Heck in the office. Keep it up!"

Each student receives a positive reward after the behavior expectations are met from Ms. Mellas or Ms. Heck or Ms. Vincent such as:

- Verbal praise,
- High five, or
- A sticker, a pencil or any tangible item.
B. Keep Doorway Clear: The students who are participating in this exercise are pulled aside to prepare before participating in the role play.

THE FOLLOWING IS A KEEP DOORWAY CLEAR ROLE PLAY FOR OFFICE:

1) Student A will be prompted to walk through classroom doorway while the teacher/paraprofessional stands in the way. The other students observe this interaction.

2) The students are then asked to participate in a classroom discussion about what they observed and how to correct the behavior.

3) The students are then encouraged to practice the proper way to clear the doorway and allow others to go through the doorway.

4) The students are then prompted to take turns going to the front office to practice the behavior expectations of keeping the doorway clear.

The students are rewarded with verbal praise at a four to one ratio per PBS guidelines for their participation during the entire activity for example:

- "Great job keeping the doorway clear."
- "I like the way you are participating and following directions."
- "I am proud of you for being respectful and keeping the doorway clear."
- "You did an awesome job keeping the doorway clear, and respecting Ms. Mellas and Ms. Heck in the office. Keep it up!"

Each student receives a positive reward after the behavior expectations are met from Ms. Mellas or Ms. Heck or Ms. Vincent such as:

- Verbal praise,
- High five, or
- A sticker, a pencil or any tangible item.