

Schoolwide Plan: Penguin Pride

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SPED 514: Applied Behavior Analysis

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November 30, 2022

Description of Demographics


Snow Creek Elementary School is located in the snowy and secret location in the North Pole. Due to privacy reasons, Santa Clause has strict rules regarding not sharing the specific location of the workshop. However, he never said not to share the address of the school! Snow Creek Elementary's address is 123 Elf Road North Pole, 88888. The school is located in an upper class North Pole neighborhood, in a district comprising three schools; our elementary school, a middle school, and a high school. The median joint income for Snow Creek Elementary is 100,000 candy canes. Our students are very privileged to be able to rely on the revenue of joy and Christmas cheer that is produced from Santa's workshop.

Snow Creek Elementary began as an educational safe haven for penguins to grow and thrive. Before this school was founded, jobs in the toy factory were strictly given to elves only. The elves were homeschooled until the age of 18 where their only choice of work was in the toy factory. Our other residents were unable to earn a job without receiving an education but were not allowed to be homeschooled as they would never be hired in the toy factory. Our school founder, Pudge the Penguin declared that any penguin, elf, reindeer, snowman, gingerbread person, narwhal, etc is welcome to learn at Snow Creek! The school consists of 400 students, with a student-teacher ratio of 20:1. In terms of diversity, the school is made up of 30% penguins, 25% elves, 15% reindeer, 20% snowmen, 5% gingerbread people, 5% narwhals. There are 340 students in the general education setting, and 60 students in the special education setting. Now our students are able to envision themselves in any career imaginable and no one's path is dictated by another.

We are proud to say we have amazing alumni working on our staff and they each contribute greatly to the success of our school. Our principal is the woman of christmas time

herself, Mrs. Carol Clause. Her right hand man is the trusted and formerly misunderstood Grinch. Our guidance counselor, Frosty the Snowman, has prided himself on never allowing any student to feel wishy-washy, as he has had to feel when the temperature rises. To ice our students' bruises, our nurse Snow Miser, has always fulfilled his duties and some would say does even too much! We are proud to have many family members within our school, and it has been a lovely challenge having both Snow Miser and his brother Heat Miser on our staff. Despite his temper, no one makes us sweat as much as he does! We consider ourselves extremely fortunate to have a librarian that is also a published author, Buddy the Elf. The north pole is very vast and requires transportation to take some students to and from school. Our head of transportation, a sleigh driver that truly went down in history, is none other than Rudolph the Red Nosed Reindeer. Lastly, our superintendent of Snow Creek Elementary is Mr. Jack Frost. To implement a schoolwide plan, all of these staff members being on board would increase its chances of success.

Expectation Matrix



PRIDE	CLASSROOM	HALLWAY	CAFETERIA	BATHROOM	PLAYGROUND
Positive	<ul style="list-style-type: none"> • Lead by example • Have a good attitude • Encourage classmates • Spread Christmas cheer! 	<ul style="list-style-type: none"> • Greet people positively • Use appropriate volume 	<ul style="list-style-type: none"> • Stay in your seat • Engage in uplifting conversations 	<ul style="list-style-type: none"> • Keep conversations on appropriate topics 	<ul style="list-style-type: none"> • Assist others when needed • Use equipment safely • Play fair, follow the rules
Respectful	<ul style="list-style-type: none"> • Be a good listener • Accept differences • respect other's space 	<ul style="list-style-type: none"> • WADDLE LIKE A PENGUIN • Quiet hands • Quiet feet • Quiet mouth 	<ul style="list-style-type: none"> • Clean up after yourself • good table manners 	<ul style="list-style-type: none"> • Keep hands to yourself • Keep the bathroom clean 	<ul style="list-style-type: none"> • Engage in safe play • Play together • Ask the teacher if you have to go inside
Integrity	<ul style="list-style-type: none"> • Be honest • Be responsible • Do your work 	<ul style="list-style-type: none"> • Speak up against bullying • be kind 	<ul style="list-style-type: none"> • Be polite • Use your manners 	<ul style="list-style-type: none"> • Wash your hands • report inappropriate behavior 	<ul style="list-style-type: none"> • Tell the teacher if something is wrong • Use equipment as intended • Good Sportsmanship
Dedication	<ul style="list-style-type: none"> • Stay on task & topic • Turn work in on time • Set and meet goals 	<ul style="list-style-type: none"> • Be on time • Have materials • Keep hallways clean 	<ul style="list-style-type: none"> • Handle food appropriately • Wait until excused • Help others in need 	<ul style="list-style-type: none"> • Use at appropriate time 	<ul style="list-style-type: none"> • Wear weather appropriate attire • Line up promptly when the bell rings
Excellence	<ul style="list-style-type: none"> • Challenge yourself • Strive to be your best • Spread Christmas cheer, loud & proud for all to hear 	<ul style="list-style-type: none"> • Help others in need • Walk slowly 	<ul style="list-style-type: none"> • Sit by those sitting alone • Respect supervisors 	<ul style="list-style-type: none"> • Report messes and vandalism to teacher • Use for intended purposes 	<ul style="list-style-type: none"> • Report strangers • Respect supervisors

The Penguin Code of Expectations clearly states guidelines in observable and measurable depictions for positive behavior. The Penguin PRIDE programming outlines the behaviors of being and having Positive, Respectful, Integrity, Dedication, and Excellence while at school. These behaviors are broken down into categories consisting of the classroom, hallway, cafeteria, bathrooms, playground, and bus. Listed within each category is the appropriate way to behave within each setting.

In order to be Positive, proper behaviors include having a good attitude and encouraging others within the classroom. Spreading Christmas cheer is another important aspect of conducting oneself in a positive manner at Snow Creek. In the hallway, greeting others in an upbeat and appropriate level of tone is considered positive behavior. In the bathroom, students

are expected to keep conversations appropriate and noninvasive. Within the cafeteria, it is listed to engage in uplifting conversations and stay in the seat you selected for the day. In the bathrooms, keeping conversations on appropriate topics are listed. During recess on the playground, being positive would be by assisting others when needed, using equipment safely, playing fairly and following the rules. Other examples outlined include encouraging others, playing with everyone, taking care of yourself, and resolving conflicts.

In order to be Respectful, proper behaviors include being a good listener; accepting and encouraging differences; and respecting personal space in the classroom. In the hallway, everyone is encouraged to waddle like a penguin! This is just a fun way to make sure you follow the line leader, and have quiet hands, feet, and mouth. In the bathroom to be respectful a student should keep their hands to themselves and clean up after themselves. Within the cafeteria, it is stated to have good table manners and to clean up after yourself. During recess on the playground students are expected to engage in proper and safe play. They are also expected to ask others to join in their game, stay in their assigned area, and ask a teacher if they need to go inside.

In order to have Integrity, proper behaviors include being honest, speaking up for self and others, taking responsibility for your actions, and meeting assignment expectations in the classroom. In the hallway, to have integrity a student must report bullying, respect posters/displays, be kind, and report vandalism. Within the cafeteria, using good table manners and being polite is essential to having integrity. In the bathroom a student should wash their hands, use only as needed, return to class in a timely manner, and report any inappropriate behavior. During recess on the playground students are expected to keep conversations with

others positive, notify a teacher when problems arise, use equipment as intended, and have sportsmanship.

In order to have Dedication, proper behaviors in the classroom include bringing required materials, asking questions, seeking help, staying on task and topic, turning work in on time, and setting and meeting goals. In the hallway, to have dedication a student should have their materials with them (e.g., backpack, hallpass, etc), keep the hallways clean, and be aware of getting to places on time with limited distractions. Within the cafeteria, students are expected to handle their food appropriately, wait until they are excused to leave, and help others in need. The bathroom should only be used at appropriate times and students must inform the teacher regarding shortages (e.g., toilet paper, soap, etc). During recess on the playground students are expected to wear weather appropriate attire and line up promptly when the bell rings.

In order to strive for Excellence, proper behaviors in the classroom include the student challenging themselves, learning beyond the classroom, trying their best, spreading christmas cheer, loud and proud for all to hear. In the hallway, to strive for excellence a student should always help others in need and walk slowly. Within the cafeteria, outlined guidelines students should follow are to sit with others who are sitting alone and respect their supervisors. To strive for excellence is to try one's personal best and go above and beyond. This would be displayed on the playground by continuing to respect supervisors and report any strangers or dangers witnessed.

Environmental Modifications

Antecedents for behaviors include reminding the students at Snow Creek Elementary to waddle in the hallway, have quiet bodies, keep hands to themselves, use inside voices, and be respectful to other students who are learning through the use of posters as a visual as they are

hung on the walls in the hallways of the school. In addition to these reminder posters, there are other posters to keep the reinforcements fresh in their minds, such as “Santa Claus is coming to town!” and “He [Santa] knows if you’ve been bad or good, so be good for goodness sake!”.

These posters act as visual reminders of the expected behavior, as well as motivation to earn their desired reinforcement.

In the classroom, children will enter calmly and unpack. To do so, they will go to their assigned cubby along the wall, put their lunches and coats away in the cubby, and take out any supplies they may need for the day. Once unpacked, students will sit in their assigned seats. By having this structured unpacking, students will gain independence, responsibility, and keep the room tidy and safe. Once the students are seated, they should look at the lesson plan on the board and follow any directions it may include (ex. take out your writing journal and write about what you did this weekend). This visual reminder of what the students should be doing is helpful for the students to understand the task at hand, and also for the teacher to be able to take care of their morning duties with minimal interruptions. This lesson plan step is repeated throughout the day, with changes made to fall in line with the task at hand.

When a student needs to go to the bathroom, they will grab the bathroom pass from their teacher. This ensures that only one child is out at a time, keeping children accounted for and not to crowd the bathrooms. There are signs hanging in the bathroom that remind students what appropriate bathroom behavior is- do your business, wash and dry your hands (or hooves or fins or sticks), and return to the classroom. By having these posters as reminders, there are visual cues for students to follow as they are in the bathroom.

In the hallway, teachers will greet others positively, so as to set a good example for the students and how they should greet each other in the hallway. In addition to this, the teacher will

model how someone should be waddling like a penguin- at a medium pace, with quiet hands, feet, and mouth. Again, there are posters hanging up to remind students how to embrace penguin PRIDE, including expected behaviors such as being respectful to other students and how to waddle correctly.

In the cafeteria, students are expected to walk quietly to their seats for lunch. Tables are labeled with their teacher's name, in order to give organization but also freedom in their own choice within those certain tables. There should only be four students to a bench to ensure that each student has enough personal space and room to eat their food. Each table is called one by one to line up to buy lunch if that's what they chose to do. By doing so, there is less of a wait time for students while standing, and more space in the cafeteria. Besides structured seating and designated lining up, garbage and recycling bins are labeled and are where students dispose of their trash once they are finished.

During recess, students are divided up by grade level. This is done so that there is a safe ratio of students to adults, in order to maintain safety. As they exit the building, teachers will line students up according to their class. In doing so, there is some organization to the large quantity of students and a head count can be made. Once all lines are ready, rules and safety measures are repeated to ensure the students all understand what is expected of them. Lastly, all equipment is brought outside by an adult so that no child needs to leave the area unless for bathroom or emergency purposes.

At Snow Creek Elementary there are a variety of consequences and reinforcers to ensure that appropriate behaviors are maintained. The key to this part of our plan is consistency and collaboration. These reinforcers will be the most effective when they are consistently distributed in every classroom, for all students, at every grade level. First, we will have a series of posters

that are on display in hallways and classrooms with reminders for students. These provide a quick and easy way for students to remember their expectations. The posters will include reinforcing statements, including “He [Santa] knows if you’ve been bad or good, so be good for goodness sake!” and “Santa Claus is coming to town!” These statements also serve as reinforcers that staff can use to verbally give students behavior reminders. These will be effective as they are common sayings in the North Pole, referencing famous lyrics that most students have heard before.

In addition to posters, we will also use a token system to reinforce student behavior. The tokens will be used to provide students with both instant and prolonged gratification, as different students respond differently to rewards. The variety of options allow us to reach a greater number of students. In terms of instant rewards, students will be able to trade in their tokens for candy, sweet treats, and small toys. If the students save up their tokens they can trade them in for larger prizes. These larger prizes include getting a sleigh ride with Santa, having their name on the nice list, and having a classroom Candy Spaghetti party! They can even win a chance to play with Vice Principal Grinch’s dog, Max at recess! Additionally, there will be an opportunity to trade in their tokens for tickets for the end of year carnival.

Each week at Snow Creek, certain students are given the title of “Holiday Cheermeister” or “Patient Penguin.” Teachers nominate the student that is displaying the most holiday cheer, who becomes the Holiday Cheermeister. They will help staff in modeling good behavior, and encourage other students to behave the same way. They will receive a certificate and a special shout out on the morning announcements. On a smaller scale each teacher chooses a student in their class to be the “Patient Penguin of the Week.” This is a student who is consistently on task, raises their hand respectfully, and follows the PRIDE guidelines well. Similarly to the

Cheermeister, this student will help their class stay on track with their work, give reminders, and help their teacher when needed.

While reinforcers are important to maintain target behaviors, we will also have consequences that will occur if problem behaviors are displayed. Similarly to our reinforcers, we will have reminder posters with statements like “Don’t be a scrooge!” that serve as reminders to students of unacceptable behavior. We are also implementing a three-tiered system for faculty and staff. These will have corresponding posters as well, to remind students of the warning system. Tier one, or “He’s making a list,” is used when students display a problem behavior. They will receive a verbal warning from the appropriate staff member. In tier two, called “He’s checking it twice,” the student will receive another verbal warning, and a letter sent home to their guardian detailing the behavior. Tier two is used when the problem behavior occurs three times. If it occurs more than three times, tier three, “Gonna find out who’s naughty and nice” is implemented. This includes a verbal warning and a meeting between the staff and the student’s guardian to discuss this behavior further and come up with a solution. In addition to the tiered system, students displaying problem behaviors will not receive any of the reinforcers.

Lastly, we would again like to emphasize the importance of collaboration in this part of the plan. It is crucial that the whole team of staff members work together. For example, if there are only two teachers handing out tokens, there are only a certain group of students being reinforced, rendering the system ineffective. Therefore, we are ensuring that each staff member understands the systems in place, and has the proper resources to implement them.

Relationship Building

In order to build, strengthen, and maintain relationships, Snow Creek Elementary would form a Penguins Parents Teachers Association (PPTA). The purpose of the PPTA is to create a space for open communication between parents and teachers regarding the students strengths and what they may need to improve on. It will also allow the opportunity for both parents and teachers to express their concerns. Building these relationships will in turn enhance student learning and enhance the lives of students within the classroom environment. The PPTA can meet within the Town Hall in the North Pole in order to ensure an “even playing field” as some parents may be intimidated by the school environment. Everyone is equal in the PPTA and neither teachers nor parents hold the upper hand. In addition to the PPTA, Snow Creek can hold parent teacher conferences twice a year. The conferences can be held at the end of each semester. This allows parents and teachers the opportunity to discuss the students current academic status and aspiring goals. Snow Creek Elementary also plans to hold “Walking in a Winter Wonderland”, an event where parents are invited to come into the school and experience what an average day in their child's life is like. This consists of but is not limited to any activities, amount of assignments, and expectations from the teacher. During this event, our schoolwide plan can be displayed to allow every parent to learn our expected guidelines and values.

Lesson Plans

A lesson plan to address the behavior of walking down the hallway can be organized into six steps. The first step is to operationally define the behavior of walking down the hallway. The behavior can be defined as waddling/walking in a single-file line behind the line leader and other students. The second step is to ensure student safety. In order to ensure the physical safety of the students we must emphasize the importance of “quiet hands, quiet feet, and quiet mouths.” Quiet

hands encourage students to keep their hands to themselves and at their side in order to keep them safe from harming themselves or others. Similarly, quiet feet encourage students to walk or waddle like our mascot Pudge the Penguin in the hallway to ensure no one is running or jumping in the hallway. Quiet mouths encourage the students to remain silent or whisper in the hallway in order to show respect to the other classes that may be learning as well as allow the students to hear their teacher if they are giving directions that need to be followed. The third step is providing examples and non-examples of the behavior. Examples of this behavior include walking single-file behind the line leader and their classmates, keeping their hands and feet to themselves, keeping a quiet mouth and walking on the right side of the hallway. Some non-examples of this behavior include, not walking single-file because the teacher or authority figure directed the students to do so, possible running or yelling in the hallway because of an emergency or if the student was directed by the teacher or authority figure to do so. Step four is leading by example or the role play step. With this step the school will follow the “watch, learn, act” model. For the “watch” step, teachers will discuss the importance of penguin pride and being respectful to our peers by walking properly in the hallway. Students will watch their teacher physically demonstrate how to properly walk in the halls during arrival and dismissal. The next phase is the “learn” phase, where students will begin to demonstrate what they’ve learned from watching their teacher. The teacher will now walk alongside the students while the elected patient penguin leads the line as the students walk throughout the hall. The teacher guides the students and verbally reminds them how to correctly behave in the hall. As time goes on and the students are beginning to display the desired hallway behavior, the teacher and the classroom can move to the final phase of “act”. In this phase, the students will demonstrate how to properly walk in the hallway. The teacher will remain in the back of the line observing the students. The

fifth step is to provide further support. At this point the students should be able to correctly walk in the hallway. The school will also have school staff/administration take turns being the hall monitor to help assist the students in the hallways if needed. Mr. Grinch agreed to take the first few shifts to make sure the proper rules are being followed. Additionally, if a student or the patient penguin speaks up when a classmate is not walking properly in the halls, they are able to receive a ticket for the carnival or they get to pick candy of their choice from their teachers for good behavior. The sixth step is to gather materials to make reminder posters. The school staff can gather together poster paper, paint and paint brushes, markers and additional decorations to make posters or hallway reminders for the students. The proper walking posters with the school mascot, Pudge the Penguin, can be placed on the corners of the main hallways to remind students of the rules for proper walking. Additionally, directional snowflake stickers can be placed on the floors of the halls so students can stay on the correct side of the hallway.

A lesson plan addressing the behavior of “Spreading Christmas Cheer” or the proper behavior in the classroom can be completed in six steps as well. The first step is to define the behavior. The behavior can be defined as being kind and respectful to those around you in order to promote excellence and Christmas joy. The second step is the importance of this behavior. Spreading Christmas cheer promotes a positive classroom environment for all students as well as teaches the true Pudge Penguin way which can be used outside of school. The third step is to define examples and non-examples of this behavior. Some examples include helping classmates when needed, staying on task and completing all work on time, being a good listener, and sitting properly at a desk or in their own seat. Some non-examples include not completing work on time because of a class or family emergency, not staying on task or in their own seat due to an emergency, or them having to use the bathroom or to throw something away. The fourth step is to

use the “watch, learn, act” model to implement the behavior of spreading Christmas cheer. For the first phase, “watch”, teachers will discuss with the class the importance of spreading Christmas cheer by being a good classmate. Students will also watch as their teacher explains the proper classroom behavior and demonstrate how to properly sit at their desks, be a good listener, and how to best stay on task. The teacher can take time out to demonstrate this one or two days out of the week to ensure all students understand what is expected. As time goes on the teacher no longer has to demonstrate this behavior every week. Thus, the “learning” phase begins where the students begin to slowly gain independence in demonstrating this behavior. The fifth step is the last step in the “watch, learn, act” model. In this step, the teacher allows the students to fully be on their own in displaying the proper classroom behavior. To test the student’s independence, the teacher may work on a task privately at their desk while the students complete their own class work. This will allow the students to show how they can work on their own to best stay on task and help their peers if they have any questions. At the end of each week the student that spreads the most Christmas cheer will be nominated as the Holiday Cheer Meister of the week and they will get to wear a special Holiday Cheer Meister certificate and get a shoutout in the morning announcements until the next Cheer Meister is selected the following week. The sixth step is to provide materials and reminders for the students in the classrooms. Each teacher can place a Pudge the Penguin “Spread Christmas Cheer” checklist poster in each classroom which will have the different behaviors listed such as being a good listener, being kind, staying on task, etc. The purpose of this is to provide a physical and visual reminder for the students on what it means to spread Christmas cheer. Additionally, a sign that states “Be a Cheer Meister not a Scrooge” can be placed on the bulletin board to encourage students to spread Christmas cheer so they can be selected as the class Holiday Cheer Meister of the week.

Related Activities

The first event of the year would be treated in the form of a kick off the year event: “Welcome Ho Ho Home!”. This kick off event will take place on September 6th, and is meant to ease new students into transitioning into a new environment and welcoming back previous students. The purpose of this event is for students to get to make new friends and consider Snow Creek to be a safe place for them. Staff will hold a school-wide assembly with various activities and speakers. The principal and vice principal (Mrs. Clause and the Grinch) will begin by welcoming new and returning students to Snow Creek. Then the guidance counselor, Frosty the Snowman, will discuss the school's expectations for behavior by showing the expectation matrix. During this discussion, the updated procedures will be presented to the students on how desirable behaviors will be reinforced and undesirable behaviors will result in consequences. During the speakers, students will be welcomed to raise their hands and ask questions. This will be a good introduction to the school for the new students and help remind the returning students. The assembly will then break up into every grade group to participate in activities amongst peers their age. The activities will include arts and crafts provided by the school. Every student will be assigned a Secret Santa in their grade. The name they pull from Santa's sack will also include a list of the students favorite things. Students will then work on decorating a santa hat for their secret santa. They will decorate the santa hat by incorporating their assigned person's favorite things. They will then give the presents to each other and talk over hot chocolate the staff hands out. This activity will encourage getting to know other people outside of their friend group and create new friendships.

For the end of the year celebration, the school will host a Christmas Carnival on May 25th. Staff, students and their families will be invited to join in the festivities. The night will

consist of various games, rides, food, and other fun activities. To name a few, there will be a Christmas sing along and dance battle in the main tent. This infuses the two greatest loves between our Christmas community. The penguins are especially known for their happy feet and the elves for spreading Christmas cheer by singing loud for all to hear. Games will include a candy cane toss and a pin the nose on the Rudolph which will result in various prizes to be chosen from. There will also be various competitions such as snowball fights and gingerbread house making. Some other fun activities include a sleigh ride with Santa and a hot air balloon ride. Throughout the year, as discussed in our environmental modifications section, students will be able to collect carnival tickets that they can use at the event if they so choose.

There will be additional smaller activities that will take place throughout the year on a regular basis. For instance, the Holiday Cheermister of the week and the patient penguins from each class are invited to have lunch with the principal, Mrs.Claus once a week. They will be provided spaghetti with syrup, chocolate, and poparts mixed in, a North Pole delicacy. The students will also have the opportunity to provide feedback to Mrs.Claus regarding Penguin Pride and offer any suggestions. In addition, our librarian, Buddy the Elf will organize Snow Creek Book Fairs once a month. The students will be able to vote on their favorite book and author. Buddy the Elf will then invite the author to come to Snow Creek. An array of books will be displayed throughout the library for purchase and the students will be able to talk with the author and have their books signed. This will allow students to learn more about material that interests them instead of the readings assigned in class. This allows them the power to vote and take the book fair into their control. As well as it reinforces that learning is something positive, fun, and creative. Lastly, another activity that will be placed on a regular basis will occur every Friday after recess where Students will be able to have “five minutes of festive fun”. Within

Penguin Pride, it is emphasized for students to embody the spirit of Christmas. This is meant to encourage students to build confidence, creativity, and kindness. Every Friday, students will be encouraged to come to school in their favorite penguin pajamas. Then in addition, during “five minutes of festive fun”, after recess, if the majority of a classroom was well behaved all week and followed the expectation matrix of Penguin Pride, they will be able to participate. Each student is able to join into a large class wide game like four corners or seven up. They will also be able to decide if they would rather read, write, color, or play on their own. This allows them the choice of how they would like to spend their time. However, these opportunities will only be permitted if desirable behaviors are consistent and continue reflecting the behaviors described in the Penguin Pride code of expectations listed in the expectation matrix.

<i>Lesson Plan 1: Walking Down the Hallway</i>
Step 1: Define the Behavior
<i>Walking Down the Hallway</i> - waddling/walking in a single-file line behind the line leader and other students
Step 2: (Why is it important?) To Ensure Safety
Emphasize the importance of “quiet hands, quiet feet, and quiet mouths” Quiet hands- hands at your side and to yourself Quiet feet- walking feet. Quiet mouths- encourage the students to remain silent or whisper in the hallway
Step 3: Examples and Non-examples
Examples of this behavior include: <ul style="list-style-type: none"> ● walking single-file behind the line leader and their classmates ● keeping their hands and feet to themselves ● keeping a quiet mouth and walking on the right side of the hallway
Non-examples of this behavior include:

- not walking single-file because the teacher or authority figure directed the students to do so
- possible running or yelling in the hallway because of an emergency
- if the student was directed by the teacher or authority figure to do so

Step 4: Watch, Learn, Act

Watch

Teachers will discuss the importance of penguin pride and being respectful to our peers by walking properly in the hallway. Students will watch their teacher physically demonstrate how to properly walk in the halls during arrival and dismissal

Learn

Students will begin to demonstrate what they've learned from watching their teacher. The teacher will now walk alongside the students while the elected patient penguin leads the line as the students walk throughout the hall. The teacher guides the students and verbally reminds them how to correctly behave in the hall. As time goes on and the students are beginning to display the desired hallway behavior

Act

Students will demonstrate how to properly walk in the hallway. The teacher will remain in the back of the line observing the students. The fifth step is to provide further support. At this point the students should be able to correctly walk in the hallway

Step 5: Practice and Demonstrate

- School staff/administration take turns being the hall monitor to help assist the students in the hallways if needed. Mr. Grinch agreed to take the first few shifts to make sure the proper rules are being followed
- If a student or the patient penguin speaks up when a classmate is not walking properly in the halls, they are able to receive a ticket for the carnival or they get to pick candy of their choice from their teachers for good behavior

Step 6: Gather Materials

- Gather together poster paper, paint and paint brushes, markers and additional decorations to make posters or hallway reminders for the students.
 - proper walking posters with the school mascot, Pudge the Penguin, can be placed on the corners of the main hallways
- Additionally, directional snowflake stickers can be placed on the floors of the halls so students can stay on the correct side of the hallway

Lesson Plan 2: “Spreading Christmas Cheer”

Step 1: Define the Behavior

Spreading Christmas Cheer - being kind and respectful to those around you in order to promote excellence and Christmas joy

Step 2: (Why is this important?) Promoting a Positive Classroom

- Promoting a positive classroom environment for all students
- Teaches the true Pudge Penguin way

Step 3: Examples and Non-examples

Examples:

- helping classmates when needed
- staying on task and completing all work on time
- being a good listener
- sitting properly at a desk or in their own seat.

Non-Examples:

- not completing work on time because of a class or family emergency
- not staying on task or in their own seat due to an emergency
- Not staying on task because they have to use the bathroom or to throw something away.

Step 4: Watch, Learn, Act

Watch: teachers will discuss with the class the importance of spreading Christmas cheer by being a good classmate. Students will also watch as their teacher explains:

- the proper classroom behavior
- Demonstrate how to properly sit at their desks
- Being a good listener and how to best stay on task.

Learn: Students begin to slowly gain independence in demonstrating the targeted behavior

Act: In this step, the teacher allows the students to fully be on their own in displaying the proper classroom behavior. To test the student’s independence, the teacher may work on a task privately at their desk while the students complete their own class work. This will allow the students to show how they can work on their own to best stay on task and help their peers if they have any questions.

Step 5: Practice and Demonstrate

At the end of each week the student that spreads the most Christmas cheer will be nominated as the Holiday Cheer Meister of the week and they will get a special Holiday Cheer Meister certificate and announced in the morning announcements until the next Cheer Meister is selected the following week.

Step 6: Materials and reminders

- Provide materials and reminders for the students in the classrooms.
- Pudge the Penguin “Spread Christmas Cheer” checklist poster in each classroom
- A sign that states “Be a Cheer Meister not a Scrooge” can be placed on the bulletin board to encourage students to spread Christmas cheer so they can be selected as the class Holiday Cheer Meister of the week.

References

Alberto, P. A., Troutman, A. C., & Axe, J. B. (2021). *Applied behavior analysis for teachers*. (10th edition). Pearson.