**Behavior Contingency Plan (BCP)**

**Title**  Listening for Learning Lands

**Undesirable Behavior Targeted**:

 Students not following directions/instructions. For example, students working past steps the teacher has yet to address in order to prevent mistakes, or asking the teacher to repeat previous instructions more than once that can take more time. When students display these behaviors, it can derail lessons and override schedules, impeding student learning.

**Expected Behavior Targeted**:

Following Directions & Instructions

* Students begin working on activity when instructed to begin.
* Students not requesting teacher to repeat previous instruction
* Students respond quickly to teacher instructions
* Student listening attentively to for teacher’s instructions

**Positive Reinforcement**

1. **Immediate R+** Student who receive a compliment based on following instructions each and every time will receive one puzzle piece called a “jiggy.” The “Jiggy” is a reference to a video game series called “Banjo-Kazooie” in which puzzle pieces called jiggies were collected to enter new worlds.

2. **Ongoing R+** As students receive jiggies, the puzzle pieces will form a picture which is located on the bulletin board that shows a location or cultural artifact/icon from a different country.

3. **Overall R+** - **Pieces of the World** is the Novel Learning Activity. Once the puzzle is complete, the class will have the entire day’s learning based around the cultural artifact/location pictured in the completed puzzle. The activities will focus on learning specifically about said cultural artifact/icon. Activities are to be cross curricular with the puzzle’s theme interfacing with related elements.

4. When student meets the expectations that the teacher has established, the student will receive public compliment and receive the jiggy. Any students who have earned a jiggy will place the jiggy on the puzzle on said bulletin board.

**Interactive Learning Activity**

The day’s activities the student will conduct relates to the picture the puzzle has formed.

TEKS 1.b.15.A- describe and explain the importance of various beliefs, customs, language, and traditions of families and communities. The TEKS mentioned is a 1st grade one, but the overall R+ can be linked to a corresponding TEKS in every grade.

**Teach the Desired Behaviors**:

* Teacher will write and discuss with class the importance of following directions.
* Teacher will conduct a role play with students. Students are to speak with each other with one student speaking about their day while the other student pretending to either not listen or actively interrupt the speaker. After students participate, teacher will also participate with volunteering students by acting as the interrupting/non listening partner as the student tries talking about their day. Students will then report on their feelings on the role play.
* Teacher will explicitly explain that when students are following instructions, such as adhering to the instructions of the role-play, students can both understand what other people are saying and better participate in the learning process.

**Teach the Plan**:

* Teacher will present a rectangular frame to the class with outlines for each puzzle piece. As students complete each puzzle, the newer puzzles for future activities will have more pieces included.
* Students are taught how they can earn puzzle pieces by following and understanding instructions.
* If any student asks why the puzzle pieces are called “jiggies,” the teacher will explain the reference by telling a small story about his childhood when he played a game called “Banjo Kazooie” and how collecting puzzle pieces allowed him to enter new worlds, just like how earning our jiggies allowed us to learn about other places around the world. (Other teachers can choose a different name for the puzzle pieces).

**Provide options**

Adjustments include a continuation of learning of different cultures with new puzzles if students need further mastering of the following instructions skill.