Swimming to Preparation

**Problem Behavior:**

Students are not prepared when beginning lessons. Students are getting out of their seats to grab their materials out of backpacks. This is disruptive to the class and shortens the amount of time we have on each lesson.

**Expected Behavior:** (beginning of each lesson)

* Have materials that are written on the board on the desk
* Put away materials and assignments from previous lesson
* Take bathroom/water breaks after we finish lesson/ before we start next lesson
* Place homework assignments into homework folder
* Have necessary worksheets ready to view
* Have any unnecessary items put into backpacks.
* Have these things done and be in seat and eyes on the teacher when the music stops

**Types of Positive Reinforcements:**

* Immediate R+: aquarium rocks, water, plants
* On-Going R+: Fish tank.
* Novel Interactive Learning Activity Fishy Fun
* Easily Administer R+ At the beginning of each lesson the students who are showing the expected behaviors will receive an immediate R. and they will put the R in the fish tank. Once the fish tank is full with all of the immediate R’s then we will begin with the final activity.

**Interactive Learning Activity:**

TEKS 4. (C) Life-cycles: Once the fish tank is full I will give the students their activity instructions. Students will research different aquarium fish and they will each decide on one fish that they would like to put into the fish tank. I will have the parents go get the fish that their child has chosen. If a student’s parent did not go get his or her fish then I will get it myself. With their research they will create a drawing of the fish and its ecosystem. Each student will explain, on that Monday, his or hers drawing to the class and a story of what their life would be if they were that fish. After each student shares his or her drawing we will put the student’s fish into the class fish tank. We will not do this until everyone has a fish.

**Teach Desired Behaviors:**

At the end of each lesson I will remind students that “swimming to preparation” will get them closer to their fun activity. We will go over the expected behaviors that are on the bulletin board, the behaviors that are not acceptable., and the materials needed for the next lesson. Then in the beginning of the lesson, after the music stops, I will award the students who are showing the expected behaviors with an immediate R+. I will also explain to the rest of the class what they are doing to get the immediate R.

**Teach the Plan:**

I will explain the activity that we will be doing and then we will go over the desired behaviors that the students need to exhibit at the beginning of each lesson in order to reach the activity. I will explain that at the beginning of each lesson I will be looking for students who are exhibiting the desired behaviors and the student who is doing so will receive an object to put in the fish tank and when the fish tank is completely full then we can do the final activity. I will explain that I will be looking for these behaviors before each lesson. I will have a practice round for the students. In the practice round I will pick two students, one will exhibit all of the desired behavior and the other will do the opposite of the behaviors. I will then give the student who is exhibiting all desired behaviors an object to put in the tank. I will then explain why that student got the object and why the other did not.

**Option:**

If it is taking a long time for the behavior to improve then I can give them more chances to earn objects by adding another struggling behavior. If I find that they are improving their behavior at a fast rate then I can add another struggling behavior to allow more time to reach the activity.

