**Title:** Grow Together, Learn Together  
  
**Problem Behavior:** Students are talking during individual work time, reading time, and as the teacher is teaching. This interferes with the learning by preventing students from hearing information given by the teacher and keeps them from completing class work and focusing.   
  
**Expected Behavior:** Students are quiet and listening to the teacher while she is talking, complete work and reading in class, and focus during individual work time. Students may raise their hand for help or questions when needed.   
  
**Types of positive reinforcements – Reinforced – when & how?**  
1. Immediate R+ - one flower petal given to class for every non-talking time the entire class is quiet or when they give full attention during “lecture” time  
2. Ongoing R+ - flower petals are added on to an empty stem on the board, 6 stems with 10 petals each  
3. Overall R+ - once all flower petals are full, the class will get to do a gardening day and plant a new flower/vegetable garden outside  
4. Explain how you will quickly & easily administer all R+ without interrupting teaching – after each non-talking time in class the students successfully get through silently, the teacher will glue a petal to the board. This can be done very quickly in the transition between lessons and without interrupting actual teaching time.   
 **Interactive Learning Activity:** Gardening Day  
I will get with my administrator before administering plan to my class to get permission to create a new school garden with my students. I will explain the plan and TEKs it addresses. After gaining permission, I will construct a garden plot on a designated area on campus. When the day comes that my students have met their goal, I will have seeds and shovels and some small plants ready for them to go outside to plant them. We will do this during our normal science time.   
**Topic:** Plants, their basic needs, growth, changes during their lifecycle, impact on food chains (insects) TEK 112.13 9A basic needs of plants, 9B environment factors, 9C food chains, 10B physical characteristics of plants

**HOW you will teach the Desired Behaviors:** I will teach the desired behaviors by modelling them myself. I will model listening when the students are talking to me and show them how you are supposed to act when someone is talking to you. I will also be quiet during quiet times. I think modeling is the best way to teach them what I expect. I will also you use positive reinforcement when I see my students doing what they should be doing such as, ”Wow, I’m happy to see you all reading so quietly today!”

**HOW you will Teach the Plan:** I will teach the plan in the morning during warm-up time in the morning on the day I plan on implementing the plan. I will walk students through the steps and my expectations by a lesson using my new visual bulletin board that illustrates their reinforcements. I will then describe to them their end learning activity that we will get to do by showing them pictures of gardens and plants.

**Options**: In order to extend this plan, I can start it over with a different subject matter. Such as, this time instead of planting plants we can add butterflies and ladybugs to the garden. The students will earn this by way of the same board with empty stems and earn petals again, but instead of another gardening day at the end they will earn an insect day where we get to go add beneficial insects to the garden and observe them.

