Undesirable Behavior- Students bother their neighbors in the hallways, talk loudly in the hallway, and do not walk in a straight line during class transitions. This behavior interrupts and disturbs class time due to regaining control and attention from the transition.

Desirable Behavior- walking quietly in the hallways in a straight line, keeping hands to self, respecting other classes (by being quiet)

Types of Positive reinforcements- Reinforced-when & how?

1. Immediate R+: receives paper seed for **each quiet and correct transition time** **to and from** destination
2. Ongoing R+: 66 seeds gets a new flower (66 is 22 kids getting 3 seeds each-3 transition times)
3. Overall R+- name the Novel Interactive Learning Activity for the whole class when goal is met: planting their own flower
4. Explain how you will quickly and easily administer all R+ without interrupting the whole class:
	1. 1-3 Facts about each flower gained: there they grow, their color, what state they belong to, what seasons they grow

Interactive Learning Activity- TEKS §112.14. Science (10) (A)(B)- Organisms, their characteristics, and environments

* Having science class outside on reward day+ planting flower seeds in small cups; each student gets their own cup to grow the flower in

EXPLAIN HOW YOU WILL TEACH THE DESIRED BEHAVIORS:

* How do you act during transition times? Why do we not do this each time we are in transition? Why is following in a straight line, being silent in the halls and keeping hands to oneself important during transition time?- questions I will ask the class to introduce the plan
* I will do a visual example using my star kids and the one or two trouble making children to show what I expect from them in the hallways; they will use the list I give them to show the class what to do in the hallways for transitions
* I’ll introduce the plan to my class as a transition into being grown up, mature, and following directions.
* I will make a to-do list of what I expect from the whole class and tips of what they can do during transitions
	+ Hands to self: Hold notebook close to chest**,** hands in pockets**,** hands on backpack straps**,** hands by sides
	+ Following in line: be a ninja**,** arms-length from head in front of you**,** walk on a tight rope (straight)**,** look ahead of you
	+ Being quiet: 3 fingers over mouth and 3 in the air**,** chubby bunny**,** hold a bubble**,** be a ninja

EXPLAIN HOW YOU WILL TEACH the plan: explain when and how you will teach the plan to students

* When it’s time to go out in the hallway to switch classes or got to lunch/specials and I am with them, I will remind them of expected behavior (if they are having a hard day)
	+ When walking in hallway if I see someone not in line, keeping their hands to themselves, or talking, I will use another student as an example to remind them what I expect:
		- “Emily is being so quiet and walking so straight to lunch. She could almost be a ninja!”
	+ If I get a good report from another teacher about how great the class looks in the hallways during transition times the students will get a whole flower automatically
* When I see students following my expectations, they will receive paper seeds to staple onto the flower pot.
* Once they reach 66 seeds they will receive a flower; once they receive all 30 flowers, they will receive the reward

Provide Options: tell how you will implement the plan across class periods (secondary level) OR adjustments you may need to make to extend the original plan for another behavior

* If I get a good report from another teacher about how great the class looks/sounds in the hallways during transition times (with or without me there) the students will get a whole flower automatically
* I will add an additional/or (smaller) flower pot if the expectations are not being met
* If a child who is constantly disruptive in the hallways and not following transition time guide, I will award them, individually, a seed if I see they are meeting at least one or two of the expectations each transition time

