

Expectation Station Guided Instruction

Hallway, Example #1

Safe Hallway

- Walk
- Keep eyes forward
- Walk on the right side of the hall/third square
- Allow for personal space of others
- Keep hands, feet and property to self

Respectful Hallway

- Voice Level 0
- Greet others with a smile and wave

Responsible Hallway

- Take care of self
- Carry materials safely
- Wait for directions before moving the line forward

Procedure:

- Review with students expectations in the hallway
- Practice walking through the hallway demonstrating these expectations.
- Practice having someone walk by and responding appropriately
- If needed give visuals of personal space (arms in front as if holding a beach ball)
- Practice what to do if someone cuts in line
- Practice how to get a drink

HALLWAY, Example #2

Safe Hallway

- Walk on the right side of the hall
- Face forward in line
- Keep hands, feet and property to self

Respectful Hallway

- Voice level 0
- Respect personal boundaries
- Yield to adults and younger students

Responsible Hallway

- Use Self Control/Calm Down Steps
- Follow staff directions
- Walk with a purpose
- Report unsafe behavior

Procedure:

- State each expectation in the hallway.
- Give a visual of respecting personal boundaries. Demonstrate personal boundaries using a beach ball. Now demonstrate with imaginary beach ball (arms in front as if holding a beach ball or one arm's length between each student).
- Have someone walk to demonstrate greeting others with a wave and smile. Have students practice responding with voice level 0. Explain voice level 0 allows others to continue learning.
- Practice walking through the hallway demonstrating these expectations. Adults provide specific feedback for expectations while handing out Eagles Soar Tickets.
- Model example: how to respect personal boundaries and voice level 0 when someone cuts in line by stepping back and not verbally replying.
Adult models non-example: show disrespect and inappropriate voice level when someone cuts in line, i.e., shove and shout.
- Practice how to get a drink while respecting personal boundaries. Use beach ball or arm's length distance. Demonstrate responsible hallway behavior at the drinking fountain by following staff directions such as saying "1, 2, 3 that's enough for me" first out loud then silently in your head.

Feedback:

- Provide specific verbal feedback using the words of the matrix paired with an Eagle Soar ticket as students demonstrate hallway expectations throughout expectation station.

Hallway, Example 3
Secondary

Safe

Walk using traffic flow pattern
Use your locker and keep it locked
Follow up/down stair rules

Procedure:

Practice walking on right side down 3rd-5th tiles (avoiding locker doors)
Demonstrate securing lockers in closed and locked position
Practice moving up the staircase (follow “Yes” signs, avoid “No” signs)
Practice moving down the staircase (follow signs)

Bathroom, Example #1

Safe Bathroom

- Report any problems
- Wash hands with soap and water
- Walk

Respectful Bathroom

- Respect privacy of others
- Clean-up after self
- Use good hygiene

Responsible Bathroom

- Use voice level 1
- Clean up after yourself
- Return to class promptly
- Follow bathroom procedures

Procedure

- As a class practice bathroom procedure of washing hands w/1 pump of soap, using 1 paper towel and throwing paper towel away
- Practice procedure with appropriate voice level
- Practice returning to class individually

Restroom, Example #2

Safe Restroom

- Always walk
- Wash hands with soap and water
- Report all spills and messes

Respectful Restroom

- Allow for privacy
- Respect school property
- Voice Level 1

Responsible Restroom

- Clean up after yourself
- Report to class promptly

Procedure:

- Introduce and explain the expectations in the bathroom, include voice level 0-1 while in the bathroom.
- Practice walking to the bathroom. Number of students should be equal to or less than the number of urinals/toilets in the bathroom. As one student exits the restroom another may enter.
- Allow for privacy. One person per stall/urinal.
- Show respect of school property: feet to remain on the ground, hands and feet will remain to self, return to class promptly.
- Follow hallway expectations while waiting.
- Adult demonstrate hand washing: Turn on water, get hands wet, apply soap to hands, rinse soap off hands, turn off water, get paper towel from dispenser, dry hands, throw paper towel away. (one squirt of soap, one paper towel)
- Adult demonstrates Non example: Using multiple squirts of soap or multiple paper towel. Throwing trash on the floor or throwing paper towels at the trash can. Splashing water on the wall/mirrors.

Feedback:

- Provide specific verbal feedback using the words of the matrix paired with an Eagle soar ticket as students demonstrate restroom expectations.

Playground

Safe Playground

- Use equipment appropriately
- Stay in designated areas
- Follow rules
- Use friendly language

Respectful Playground

- Include all who want to play
- Accept skill differences
- Follow game rules
- Use appropriate language

Responsible Playground

- Take care of self
- Peacefully problem solve conflicts
- Allow others to resolve their own conflicts
- Accept outcomes of behavior
- Line up promptly when whistle is blown

Procedure:

- Classroom meeting with PE teacher
- Go out side play a short game that includes all students
- Discuss how to appreciate different skill levels
- Role play examples relevant to class that involve being respectful on the playground and appropriate ways to respond when someone is not being respectful on the play ground.
- Practice friendly playground language.

Assemblies

Safe Assemblies

- Enter and exit the gym in an orderly manner
- Keep hands, feet and property to self
- Stay seated flat, criss-cross in designated area

Respectful Assemblies

- Listen to the presenter
- Use polite manners
- Show appreciation by applause only
- Stay seated flat, criss-cross in designated area
- Take turns

Responsible Assemblies

- Follow directions
- Take care of self
- Be a polite listener
- Accept outcomes of behavior

Procedure

- Practice entering assembly with appropriate voice level
- Practice voice level when a speaker is speaking (eye contact/hands to self)
- Practice personal space and what to do if someone is in your personal space.
- Practice exiting the assembly

Cafeteria, Example #1

Safe Cafeteria

- Use utensils appropriately
- Keep hands, feet and property to self
- Keep food on your tray
- Walk during dismissal
- Keep aisles clear

Respectful Cafeteria

- Use manners and polite words
- Include everyone
- Follow adult directions the first time given
- Follow procedures
- Use appropriate voice level

Responsible Cafeteria

- Take care of self
- Accept outcomes of behavior
- Wait patiently for dismissal
- Raise hand for assistance
- Report problems

Procedure

- As a group seated in cafeteria practice voice level zero and voice level 1? (What are we going to allow while they eat) including the signal we use to get them to voice level 0 for instructions.
- Practice walking up to lunch line and how to wait, order, what to do if you have cold lunch, how to move through food bar and wait at cashier. If needed have them role-

play common problematic situations that occur while getting food.

- Practice moving to appropriate seat and behaviors appropriate at that seat such as the talking triangle or square. Role-play common problems such as how to handle someone asking to eat someone else's food, needing to ask for something: condiments, utensils, restroom use and any other appropriate situation.
- Practice cleaning up after self, following procedure for clean-up, and appropriate behavior while you wait to be dismissed.
- Practice procedures for dismissal from tables and to teachers.

Cafeteria, Example #2

Safe Cafeteria

- Follow directions
- Use self-control
- Clean up after yourself

Respectful Cafeteria

- Activity appropriate voice level
- Clean up after yourself

Responsible Cafeteria

- Report all unsafe behavior
- Follow all cafeteria rules

Procedure:

- Introduce and explain the expectations in the cafeteria for 1st and 2nd lunch sessions.
- Practice walking through the hallway in lunch line order for lunch check in. Demonstrate hallway expectations.
- Have someone walk to demonstrate lunch check in. (voice level, self-control, following directions, sack or hot lunch signals) Have students practice responding appropriately.
- Model example or a visual/ video of appropriate procedures for getting spork, napkin, milk and lunch tray.
- Model non-example of inappropriate procedures for getting spork, napkin, milk and lunch tray.
- Practice what to do if someone cuts in lunch line.
- Practice how to hold your tray and how to walk to your grade level table. Condiments if necessary (example, non-examples)
- Practice appropriate eating expectations. (voice level, self-control) (Example, non-examples)
- Expectations for lunch cleanup. (example, non-examples)
- Expectations for dismissal for 1st and 2nd lunch.

Feedback:

- Provide specific verbal feedback using the words of the matrix paired with an Eagle soar ticket as students demonstrate cafeteria expectations.

Arrival and Dismissal

Safe Arrival and Dismissal

- Follow Directions of adults and student safety patrol
- Keep hands feet and property to self
- Stay in designated areas
- Walk at all times
- Walk bikes while on school property

Respectful Arrival and Dismissal

- Enter and exit the building calmly
- Use sidewalks and crosswalk
- Use appropriate voice level

Responsible Arrival and Dismissal

- Follow procedures
- Arrive and leave promptly
- Keep belongings in backpack
- Stay in designated spots
- Report problems

Procedure

- Class discussion on Arrival Procedures for each door (if needed) - include what to do with bikes
- Practice what waiting outside looks like (backpack, movement, voice level)
- Practice what walking to class looks like (voice level, backpacks and walking)
- Class discussion on dismissal – including which doors and voice levels while in the school building.
- Practice with students at each exit.