

## **Responsive Classroom/Developmental Design**

### **Consistent Modeled Behavior the First Two Weeks of School**

1. **Objective** State the objective of modeled behavior positively, “At this time we are going to learn how to \_\_\_\_\_.”
2. **Anticipation** Ask students if they know the appropriate behavior. “Who knows what we might need to do when we \_\_\_\_\_?”
3. **Demonstrated** the behavior.
4. **Check for Understanding** “Who can show us how to \_\_\_\_\_?”  
“What did you notice about \_\_\_\_\_?” “What else did you notice?”
5. **Guided Practice** “May we see \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_ show us how to do \_\_\_\_\_?”
6. **Independent Practice**

### **Behaviors That Should Be Modeled**

- Carrying chairs
- Sharpening pencils
- Lining up
- Walking in the hallway
- Shaking hands
- Drinking fountain etiquette
- Multipurpose room etiquette—dining
- Multipurpose room etiquette—worship
- Hanging up backpacks/jackets
- Line behavior
- Wiping down tables/chairs
- Using and borrowing materials
- What to do when the bell rings
- Classroom behavior
- Listening to a speaker
- Using/caring for centers
- Answering the classroom phone
- Sending messages/attendance to the office
- Answering the door
- Responding to a guest in the classroom
- Bathroom behavior/etiquette
- Orderly tornado drill evacuation
- Orderly fire drill evacuation
- Lockdown drills
- Carrying scissors
- Working cooperatively in groups/centers

- Think-Pair-Share Accountable Talk
- Using playground equipment/playground rules
- Greeting others outside the classroom (adults, school mates, guests) appropriately
- Using Doctor, Mister, Misses, Miss appropriately with the adult's last name
- Using materials in the IMC/IMC etiquette
- Appropriate behavior/talking level in the sanctuary
- Responding to Guest Teachers/preparing for the inevitable substitute