

**Gilroy High School
Gilroy, California**

Ride the Mustang Way to Success

Positive Behavior Interventions & Supports and Discipline Handbook

Mustang Way

Gilroy High School

Positive Behavior Interventions & Supports (PBIS) and Discipline Handbook

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Mustang Way

Gilroy High School

A General Overview

Mustang Way is a school-wide program based on the Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents and board members have worked closely together to develop Mustang Way which matches the principles of PBIS in a way that fits the goals, mission and culture of the Gilroy High School (GHS).

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Through Mustang Way, GHS has developed school-wide procedures to accomplish the following:

1. **Define Behavior Expectations.** A small number of clearly defined behavioral expectations are defined in positive, simple, rules. At GHS **Mustang Way** is celebrating Diversity, Integrity, going Green, being Independent, and Tradition. These expectations are defined across school settings in the expectations matrix included in this handbook.
2. **Teach Behavior Expectations.** The behavioral expectations and school procedures are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to academic instruction. When teaching, behavioral expectations are linked to the rules of Mustang Way. The rationale for the rules and behavioral expectations are presented for each setting, then staff demonstrate examples of what the expected behavior looks like in the setting. Teachers will use common scenarios in the setting to demonstrate the expected behavior, but may also demonstrate 1 or 2 examples of the 'wrong way' to do it - it is also important for students to learn what is not acceptable behavior, but there should be more focus on the desired behavior. Next, students are given the opportunity to practice the "right way", or the "Gopher way", until they demonstrate fluent performance. Lesson plans for each part of Mustang Way are included in this handbook.

3. **Acknowledge Appropriate Behaviors.** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis. Giving regular positive feedback when students use behaviors they have been taught is a critical step to teaching and maintaining desired behavior. GHS has developed an acknowledgment system to encourage regular recognition of desired behavior in the school. Positive or negative environments for students and staff are the result of the accumulation of individual positive or negative interactions. Research suggests that a 5:1 positive to negative ratio fosters the most positive and productive school environments. Positive interactions can occur in many meaningful ways (pat on the back, smile, verbal praise), but the goal of an acknowledgment system is to provide a regular reminder to staff during your busy days to catch kids doing the right thing. Negative interactions are any time we give attention to students for problematic behavior (e.g. "Larry put your computer away", "Remember class, headphones and cellphones need to stay away.", "Sophia that's a beautiful drawing, but it's time to start math.") As a school we will strive to achieve and maintain a 5:1 ratio for all students.

Through the *Mustang Way* program, "Mustang Way" tickets will be used by individual staff members and school volunteers to recognize students or colleagues for engaging in positive behavior. Staff members can award "Mustang Way" tickets to students across all school settings, whether they teach the student or not. When handing out "Mustang Way" tickets we should always clearly identify the specific positive behavior the student is being recognized for and match it with one of the school rules "Diversity, Integrity, go Green, be Independent, Tradition". School-wide drawings will occur at least once per month to recognize some lucky "Mustang Way" winner for their positive behavior. Classroom and School-wide celebrations may also occur when students have turned in a certain number of Mustang Way as a class or school.

4. **Responding to Problem Behavior.** Despite our efforts to proactively set students up for behavioral success and to prevent problem behavior, there will still be incidents of problem behavior. When it comes to responding to problem behavior we have three primary campus goals:
- a) Minimize the loss of instructional time for all students (including the student who engaged in problem behavior)
 - b) To teach the student the appropriate behavior to use instead of the problem behavior
 - c) Maintain a safe and welcoming campus environment.

Every occurrence of problem behavior is an important opportunity to teach the appropriate, desired behavior to the student. In developing "Mustang Way" it is our responsibility to provide fair and consistent consequences for problem behavior that focus first on teaching our students the appropriate behavior and that get them back engaged in academic instruction as soon as quickly as is safely possible. The "Mustang Way" team has developed a progressive discipline model that will be utilized in the school that focuses on teaching and preventing

future occurrences of behavior. When students violate the behavioral expectations they will be informed that their behavior was not acceptable and how it relates to the school wide rules Diversity, Integrity, go Green, be Independent, and Tradition. Instructions on using a minor incident reports or an "Office Referral" are included in this Handbook as a flow chart. For students who engage in recurring problem behavior, who are not responding to the school's progressive discipline system, additional individual behavioral supports will be provided.

Defining and Teaching Behavioral Expectations

Students respond to clear, consistent expectations and predictable adult responses to behavior. In order to establish a positive, predictable school environment it is important to clearly define behavioral expectations, establish agreement across staff, and actively teach those expectations from the beginning of the year to all students in the school. All staff should participate in the instruction of behavioral expectations during the first week of school and throughout the school year to create a consistent, united front. The Mustang Way Matrix (see pp. 6-8) is used to identify important behavioral expectations across school settings.

The Mustang Way Matrix is used to guide lesson planning and teaching of prioritized behavioral expectations across settings. In PBIS, instruction of social behavior is viewed in much the same way as academic instruction. The same principles of effective academic instruction apply for teaching social behavior. In the same way that we shouldn't punish kids if they can't do math problems, we should not punish students for not knowing the behavioral expectations or routines. It is our responsibility to prepare our "Mustang Way" to be successful socially by teaching behavioral expectations and school routines from the beginning of school year, followed by periodic review throughout the year. We also understand that effective instruction of social behavior should:

- a) Occur in the natural setting, for example we should teach expectations and routines for celebration and hallway behavior in the hallway and in common areas.
- b) Focus on what to do instead of what not to do, for example teach how to appropriately respond to a verbal altercation.
- c) Physically demonstrate or model the expected behavior, not simply talk about it.
- d) Give students the opportunity to actively practice the expected behavior in the real setting with feedback.
- e) Connect each expected behavior to "Mustang Way".

Lesson plans are outlined on page 9 and should incorporate each of these principles. Lesson plans for all aspects of "Mustang Way" are included in the appendix at the end of the handbook.

Gilroy High School

Mustang Way

Expectations & Routines

Gilroy High School
"The Mustang Way"



School Expectations/Rules						
Area/Setting	Trustworthiness	Respect	Responsibility	Fairness	Caring	Citizenship
Classroom	<ul style="list-style-type: none"> ● Speak truthfully ● Practice academic honesty ● Value your own work 	<ul style="list-style-type: none"> ● Treat others as you like to be treated ● Hats / beanies off inside ● Follow teacher directions ● Electronic devices put away 	<ul style="list-style-type: none"> ● Be on time and prepared to learn ● Actively participate ● Focus on speaker ● Take ownership of your actions ● Strive to do your best 	<ul style="list-style-type: none"> ● Work by the rules ● Be consistent ● Let others participate in discussions ● Value other's perspective 	<ul style="list-style-type: none"> ● Help others ● Show compassion ● Welcome others into your group 	<ul style="list-style-type: none"> ● Follow directions, rules and expectations ● Use positive language ● Put trash/recycling into proper container
Common Areas	<ul style="list-style-type: none"> ● Return lost items ● Respect the property of others ● Pick up after yourself 	<ul style="list-style-type: none"> ● Use respectful language ● Keep your self to yourself ● Be polite ● Keep our school graffiti free ● Park in one space 	<ul style="list-style-type: none"> ● Put trash in garbage can ● Take only the utensils you need 	<ul style="list-style-type: none"> ● Be inclusive ● Wait your turn 	<ul style="list-style-type: none"> ● Support others ● Be Friendly and positive ● Show compassion ● Help others 	<ul style="list-style-type: none"> ● Use an indoor voice ● Be polite ● Help others ● Interact appropriately
Student Center	<ul style="list-style-type: none"> ● Use your own lunch number ● Wait your turn 	<ul style="list-style-type: none"> ● Speak respectfully ● Use indoor voices 	<ul style="list-style-type: none"> ● Clean up after yourself ● Control your behavior ● Eat in designated lunch areas 	<ul style="list-style-type: none"> ● Wait patiently in line 	<ul style="list-style-type: none"> ● Help others in need 	<ul style="list-style-type: none"> ● Display courtesy ● Express gratitude
Extra-Curricular Activities and Participation	<ul style="list-style-type: none"> ● Set a good example ● Be a role model 	<ul style="list-style-type: none"> ● Cheer at appropriate times ● Leave facility clean/orderly ● Use respectful language 	<ul style="list-style-type: none"> ● Clean up after yourself ● Represent the school in a positive manner 	<ul style="list-style-type: none"> ● Respect all opponents, visitors, staff, and officials ● Model good sportsmanship 	<ul style="list-style-type: none"> ● Be kind to visitors ● Help others find their way around campus 	<ul style="list-style-type: none"> ● Wear school colors ● Get involved in activities ● Behave safely

Gilroy High School Mustang Way Lesson Plans

The "Mustang Way" lesson plans were created to model expected positive behaviors at Gilroy High School and high light the school rules "Mustang Way". Each lesson plan explains the school rules "Diversity, Integrity, go Green, be Independent, Tradition". With the implementation of PBIS at Gilroy High School and putting the emphasis on positive behavior interactions these lesson plans give a foundation to teach each expectation to students. Remember, our goal is to get to a 5:1 ratio of positive interactions with our students. Modeling and teaching the students how to behave in certain settings will help everyone be on the same page.

Timeline: Each lesson plan should be presented during the first week of school during celebration time with your second hour.

- Monday - Diversity lesson plan
- Tuesday - Integrity lesson plan
- Wednesday - Go Green and be Independent lesson plan
- Friday - Tradition lesson plan.

Implementation: When presenting each lesson and video to the students join in and have fun with them. Share examples of what "Diversity, Integrity, go Green, be Independent, Tradition" look like at GHS. During each lesson model negative examples and positive examples of each expected behavior of "Mustang Way" with your students. Share personal experiences you have with each behavior. Allow students to have conversations and reflection time about the school rules and expectations "Mustang Way" in your classroom. Each lesson is accompanied with a short video created by the multimedia classes at GHS. The videos are designed to show kids at GHS taking apart of "LEAD TI". All lesson plans can be found in the appendix at the end of the handbook.

GHS Mustang Way Kick-Off Teaching Schedule

First Week for Teachers

	Faculty Time
Day1	Introduce “Mustang Way” as our school rules, not just a saying anymore. Breakout sessions in small groups about Rules, Matrix, Procedures, etc. (2 hours)
Day2	Teach staff expectations, flow chart for behavior interventions, minor incident reports, office referrals. Table skits. (1 hour)
Day3	Outline lesson plans for first week back with students.
Day4	Review positive behavior incentives, Mustang Way rules, flowchart for interventions.(30 mins.)
Day5	

First Week w/Students

	Celebration Time
Monday	Teach expectation for Diversity. Follow lesson plan and show video.
Tuesday	Teach expectation for Integrity. Follow lesson plan and show video.
Wednesday	Teach expectation for go Green and be Independent. Follow lesson plans and video.
Friday	Teach expectation for Tradition. Follow lesson plan and video.

First Assembly-

- introduce “Mustang Way”
- introduce the rules; “Diversity, Integrity, go Green, be Independent, Tradition”
- tickets & drawing

GHS Mustang Way Yearly Teaching Schedule

Re-teaching of behavioral expectations and routines will occur as necessary throughout the year during on-site half days. This will be planned by the School Mustang Way team.

Strategic re-teaching and booster sessions will occur during the first week of school following:

- o Fall Break
- o Winter Break
- o Spring Break

Student Acknowledgment System

Mustang Way Tickets

- Handing out *Mustang Way TICKETS* is not limited to the students in a classroom. The opportunity exists to positively acknowledge a student's behavior in all areas of the school.
- Teach Students during Introduction of System:
 - I'll try my best to notice you. But you can't let me know; that's my job."
 - Students may not solicit tickets for themselves or for others.

How to hand out Acknowledgments

- "Sergio, thank you for picking up Jackie's book for her, you are showing integrity. I want to recognize your good behavior with a Mustang Way TICKET. I really appreciate it when you follow the school rules."

 1. Always pair the ticket with a verbal explanation that is genuine, clear & specifically identifies the behavior
 2. Link with school rule
 3. It is best to provide the ticket immediately after the student engages in the behavior

How will students turn in their tickets?

- A student who receives a Mustang Way TICKET should hold on to the ticket until an appropriate time when he/she can stop by the office and put their ticket on the wall.
- An appropriate time to drop off tickets will be:
 1. Before school
 2. Celebration

3. Lunch

4. After School

- Staff can remind students to drop off tickets but ultimately the students are responsible for dropping off their own tickets.
- There are two different boards in which to put your ticket on: one for students (in Kelly's office) and one for teachers (in Thad's office).

Acknowledgement at Assemblies

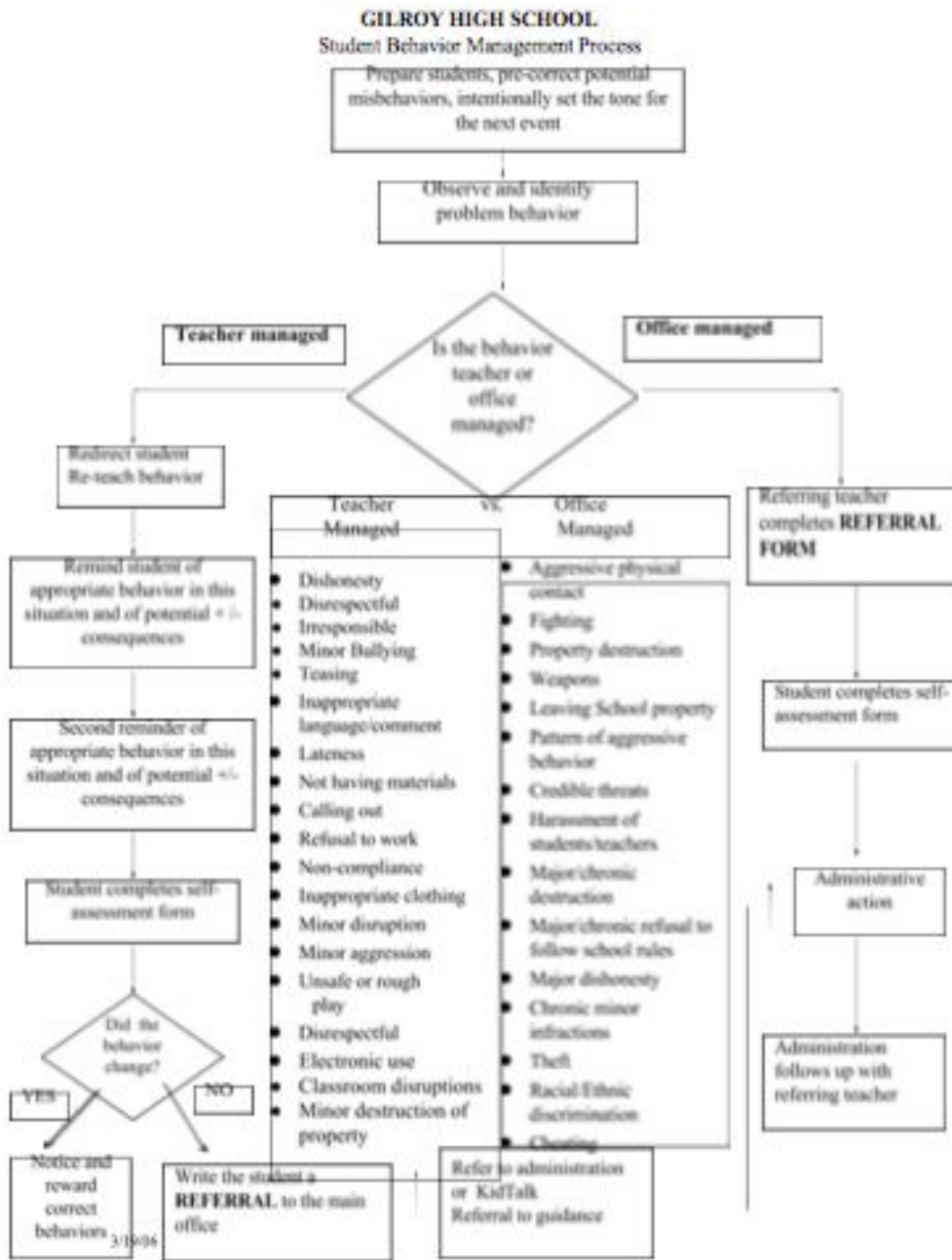
- Part of the school routine
 - An extra drawing will be held before each assembly. A handful of students will be chosen to have preferential seating during the assembly and will be announced.
 - Students will put their ticket earned onto the Mustang Way wall (bingo style). Once the wall is full a row of students will be called to the office to collect a prize. The wall will serve as a visual reminder of students who have been recognized for exhibiting the positive behaviors of Mustang Way.

Correction System - Responding to Problem Behavior

We should only use consequences for problem behavior after explicitly teaching and reinforcing the behavior we expect. Despite our best attempts to set students up for success in a positive environment that prevents problem behavior, kids will still occasionally engage in problem behavior - they are kids! When responding to problem behavior at GHS, we will be guided by the following principles:

- We will respond to problem behavior only in ways that maintain the safety, well-being and dignity of the student.
- A primary focus of responses for problem behavior is the instruction of the expected behavior "Mustang Way"

- Our primary goal in responding to problem behavior is to minimize the loss of instructional time for that student and all other students in the setting. Primary goals in responding to problem behavior are to identify minor problem behavior early and quickly and calmly redirect the student back to the task at hand. If the student does not respond to initial redirects pre-planned consequences may be required.



Gilroy High School

THE MUSTANG WAY

Student Self Assessment Form

*The student self assessment sheet is a tool to support students to understand Gilroy High School behavioral expectations. It is our goal to reduce the number negative behaviors that lead to class suspensions and school suspensions, which cause lost instructional time. It is our goal to promote clear expectations and communication between students and staff. Students are encouraged to share their experiences with their parent/guardian, who are also encouraged to communicate with staff if they have questions or concerns. With that said, if a student chooses not to complete the assessment form or sign it, it does not exempt them from consequences.

Name:	Date/Time:
--------------	-------------------

School Rule that I chose not to follow today: **Be Trustworthy/ Be Respectful/ Be Responsible/Be Fair/Be Caring/Be a Good Citizen**

Describe the behavior that was not appropriate:

Describe how your behavior negatively impacted the learning environment:

Describe how your behavior negatively impacted the teacher's ability to teach:

Describe what you will do to change your behavior:

Describe what support you need to change your behavior:

I understand that if I choose to continue this negative behavior, the progressive consequence will most likely be...:

Additional Comments:

Student Signature:

Teacher Signature:

Florence High School Office Referral Form

All minor behavior issues must have been addressed using at least three interventions listed below, including a parent contact, an office referral. Document all interventions tried.

Student: _____ Date: _____ Grade: 9 10 11 12 Time: _____ Period: _____ Staff Member: _____	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="3" style="text-align: center;">Major Behavior Issues (Referral to the Office)</th> </tr> <tr> <td style="width: 33%; padding: 2px;"> <input type="checkbox"/> Chronic minor behavior <input type="checkbox"/> Extreme defiance <input type="checkbox"/> Fighting/physical aggression <input type="checkbox"/> Harrassment </td> <td style="width: 33%; padding: 2px;"> <input type="checkbox"/> Physically/verbally threatening <input type="checkbox"/> Possession/use drugs/alcohol <input type="checkbox"/> Possession/use of a weapon <input type="checkbox"/> Other _____ </td> <td style="width: 33%; padding: 2px;"> <input type="checkbox"/> Vandalism <input type="checkbox"/> Tardiness <input type="checkbox"/> Unacceptable use of technology </td> </tr> </table>	Major Behavior Issues (Referral to the Office)			<input type="checkbox"/> Chronic minor behavior <input type="checkbox"/> Extreme defiance <input type="checkbox"/> Fighting/physical aggression <input type="checkbox"/> Harrassment	<input type="checkbox"/> Physically/verbally threatening <input type="checkbox"/> Possession/use drugs/alcohol <input type="checkbox"/> Possession/use of a weapon <input type="checkbox"/> Other _____	<input type="checkbox"/> Vandalism <input type="checkbox"/> Tardiness <input type="checkbox"/> Unacceptable use of technology						
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Individual Student Behavioral Supports

GHS will regularly review discipline referral data to identify areas for intervention and students who are at-risk. For students who engage in repeated, chronic behavior, additional supports will be put into place. Research has found that 10-15% of students will require additional support to be successful socially in school. Some of these students will respond to simple levels of intervention, while others will require more intensive individualized support.

GHS will provide a continuum of individual positive behavioral interventions and supports which will be available to all students, but will be put in place to support students with recurring challenging behavior.

APPENDICES
Behavioral Expectations and Routines
Diversity Lesson Plan

Use examples listed on the Expectations & Procedures Matrix for highlighting “Diversity”

Step 1: Introduce the Rule
DIVERSITY
<p>A. Set: What does diversity look like at Gilroy High School?</p> <p>B. Explain the responsibility of each the individual student in being diverse.</p> <p>C. Identify common issues or problems in the different areas and potential solutions to correct the issue.</p> <p>D. Create a list of at least 3 solutions to any particular issue.</p>
Step 2: Demonstrate the Rule
<p>A. Video of diversity in classroom, hallway, and common area.</p> <p>B. Discussion point:</p> <ul style="list-style-type: none"> ● The interest of an IB student compared to an athlete. ● The cultural difference between different individuals. ● The cultural differences between teacher and student.
3. Student Activity and Feedback
<p>Students give 2 examples of Diversity in The Classroom, Hallway, and Common areas (ticket out the door)</p>

Behavioral Expectations and Routines Integrity Lesson Plan

Use examples listed on the Expectations & Procedures Matrix for highlighting “Integrity”

Step 1: Introduce the Rule
<p style="text-align: center;">INTEGRITY</p> <p>A. Outline focus of the lesson. Today we are going to learn what it means to have “Integrity”.</p> <p>B. Check for student understanding. “What are we going to learn about?” “Why are we learning about having integrity?”</p> <p>C. Define Integrity at GHS</p> <p style="padding-left: 20px;">a. Doing the right thing all the time, no matter who is watching.</p>
Step 2: Demonstrate the Rule
<p>A. Model positive and negative examples of having integrity using another adult or students. Have students label the situation as having integrity or not.</p> <p>B. Ask 2-3 students to give an example of a situation in which they know how to have integrity.</p> <p>C. Examples:</p> <ul style="list-style-type: none"> ○ Drop a dollar bill on the floor and see if a student comments. What should they do? (tell you and give it back) ○ Another student is being picked on. What should they do? (ask them to stop and see if the student is ok) ○ Holding the door open and walking in the hallways. What should they do? (hold the door open, walk don’t run and be respectful of each other’s personal space) <p>D. Watch Video</p>
Step 3: Student Practice & Feedback
<p>A. Discuss -</p> <ul style="list-style-type: none"> ○ Have students define what integrity means to them. ○ Does their definition reflect the school’s definition? <p>B. Use real life and classroom examples.</p> <ul style="list-style-type: none"> ○ Before kids leave for the end of the hour, have them list ways they can show integrity outside class.

- Start class asking kids for examples of integrity they have seen at school.

Behavioral Expectations and Routines Green Lesson Plan

Use examples listed on the Expectations & Procedures Matrix for highlighting “Green”

Step 1: Introduce the Rule

GREEN

What does it mean to be GREEN?

- A. Outline focus of the lesson. "Today we are going to learn about being GREEN."
- B. Check for student understanding. "What are we going to learn about?"
- C. Define being GREEN.

Being GREEN means:

- Recycle your paper and plastics
- Work as a team to keep it clean
- Throw your trays and wrappers away

Being GREEN means working together as a team to recycle and keep the campus clean.

Step 2: Demonstrate the Rule

- A. Show the video on being GREEN.
- B. Model (or provide a story) positive examples of being green and negative examples of not being safe, using another adult or a student. Have students label the situation as safe and unsafe.
- C. Ask 2-3 students to give an example of a situation in which they know how to be green.
- D. Role plays: Some examples to use:
 - . A friend is finished with their soda and leaves it on the table. What is the GREEN thing to do? (Recycle the can)
 - . Jess was sitting in the hall finishing his breakfast from the cafeteria. The bell rang and he left the tray in the hall. What is the GREEN thing to do?(Throw the tray in the garbage can)
 - Toby threw his paper towards the trash and missed. What is the GREEN thing to do? (Pick up the paper and recycle it.)

Step 3: Student Practice & Feedback

- A. Discuss role-play.
 - . Ask students to indicate or show how they could be GREEN.
 - . Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

B Use real situations as examples during class discussions.

. Just before students transition to another activity outside the classroom, ask them to tell you how they can be GREEN - (pre-correction).

. When you see student(s) being GREEN, provide specific praise to the student(s).

. When you see a student(s) who is not being respectful, stop him/her, state the rule and redirect, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

Behavioral Expectations and Routines Independent Lesson Plan

Use examples listed on the Expectations & Procedures Matrix for highlighting “Independent”

Step 1: Introduce the Rule
INDEPENDENT
<p>A. Outline focus of the lesson. Today we are going to learn what it means to be “Independent”.</p> <p>B. Check for understanding. “What are we going to learn about?” “Why are we learning about being independent?”</p> <p>C. Define Independent at GHS</p> <p style="padding-left: 40px;">a. Being independent means checking email daily, reteach list(s) every Monday, and FamilyLink often.</p>
Step 2: Demonstrate the Rule
<p>A. Model positive and negative examples of being independent using another adult or students. Have students label the situation as independent or not.</p> <p>B. Ask 2-3 students to give an example of a situation in which they know how to be independent.</p> <p>C. Examples:</p> <ul style="list-style-type: none"> ○ A kid is unsure if they have reteach and goes to celebration anyways. What should they do instead? (log on and check reteach roster) ○ A kid asks teacher for a print out of grades. What should they do instead? (log on to family link at an appropriate time to check grades) <p>D. Watch Video</p>
Step 3: Student Practice & Feedback
<p>A. Discuss -</p> <ul style="list-style-type: none"> ○ Ask kids how they can be independent? ○ Ask kids to show you what being independent looks like. (Have them log on to email, family link, google, etc.) <p>B. Use real life examples and classroom situations in your discussions.</p>

- Lunch detention and referrals for ditching reteach etc.
- Positives of knowing your grade and progress
- When you see a student being independent, provide specific praise to the student.

Behavioral Expectations and Routines Tradition Lesson Plan

Use examples listed on the Expectations & Procedures Matrix for highlighting “TRADITION”

Step 1: Introduce the Rule
<p style="text-align: center; font-weight: bold; font-size: 1.2em;">TRADITION</p> <p>What does tradition mean to you?</p> <p>A. Outline focus of the lesson. "Today we are going to learn about TRADITION." B. Check for student understanding. "What are we going to learn about?" C. Define TRADITION. Having TRADITION means:</p> <ul style="list-style-type: none"> ● Strive to be your best ● Show pride and respect for the school and each other ● Open the doors for each other ● Show pride and respect for the school and each other ● Support most extra-curricular activities (not just sports). <p>Having TRADITION means showing pride and respect for the arts, academics, sports and each other.</p>
Step 2: Demonstrate the Rule
<p>A. Show the video on TRADITION using Gilroy Alumni</p> <p>B. Ask 2-3 students to give an example of a situation in which they know how to exhibit TRADITION.</p> <p>C. Role plays: Some examples to use:</p> <ul style="list-style-type: none"> . Another student has their hands full and can't open the door. What is the TRADITIONAL thing to do? (Open the door) . There is a school event showcasing students who are not in athletic events. What is the TRADITIONAL thing to do? (Attend the event and show school support) Your have a big test coming up and your friends are all going to a movie instead of studying. What is the TRADITIONAL thing to do? (Stay home and study and then join them later)
Step 3: Student Practice & Feedback

A. Discuss role-play.

- . Ask students to indicate or show how they could exhibit TRADITION.
- . Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

B Use real situations as examples during class discussions.

- . Just before students transition to another activity outside the classroom, ask them to tell you how they can show TRADITION - (pre-correction).
- . When you see student(s) exhibiting TRADITION, provide specific praise to the student(s).
- . When you see a student(s) who is not being respectful, stop him/her, state the rule and redirect, ask the student(s) to state or demonstrate the expected behavior, watch the student(s), and give immediate feedback.

