Introductions
It's Training Time!
Overview of The Big Five

#1 Identify and Teach Expectations

#2 Establish Procedures, Structures, and Routines

#3 Actively Engage Students/Opportunities to Respond

#4 Reinforce Expectations

#5 Manage Misbehavior Appropriately
Big Five #1

#1 Identify and Teach Expectations

- Vision Charts
- Interactive Visioning
Video

<table>
<thead>
<tr>
<th>MORE</th>
<th>HEAR MORE</th>
<th>DO MORE</th>
<th>FEEL MORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SEE LESS</strong></td>
<td><strong>HEAR LESS</strong></td>
<td><strong>DO LESS</strong></td>
<td><strong>FEEL LESS</strong></td>
</tr>
<tr>
<td>Random Acts of Kindness</td>
<td>Compliments</td>
<td>Math</td>
<td>Kindness</td>
</tr>
<tr>
<td>Paying Attention</td>
<td>Appropriate Language</td>
<td>Fun Activities: Art, Games, etc.</td>
<td>Positive</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Kind words</td>
<td>Science Projects</td>
<td>Confidence</td>
</tr>
<tr>
<td>Working Together</td>
<td>Good Manners</td>
<td>Presentations</td>
<td>Excitement</td>
</tr>
<tr>
<td>Friendship</td>
<td>Positive Attitudes</td>
<td>Auditions</td>
<td></td>
</tr>
<tr>
<td>Engagement</td>
<td>Encouragement</td>
<td>Book Reports</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Silence when teacher is talking</td>
<td>Compliment Cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Narrative Writing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SSR</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sharing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Breaks</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rewards $</td>
<td></td>
</tr>
<tr>
<td>Fighting - Verbal</td>
<td>Crassip</td>
<td>Talk when teacher is talking</td>
<td>Feel Left Out</td>
</tr>
<tr>
<td>Bullying</td>
<td>Lying</td>
<td>Fidgeting</td>
<td>Frustration</td>
</tr>
<tr>
<td>Bad Attitudes</td>
<td>Arguing</td>
<td>Joking Around</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inappropriate Language</td>
<td>Whining</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dramatic Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lahanna</td>
<td></td>
</tr>
</tbody>
</table>
Vision Charts

Student generated

Teacher guided

Expected behaviors

Unexpected behaviors
Interactive Visioning

Predict, Monitor, Reflect

Contextual Environment
Brain Break

Back to Back Math Facts
Big Five #2

#2 Establish Procedures, Structures, and Routines

- Physical Space
- Signals & Cues
- Beat the Timer
Physical Space

Calming Corner/Peace Corner

Movement/Seating
Signals & Cues

Hands & Feet

Voice Level
Beat the Timer

Decrease transition time

Increase learning time

‘Bank’ the saved time

Mundane tasks become more fun
Video
Brain Break

Over and Under
Big Five #3

#3 Actively Engage Students/Opportunities to Respond

- Sticks, cards, and dice
- Choral Response
- Community/Class Meetings
Video
Sticks, Cards, and Dice

Perceived Fairness

Increase participation
Opportunities to Respond

Choral Response

Physical Movement

OTR Research
- Large group: 3-6/minute
- Small group: 8-12/minute
- New material: 4-6/minute
- Review material: 8-12/minute
- Students w/ disabilities: 10/minute
Class Meetings

Safe community

Daily

Problem solving
Brain Break

Alien, Cow, Unicorn
Big Five #4

#4 Reinforce Expectations

- Rewards
- Reinforcement
Video
Rewards

Short term

Long term
Reinforcement

Written compliments

Compliment Scouts

Display recognition
Brain Break

Count to 21
Big Five #5

#5 Manage Misbehavior Appropriately

- OK / not OK Card
- 4 Step Correction Routine
OK not OK cards

Non-verbal feedback

Tier 1, 2, 3

Whole class or individual

Check It!
4 Step Correction Routine

First, acknowledge someone doing the right thing! If that works, move on.

If that doesn’t work, use the 4-step correction routine:
• Ask neutrally if they are aware of the rule.
• If they say yes, have them tell you. If no, tell them.
• Have them demonstrate it briefly.
• Praise them for doing it correctly, move on.
Questions & Wonderings

- shedges@ttsd.k12.or.us
- sledrew@ttsd.k12.or.us
- cthompson1@ttsd.k12.or.us