

	RESPECTFUL	RESPONSIBLE	READY TO LEARN	SEL	STAFF EXPECTATIONS: Pre-Teach / Positively Reinforce
BATHROOM	<ul style="list-style-type: none"> -Quiet inside voices -Give privacy to everyone 	<ul style="list-style-type: none"> -Wash hands -Throw away all trash in the trash can 	<ul style="list-style-type: none"> -Leave when finished 	<ul style="list-style-type: none"> -Be self-aware -Use positive self-talk -Be kind and think of your custodian 	<ul style="list-style-type: none"> -helper volume -Remind students of expectations -Check bathroom after class is finished -Behavior specific praise for success! -Limit the number of students at one time
BUS	<ul style="list-style-type: none"> -Quiet inside voices -Keep hands and feet to self 	<ul style="list-style-type: none"> -Sit in seat (seat to seat/ back to back) -Follow safety rules 	<ul style="list-style-type: none"> -Listen to the bus driver 	<ul style="list-style-type: none"> -Be self-aware -Use positive self-talk -Be kind and think of your bus driver 	<ul style="list-style-type: none"> -Positive reminders before leaving the classroom -Line students up in bus order; walk the loop with students -Interact with bus drivers daily -Provide positive reinforcement
CAFETERIA	<ul style="list-style-type: none"> -Quiet inside voices -Keep hands, feet, and food to yourself -Listen to adults -Be aware of personal space 	<ul style="list-style-type: none"> -Raise your hand -Stay in seat -Clean up table area and floor 	<ul style="list-style-type: none"> -Use walking feet to line up 	<ul style="list-style-type: none"> -Use your Problem Solving STEPS -Emotion Management -Be kind and think of your custodian and cafeteria helpers 	<ul style="list-style-type: none"> - Line up students with lunch cards -Be on time -Walk students to the table and the lunch line -Use cafeteria helper's names -Check table area and floor -Dismiss your class to line up -Check in with cafeteria helper for positive comments
HALLWAY	<ul style="list-style-type: none"> -Walk quietly -Keep hands and feet to self -Listen to adults -Be aware of personal space 	<ul style="list-style-type: none"> -Walk on the right -Stop at stop signs 	<ul style="list-style-type: none"> -Take the shortest route 	<ul style="list-style-type: none"> -Be self-aware -Use positive self-talk -Use self-control 	<ul style="list-style-type: none"> -Yield to classes already in motion -Model expectations -help your entire line -Reroute when doors are closed
OUTSIDE	<ul style="list-style-type: none"> -Share and care for equipment -Listen to adults 	<ul style="list-style-type: none"> -Play fairly and safely -Include others 	<ul style="list-style-type: none"> -Travel on pavement (to and from play area) 	<ul style="list-style-type: none"> -Use your Problem Solving STEPS -Emotion Management 	<ul style="list-style-type: none"> -Actively help your students -Positively interact with your students -Ensure all equipment is labeled and returned to class or "lost and found"



				-Think of other people's perspectives	
STAIRS	-Stay on the right with hand on rail -Look with your eyes at hallway work	-One student per step -One step at a time -Stay in a single straight line	-Stop at stop signs	-Use self-control -Use self-talk	-Yield to classes already in motion -Model expectations -help your entire line -Reroute when doors are closed
CLASSROOM				-Use your attentiscopes (K/1)	

We would love to have pictures of examples of how they should behave in these different areas and have it labeled. Different astronauts showing the way!

caring

compassion

empathy

assertive

self- talk

planning to learn

accepting differences

emotion management

anxiety

handling accusations

STEPS

Gratitude

Attentiscopes

Perspective

Self-aware

Managing conflicting feeling

Managing hurt feelings

Peer pressure