

Undesirable Behavior: *Talking Out of Turn--* Talking out of turn consists of interrupting others, speaking before being called on, raising hand but not waiting, shouting out answers, and talking while teacher is talking; which interferes with learning by being distracting to self and others. Students do not hear what others have to contribute to the conversation.

Desired Behavior: *Talking when Appropriate--* Talking when appropriate consists of students have eyes on speaker, listen, wait for speaker to stop talking then raise your hand, wait to be called on to ask a question or share information.

Types of positive reinforcements – Behavior Reinforced – when & how?

1. **Immediate R+** The teacher will record tally marks on board throughout the day when students have eyes on speaker, listen, wait for speaker to stop talking then raise your hand, wait to be called on to ask a question or share information.
2. **Delayed R+** 25 tally marks equals a puzzle piece placed on the bulletin board. Then 30 puzzle pieces completes the picture of the activity.
3. **Overall R+** (Novel Interactive Learning Activity) The students will make their own rock candy, which will relate to the 5th grade science TEKs on mixtures and solutions
4. The tally marks on the board, so teacher can easily add to the total without interrupting teaching or learning.

Interactive Learning Activity: Each student will make rock candy wherein there will be a lesson on mixtures and solutions.

Teaching the Desired Behavior(s): The teacher will introduce the behavior problem by reading *Interrupting: Help Me Be Good*, which will illustrate to the students why talking out of turn is disruptive to the classroom environment. The class will then participate in a classroom discussion where they brainstorm occasions when talking is appropriate. The teacher will then list the agreed upon instances when talking is acceptable and encouraged. The teacher will model active listening, turn taking, and raise one's hand and waiting to be called on. Then after the teacher has modeled these behaviors, the class will practice.

Teaching the Plan: The students will be taught the plan through a miniature version of the activity. After the desired behaviors have been taught, then the teacher will explain how the students can earn puzzle pieces for the bulletin board during each subject area. The teacher will divide a portion of the whiteboard to record tally marks during each of the core subjects. For instance, math, reading, writing, science, and social studies will each have their own part of the board where tally marks are to be recorded. When teaching the plan, the teacher will tape a piece of the puzzle next to each tally area on the board. This way the students will know what they are working towards.

To begin, the teacher will review the desired behaviors by modeling. The students will then practice with the teacher. For the miniature version of the activity, the students will only need to get seven tally marks during each of the five core subjects. After they receive the seven tally marks for that subject, the students will receive the puzzle piece as their reward. One student, who will be selected by drawing a Popsicle stick, will be given the puzzle piece to add to the puzzle. For this mini version of the plan, there will only be five puzzle pieces (one to be rewarded during each subject area). By the end of the day, the students will have received all five puzzle pieces and they will see the picture that the finished puzzle creates. In this mini version, the students will earn 15 minutes to play math games. At the end of the day, the teacher will explain how for their real reward they will need to earn 25 tally marks before getting a puzzle piece and that there are 30 puzzle pieces total (six per subject area).

Possible Options: At the elementary level, the teacher can stress the importance of talking when appropriate during each activity by having a separate tally tracker for each subject. For instance, the teacher will record tally marks during math in a separate place than where she records tallies for science. The tally marks received in each subject area will not be erased. They will roll over from day to day until 25 tally marks have been earned, and then the count will begin at one again. In this instance, certain puzzle pieces will be assigned to each subject. This will highlight the importance of talking when appropriate over the course of the day. For example, the students have to earn 25 tally marks during the math block to earn puzzle piece # 8. Earning 25 tally marks during science will not earn them puzzle piece #8, but a different piece designated to be rewarded during science.

It is possible that the teacher may need to make adjustments to this plan throughout the duration of the activity. There will be a chart listing the targeted desirable behaviors. However, it is possible additional items may need to be added to this list if they prove relevant. For instance, if yelling begins to be a problem, then the teacher can add "using my whisper voice" to the chart. The students will then receive tally marks when they are seen using their whisper voice instead of yelling in the classroom.

Necessary Items: Dry erase marker (tally marks); puzzle pieces; *Interrupting: Help Me be Good* Bulletin board; Tape/stapler (to post puzzle pieces); Stick Jar of Names; Candy ingredients (water, sugar, food coloring, flavoring, string, mason jar, paper clips)