Hey Team!

Here are the lessons for this week for the disrupting group. Let me know if you have any questions or if you need anything else from me!

Hanna

**Day 1**

1. Set Expectations
   1. Only one person talks at a time
   2. All ideas are valid
   3. Whatever else you would like
2. Set Purpose
   1. You can give students the purpose for this time in their day.
   2. You could say something along the lines of: “As a 6th grade team we’ve been noticing that our level 2 behavior referrals have been growing. With that being said, we looked at all the students who had level 2 office referrals and tried to find the similarity between them. We feel as though you are trying to tell us something with your behavior, but unfortunately it is coming out in an inappropriate way. We’ve noticed that when you don’t get what you want, or when you are told ‘no’ you either get up and walk out of the classroom, or you speak disrespectfully to the adult around. We want to help you figure out what the real problem is and a different and better way to express yourself.”
3. Define disrupting- Review this, it is already on their notecard
   1. Google says: to disrupt is to interrupt.
   2. Google says: to interrupt is to stop the continuous progress. The key word here is continuous. **For the verbally disruptive group really focus on the verbal aspect of it (yelling, blurring, laughing, nosies, arguing, side conversations, etc.)**
   3. I would have students write this on a notecard and have them tape or glue it into their planner or place they will see EVERY class period. We may need to get it written on some point sheets if needed.
4. Graphic organizer
   1. Attached to the email is a graphic organizer where the students will fill out how they feel in different situations and then how they respond to those feelings. I would go through the graphic organizer together. I have left a few blank at the bottom for them to fill out individually for different situations they have been in.
   2. On Thursday we will talk about the correlation between them.

**Day 2**

1. Review Expectations
2. Review Purpose
3. Review graphic organizer
   1. Draw either a green arrow from the “I feel” column to the “So I” column if it was a green or an appropriate choice. Draw a red arrow if it was an inappropriate choice.
4. Correlation between how they feel and what they do. Where is the break down.
1. What the students will hopefully see is that there are a whole bunch of red arrows. We want those arrows to be green so we need to start teaching them some replacement behaviors.

2. Talk with the students about how those red arrows could be embarrassment, escape, or a defense mechanism. Instead we would like them to be using green choices (asking for help, asking for a break, asking to get a drink, etc.) The key here is ASKING BEFORE DISRUPTING.

5. Rewrite graphic organizer
   1. Have the students rewrite the graphic organizer so it is full of green arrows!