

## School-wide Social Behavior Lesson Plan BW Sheperd School

### Expectation: Respect Others – Primary and Secondary Age Levels

**Specific Skill/Behavior:** (Define the skill/behavior. Identify the steps of the skill/behavior.)  
Respect Others' Space – Students will keep from getting too close to others – keep from going up to people and getting into others' faces or keep from touching others inappropriately or at inappropriate times, etc.

**Context:** (Identify location where skill/behavior will be used.)  
All settings – classroom, hallway, gym, cafeteria, art room, homeliving, library

**Tell:** (Introduce the skill/behavior. Teach the definition the skill/behavior. Teach the steps of the skill/behavior. Teach the location(s) where the skill/behavior is needed.)  
Tell students that you are teaching about “My space” and “Your space” today. Note: “My space/Your space” will be our key words for this skill – Respect others' space. Note: if the area of space is different in different settings, then teach the appropriate space for that setting. Such as in the hallway or waiting for their lunch tray in the cafeteria, students may be closer to each other, but not touching, when walking in line or waiting in line.  
This skill can be taught through the use of:

1. Games/activities
2. Poster/pictures in classroom/other settings
3. Specific spaces designated in the classroom to identify student's space – pictures on table, placemats with names/pictures, etc.
4. Songs
5. Staff demonstrate/model skill
6. Videos – There is a video on YouTube – Search for “P is for Personal Space”
7. Books – “Personal Space Camp” by Julia Cook

**Show:** Demonstrate/model skill by saying “This is my space” – could put hand out at arm's length or put arms out and turn around, showing “my space”. Ask other staff members to show “My space”. Demonstrate “My space/Your space” with students showing you their space. Provide verbal praise/bucks/other appropriate reinforcers to each student when they have demonstrated that they stay in their space when you have used the term “My space/Your space”.

*Example: As verbal cue “My space/Your space”, along with the visual cue of putting your hand/arm out, is used, the student remains in his/her space and does not get into others' space.*

*Nonexample: As verbal cue “My space/Your space” is given along with the visual cue of hand/arm out, is used, and the student still continues to get too close or touch other students/staff.*

**Practice:** Continue to practice in the classroom and other school locations, making adaptations to each setting, as needed. Use key words, “My space/Your space” along with visual cue of hand/arm out at arm's length, as needed, throughout the school day.

**Feedback:**

**Reteach:** Set aside at least 2 times a day to have specific teaching time of this skill – taught in different settings over a 4 week period. Lessons/materials should be repeated throughout this 4 week time period. Use key words and visual cues throughout the day. “Catch” students demonstrating – “Respecting others’ space” throughout the day, and give them Red Bucks. When giving out Red Bucks for appropriate performance of this skill, make sure you tell the student that you like that they know this is “My space” and that is “Your space”. When the student performs this skill appropriately, tie the skill back to the appropriate expectation. Example: “That’s great respecting others and being in your space.” If it is more appropriate, hand the Red Buck to the staff member with the student instead of handing it to the student – just make sure the student knows why he/she is getting a Red Buck.