



POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

- Zachary Dunlap

SECTION
A.1
Establishing Rapport
&
Demonstrating
Respect





GETTING TO KNOW YOU ACTIVITY ONE: TWO TRUTHS AND A LIE

- **Activity:** For the first exercise, students will gather in a circle and take turns telling two facts about themselves, followed by one lie. It is the goal of the rest of the group to conclude which is the lie decisively. The game is over after each person has had a turn.
- **Respect:** This will help build respect among students by helping them learn a little more about each other by attempting to guess which “fact” is not the truth. Students will have to be quiet and listen to the student make their three statements. Teaching the students that we need to be respectful when other people are talking.
- **Rapport:** This will help with building rapport among students by getting to know more about each other through the game itself. The game is designed so that students can have fun with each other and take turns guessing what statement they think is wrong. All while having fun!



GETTING TO KNOW YOU


ACTIVITY TWO: THE NAME GAME

- **Activity:** Players will sit in a circle, and the director will decide who starts. The students are to think of a friendly adjective to describe themselves, and it must begin with the same sound as their first name. The player will say, "I'm (name), and I'm (character trait)", then the next person goes stating their name and character trait, followed by the previous player's name and trait. This will go in a full circle until everyone has had the chance to go.
- **Respect:** This will help build respect by teaching students to acknowledge and appreciate the positive qualities of themselves and others. It also teaches students what kindness is and how to take turns and not to talk down about each other and to lift each other up with compliments. This will help build respect among students by simply teaching each other how to be kind to one another.
- **Rapport:** This will help build rapport by showing the students that theatre can be fun and also be a learning environment where we lift each other up and not tear each other down. Rapport will be built by showing my students that I love to play along with them!

GETTING TO KNOW YOU ACTIVITY THREE: FRUIT BASKET UPSET



- **Activity:** All players, minus one who stands, will sit in a circle with their chairs. The person standing will call out a category (Anybody who has a pet for example) and all players who feel like they fit in that category, including the person standing, will get up and switch seats. The students may not sit on the chair on either side of where they were last seated.
- **Respect:** This helps build respect with students by helping them learn more about each other while playing a semi-chaotic game. Respect will come by having the group be aware of each other's surroundings, and by helping them gather new information about each other that they had not previously known. Plus, this is a fun game where everyone is involved. Including the teacher.
- **Rapport:** This will help with building rapport with students because I will be playing the game with them and showing the students that I like to have fun. They will get to know more about me as well! They will learn bits and pieces of information about me that will show them that I care and that I want them to have fun while learning the art of theatre.



GETTING TO KNOW YOU ACTIVITY FOUR: HYPEMAN

- **Activity:** Students will begin by getting into groups of three. Students will determine who is going to be introduced, who is going to be the Straightman, and who is going to be the Hypeman. Once determined, Player One will introduce interesting facts about themselves to the Straightman and Hypeman. Then everyone comes together and begins introducing their group members one at a time. The Straightman must introduce their Player One with a matter-of-fact attitude, while the Hypeman must introduce Player One in an over-the-top, exaggerated fashion. Repeat the same process with different group members if desired.
- **Respect:** This will help build respect in the classroom by allowing students to get to know more interesting facts about one another in a fun manner. This game involves building a community around respect by listening to each other and understanding each other's different backgrounds. Thus, building a culture of respect within the community.
- **Rapport:** This will help build rapport in the classroom because I will also be participating in the game. This will let students know that I am willing to have fun with them and they will also get to know some fun facts about me as their teacher.

GETTING TO KNOW THE PARENTS: PARENT'S BRAGGING RIGHTS FORM

Parent's Bragging Rights

Dear Parents and Guardians,

I apologize for having another form for you to fill out. I know that you have so many things to complete and fill out at the beginning of the year. I would appreciate it if you could take the time to fill this sheet out as well. I hope this will help me to understand your child better. There is an optional back as well.

Your child's name _____

Your name _____

Information about your child-

Please tell me any special talents or abilities your child has.

Please tell me what you would like for your child to accomplish this school year (academic, social, behavioral, or any area).

Name one thing about your child that makes you most proud.

Please tell me what you expect me to provide for your child.

If you would like me to know anything else please feel free to write it below. Some examples might be if your child lives in two separate houses, test anxiety, loves one certain subject or topic, etc.

Activity: To create respect and rapport with parents, I will send home a Parent's Bragging Rights Form. This form will allow the parents to fill in fun facts about their child and their family. This will be sent home on the first day of classes and will be due back by the end of the week. Questions will include:

- What is something you want your child to accomplish this year?
- What is a special talent that your child has?
- What is your child's favorite TV show or movie?
- What are some facts that I should know about your student?
- What is the best way of getting in contact with you?
- What allergies or medical conditions should I be aware of? This includes skin allergies, as we will be handling stage makeup in this course.

I will also be sending out an email within the first week of school introducing myself to each of the students' parents. This email will include information about me and my background. There will also be a link to the teacher's website. In addition, there will be a list of course materials that will be available for viewing so the parents can stay well informed.

Respect: This will build respect with my students' parents because it shows that I have an interest in what they are doing in and out of school. It will show that I care about the student and their success within my classroom. This will also allow the parents to get to know me and my passion for both teaching and theatre.

Rapport: This will help build a rapport with the parents because they will have an understanding of who I am as a teacher and understand my philosophy on theatre education and putting the students first. They will also be well informed of what is happening in my classroom because of the materials that are linked on my website. These methods can also help establish trust. I am taking the time to get to know the student and the parents, trying to earn that trust in return.





GETTING TO KNOW OTHER TEACHERS: THEATRE SELECTION COMMITTEE

- **Activity:** I will put a sign-up sheet in the teachers' lounge for volunteers to participate in the theatre selection committee. It will be open to anyone within the faculty and staff who wants to join to participate in selecting the shows for the next school year. This committee will meet in my classroom once a month, snacks and light beverages will be provided, and we will discuss everyone's opinions on what they believe the shows should be for the next year. This will include selections for competition pieces to take to the school theatre competitions. The goal is to get to know the teachers and their ideas on what shows they believe should be presented in the theatre.
- **Respect:** This will help with developing respect because it shows that I am taking the initiative to get to know what others feel about the theatre community and what shows they feel should be produced. Showing them also that I value their opinion and what they have to say. Especially since I am a new teacher coming into their community.
- **Rapport:** Having this group will allow for rapport to be built because I am getting to know their likes and dislikes. Getting to know more about them and what they believe good theatre should include. This will allow for open conversations and casual debates while also having light refreshments.

Section

A.2

Peer – To – Peer
Relationships



CREATING A TEAM ATMOSPHERE

Activity: I want to immediately start building/creating a sense of community and teamwork. So that is why for one of our first activities, we will play a game called The Human Knot. For this activity, students will gather in a circle, shoulder to shoulder. Students will raise their right hand and grab the hand of someone who is not immediately next to them. Then, they will raise their left hand and grab the hand of someone else who is not standing directly next to them. Now the students must untangle themselves while not letting go of any hands. To make this more of a challenge, once students have successfully untangled the first knot, repeat the same process above, but this time, students cannot speak to one another. Making the students think more critically about how to untangle this knot.

Rationale: This game will be used to help create a group dynamic within the class because it makes the students work together to solve a difficult task ahead of them and to use critical thinking skills. It will help build respect and rapport because I will be participating in the game with them. Showing the students that I like to have fun as well. It will also show the students that theatre is a collaborative art form. This will build respect and rapport among the students because they must work with each other to untangle themselves. Communicating with each other what needs to happen calmly and respectfully.



APPRECIATION FOR CLASSMATES

Activity: Students in the theatre department need to understand that there must be respect and an appreciation for all students and other faculty, staff, and even in the real world. We will treat everyone equally, and with kindness and compassion. To do this, however, students must get to know more about each other. So we will play another game called Three Things in Common. First students will begin by walking around the room. Being aware of the space around them and making sure not to bump into each other. Afterwards, the students are to find someone in the room that they do not know very well. Then they will have three minutes to find out three interesting facts about the other student. The facts cannot be obvious (i.e., they have on glasses or a blue shirt); they must be facts that students otherwise would not know about them had they not divulged the information (i.e., the student has pets at home, they went on a trip with their parents, etc). Finally, after three minutes, the students and the teacher will all gather in a circle, and each share a fact that they learned about each other while playing the game.

Rationale: Getting to know more facts about each other will allow for a deeper connection to be made among the students. It will allow the student to learn how to appreciate the different backgrounds that are present in the classroom. This would even allow for opportunities for the students to ask clarifying questions if they find something interesting within the facts that are being told. This will allow for respect and rapport to be built because of those connections that are being made by learning new facts about each other. Learning to respect and appreciate the differences that abound within the classroom.



BUILDING CHARACTER

Activity: Students will be required to perform daily journal entries in my classroom as both a pre-assessment of what we are going to do for the day, as well as to discuss how we are doing mentally and emotionally. First, the students will answer the pre-assessment question, then they will have the following two prompts:

How are you doing today?

What is something that you are grateful for today?

After roughly five to ten minutes of writing, students will then be brought together in a seated circle, and we will open the floor for discussion of the questions that were written. This will help the students with learning how to deal with their emotions positively, as well as teach them about what it means to have a positive attitude. As well as having sympathy and empathy for others.

Rationale: Learning how to handle your emotions is important in both theatre and in life. So, having the students journal about their feelings positively will help them learn how to manage their emotions. It will allow students to be open, and it can show that other students may not be alone with how they are feeling. Thus, allowing for an atmosphere of positivity. It will build respect and rapport between the students and I because I will facilitate the conversations to make sure that they stay uplifting and to make sure that each student has a voice. That is what the students need to know, their voice does matter.



A large red octagonal sign with a white border, centered on a white background. The sign contains the text "BULLYING PREVENTION PLAN" in white, bold, uppercase letters.

**BULLYING
PREVENTION
PLAN**





WHAT IS BULLYING

Bullying: This is aggressive or unwanted behavior from students within the school that may involve a real or perceived power imbalance. This can lead to repetitive behaviors among bullies and lead to serious, lifelong problems.

There are different forms of bullying, including:

Physical Bullying

Verbal Bullying

Social Bullying

Electronic or Cyberbullying

Sexual Bullying



FORMS OF BULLYING

Physical Bullying

Causes harm to the child or their property.

Examples:

Hitting
Kicking
Shoving
Spitting
Beating Up
Theft
Damaging Property

Verbal Bullying

Saying mean and harmful things to one another.

Examples:

Name-Calling
Mocking
Hurtful-Teasing
Insults
Slurs
Humiliation or Threatening Someone
Racist Comments

Social Bullying

Hurting someone's reputation or relationship.

Examples:

Rolling Eyes
Excluding others from the group
Encouraging others to ignore others
Gossiping
Setting others up to look foolish
Damaging Reputations and Friendships

Cyberbullying

The use of technology to harass, threaten, embarrass, or target another student.

Examples:

Use of Email
Use of Cell Phones
Sending Text Messages
Use of Social Media (Facebook, Snapchat)

Sexual Bullying

Any physical or non-physical act that has sexual connotations behind their actions.

Examples:

Touching or grabbing inappropriate areas
Crude comments about Sexual Orientation
Being disrespectful because of their sex.





HOW TO PREVENT BULLYING

Activity #1: Students need to understand the importance of creating a safe space within the theatre classroom. It needs to be a safe place for exploration and discovery for both on stage and off. To establish this safe space, I will have the students gather around in a circle with their chairs, and we will have an open discussion about what it means to create a safe space and how creating that safe space can help prevent bullying in the classroom. There are two main questions that I would like to ask my students to get the discussion started:

What does a safe space look like to you?

How can we create a safe space?

Rationale: Students need to be able to have the freedom to express themselves in a non-judgmental environment, and I want to establish this within the first week of classes starting. This will establish respect and rapport with the students because it shows that I care about the safety and well-being of the students who are in my classroom. I will also be contributing to the conversation to help guide the students in the direction that the conversation needs to go to achieve the creating a safe space.

Created by: Zach Dunlap



HOW TO PREVENT BULLYING

Activity #2: The students will divide into groups of three to five and create a scene based on a bullying scenario that will be drawn out of a hat or bag. The students will have 10 minutes to create a scene that has a negative or neutral reaction to the bully (i.e., not doing anything, mocking), and a positive reaction (i.e., supporting the student getting bullied, going to get help). Afterwards, the skits will be performed with the negative scenario being the first one performed, followed by the positive scenario. After each group has gone, we will all circle up and have a discussion on what bullying is and how it can be harmful to others in a theatre environment. Scenarios of bullying could include:

A student is being bullied for the shoes they have on.

A student is being cyberbullied over snapchat or other social media.

A student is being mocked in the hallway because he is not popular.

Rationale: This will help build respect and rapport because this is a fun way to emphasize the importance of what to do when the student observes another student being bullied. This is also a great bridge into having a conversation about what bullying looks like in the theatre classroom and how we can come together to lift each other up instead of taring each other down.

Information obtained with the help of AI.



HOW TO RESPOND TO BULLYING

Activity: This is an improvisation game called Rehearsing Real Responses. During this game students will divide into teams of three or four. Each group will then select a bullying scenario out of a hat and will have ten minutes to create a scene that shows the bullying situation and how a student could potentially respond to the bully. For example, will the student being bullied be aggressive? Will the student be assertive/confident? Overall, the students must show what they will do to respond to the bully. Afterwards, a discussion will be carried out as to why we played this game and why an emphasis was placed on bullying and how to respond. Example scenarios of bullying in the theatre classroom include:

Making rude comments about someone else's performance

A tech or crew member is being disrespected

Inappropriate comments made backstage during a quick change

Rationale: The students need to understand the importance of how to respond to a bully. Especially in a productive manner. That is why I chose this activity. Because I wanted to show the students that there are multiple ways to respond to a bully, but not all ways are the correct way. Having this discussion with the students after we play this improv game will show that I care about their safety and well-being both physically and mentally, while they are in my classroom. This will be a big help in building respect and rapport.

Information obtained with the help of AI.



Activity: Students need to learn understand what bullying is and how to respond appropriately to what is happening. To teach this, I want to have the students listen to songs from *Heathers: The Musical, Jr.* This show discusses what it is like to be bullied and the consequences of social hierarchies, peer pressure, and being cruel. I will provide background information on the characters and the plot of the story. The students will have to listen to the music and answer questions that directly relate to the subject of bullying and how to respond. Afterwards, we will gather in a seated circle and discuss each other's answers and how they help with responding to a bully. Some questions include:

- What are some names that you here the students calling each other?
- How would that make you feel being called some of these names?
- What are some confident ways we can respond to our bullies?
- How should we not respond to our bullies?

Rationale: Students need to understand that there are many confident and assertive ways to respond to a bully that do not always need to lead to aggression. There are always ways around the conflict; there is always a solution. The goal is to work together to find that solution. Having this discussion with these students will help build respect and rapport because they will have an understanding of my background and how I was bullied. They will also know that I will not tolerate bullying of any form in my classroom.

Activity obtained with the help of AI.

RESPONDING TO BULLIES WITH *HEATHERS: THE MUSICAL JR.*

https://www.youtube.com/playlist?list=PLvKgh5zxNjkjkBHgXqscsSYY4tUKLbwB_



REPORTING BULLYING

Mr. Dunlap's Mailbox

Mr. Dunlap's Mailbox will be designed for students to be able to report any uncomfortable or bullying behaviors anonymously to the teacher. This mailbox will be placed outside of my office and checked daily for notes left by students. The students will be made aware that all reports coming from this box will be taken seriously, and they should take it just as seriously. The students will have an understanding that any bullying of any form will not be tolerated in my classroom, and any notes will be addressed accordingly.

Rationale: This will build respect and rapport with the students because it will show that I am taking the steps necessary to prevent bullying from happening in my classroom. I want to create that safe space. The students should be able to observe that I care about them and that bullying of any sort will be handled accordingly. They will also understand that I encourage them to speak up, speak their minds, when they see something, say something.

The Codeword!

With this concept, the students and the teacher will collectively decide on a code word or phrase that will signal to the teacher that the student either needs help or would like to have a private conversation. When the student utters the word or phrase that has been designated, when the teacher gets to a stopping point in the lesson, the teacher can then pull the student into the office. Allowing for freedom of expression without fear of retaliation from the other students in the classroom.

Rationale: Sometimes, students may not feel completely comfortable speaking out in the open about what is going on and how they are feeling. Having a code word will allow for an open-door policy to be created within my classroom. Letting the students know that I am there for them whenever they need. This will also aid in building respect and rapport because it will show the students that I am someone they can trust.

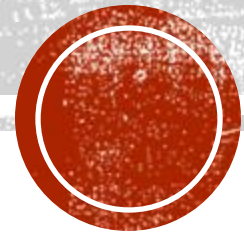
Information obtained with the help of AI.





TEACHING SOCIAL SKILLS

These are 5 social skills students build over time while in a theatre class!



ENSEMBLE BUILDING

WHAT DOES IT LOOK LIKE?

- Respecting everyone's opinion
- Sharing ideas that can contribute to the group
- Listening when others are talking
- Lending a helping hand when it is needed
- Not talking down to anyone in the group or class

Activity obtained with the help of AI.

ACTIVITY!

Group Tableau: This is a fun game that requires students to work as a team without speaking to one another. The class will be divided into groups of four to five, The teacher will call out a theme, and the students will need to create a picture (tableau) out of that theme. They will have ten seconds.

The point of this game is to build rapport with each other as well as respect. This also involved working together as a team to accomplish a task in a fun way!



SHOWING COMPASSION

WHAT DOES IT LOOK LIKE?

- Being there for someone when they are down or upset.
- Helping others when they need it
- Being understanding
- Showing kindness
- Being empathetic

ACTIVITY!

In Their Shoes: To teach students about compassion, this activity will have them writing a monologue in first person based on a given scenario (i.e., the new kid in school, someone who is being bullied, etc.), they must insert themselves in the situation and write the monologue from their point of view. The students will then perform the monologues as the character. Emphasizing how they are inserting themselves into the character's shoes.

This activity teaches students about emotional depth, compassion, and character development. All of which are crucial skills to have in the theatre. This will help develop respect and rapport because it will allow us all to see a vulnerable side that we do not usually get to see.

Activity obtained with the help of AI.



COMMUNICATION

WHAT DOES IT LOOK LIKE?

- Actively listening and not speaking when someone else is talking
- Raising your hand when you need to ask the teacher a question. Waiting for the teacher to call on you before speaking.
- Speaking when appropriate to do so
- Being polite and respectful when speaking.

ACTIVITY!

Back-to-Back Drawing: Sitting in pairs, student one will have a simple image, such as a house or a face, while student two has a pencil and a piece of paper. Student one will then begin describing how to draw the object without naming the actual object itself. Afterwards, the students will then turn to face each other and compare the drawings they have.

This game teaches about listening to each other, which is vital within the theatre because listening will provide key intel into how a person is feeling. This game will build respect and rapport among the students by teaching them the importance of communication and how working together can help solve a problem.

SELF-ESTEEM

WHAT DOES IT LOOK LIKE?

- Being proud of the work that you have done.
- Being proud of who you are as an individual.
- Feeling confident in the abilities that you have.
- Standing firm on your beliefs.

Activity obtained with the help of AI.

ACTIVITY!

Bragging Rights Monologue: Writing as themselves, students will create a monologue about themselves. Bragging about any goals, achievements, and accolades they currently possess. Then the students will individually get up and perform their monologues. Applauding after each monologue.

This is a fun way of building self-esteem, as well as admiring personal strengths and accomplishments, while simultaneously teaching the students how to enjoy being seen in a positive light. This will build respect and rapport because it will show the students that I care about how they are feeling and what they are going through. It will show the students that I encourage them to speak about themselves in a positive regard only. No negativity will be allowed in my classroom!



RESOLVING CONFLICT

WHAT DOES IT LOOK LIKE?

- Having a conversation with someone without raising our voices
- Listening to the other person's side
- Understanding each other perspectives
- Apologizing for your actions

ACTIVITY!

Conflict Resolution Scene Work: For this activity, students will divide into groups of two and create a two-part scene. Part one will consist of a conflict that the student may have (feeling left out, or someone taking credit for their work). Then, part two will consist of producing a resolution that uses calm communication and/or shows empathy.

This will help students with learning how to resolve conflicts within my theatre classroom because it teaches the students about emotional regulation and problem-solving. This also demonstrates a positive way of handling a situation that you are uncomfortable with handling. It will show respect and rapport by allowing the students to work together to figure out how to solve a conflict by using our words. Demonstrating respect and care for the others side and opinion

Activity obtained with the help of AI.

Section
A.3
Self-Regulation



IDENTIFYING STRENGTHS, INTERESTS, AND GOALS

- **Strengths:** For this activity, students will be given a worksheet to help them identify strengths in themselves for the theatre class. Each student will be handed a sheet of paper with a list of strengths and then blank spaces at the bottom. Each student will be instructed to fill out three strengths they see in themselves, list two theatre skills they would like to improve on, as well as list a strength that they have seen in their classmate and explain their reasoning. This will not only help the students identify their strengths in the theatre classroom, but it will also give the students a chance to recognize their fellow classmates for a strength that they have.
- **Interests:** For this activity, students will be given a Student Theatre Interest Sheet that will ask the students to list their prior experience that they have had with theatre, any interests they may have, as well as what they think the teacher may need to know about them before the start of instruction for the class. This will help me, as their teacher, understand their background information about theatre and will help me gauge the interest level of the students getting ready to embark on their theatre journey.
- **Goals:** For helping students identify their goals, the activity that we will do is a survey for the students that will help them identify the goals that they want to achieve or improve on while they are in my theatre class. I want my students to be able to feel like they have a purpose a a goal to work towards in my classroom. So having the survey for the students will really help me gauge what the students are wanting to get out of the class. This will also help me with informing instructional decisions for the semester.













Theatre Strength Inventory Worksheet

Every performer brings something special to the stage! Use this worksheet to explore your personal strengths in theatre and recognize what others bring to the ensemble too.

Step 1: My Theatre Strengths

Check any strengths that apply to you:

-  Strong voice projection
-  Expressive facial expressions
-  Good at working with others
-  Creative with character choices
-  Fast memorization of lines
-  Quick thinking and improvisation
-  Focused and dependable in rehearsal
-  Confident on stage
-  Strong use of body and movement
-  Helpful behind the scenes (props, costumes, tech)

Step 2: Reflect

☆ List 3 strengths you see in yourself:

- _____
- _____
- _____

List 2 theatre skills you'd like to improve:

- _____
- _____

♥ Name 1 strength you've seen in a classmate and explain why:

Classmate's name: _____

Their strength: _____

Why I admire it: _____

Student Theatre Interest Survey

Help your teacher get to know your theatre interests! There are no wrong answers—just share what you enjoy and what you're excited to explore.

About You

Name: _____

Grade: _____ Pronouns: _____

Your Theatre Experience

Have you done theatre before? (circle one): Yes / No

If yes, what kinds? (check any that apply):

- Acting in a play or musical
- Stage crew or tech (lights, sound, sets)
- Dance or choreography
- Singing or musical performance
- Directing or assistant directing
- Writing scripts or scenes
- Costume or prop design
- Improv or comedy
- Other: _____

What Interests You Most?

What part of theatre are you MOST excited about this year?

What's one new thing you'd like to try in theatre class?

Theatre Class Goal-Setting Worksheet

Name: _____ Date: _____

Class/Period: _____

1. What interests you most in theatre class? (Check all that apply)

- Acting Improvisation Technical Theatre
- Scriptwriting Performing for an Audience Other: _____

2. What is one skill you would like to improve this semester?

(Example: "I want to be more confident speaking in front of others.")

3. Set a Goal

Write one goal you want to achieve in this class. Try to make it a SMART goal (Specific, Measurable, Achievable, Relevant, Time-bound).

Example: "I will memorize my monologue one week before the performance."

My Goal:

4. How will you work toward this goal? (Check all that apply)

- Practice regularly at home
- Rehearse with a partner or group
- Ask for feedback from my teacher or peers
- Use a journal or planner to track progress
- Attend all rehearsals and participate fully
- Other: _____

5. Why is this goal important to you? (Check all that apply)

SELF-MONITORING & SELF-EVALUATING

Ensemble Self-Monitoring Log

Use this log to reflect on your social behavior during theatre class or rehearsal. Be honest—this is for your personal growth and reflection.

Behavior	I did this consistently	I did this sometimes	I need to improve this	Notes / Examples
I listened actively to others.				
I stayed focused and on task.				
I contributed positively to the group.				
I encouraged others or gave support.				
I took responsibility for my role/work.				
I resolved conflicts respectfully.				

Reflection Prompts:

What is one social behavior you want to improve or continue working on in the next rehearsal?

How will you know if you have accomplished that goal?

Social Behaviors: For this activity, students will be filling out a reflection worksheet that will be given to them at the end of every week. This way students will be able to reflect on their social behaviors including cooperation, listening, encouragement and responsibility during activities and rehearsals. All the students will need is a pen or pencil and their printed log sheet. For the instructions, students are to complete the self-monitoring log after every rehearsal or class. I encourage them to be honest as this will be for reflection and not for grading purposes. Finally, the students will have a conference with either their peers or with the teacher in an attempt to help set goals that push the student to do and be even better than they were before.



SELF-MONITORING AND SELF-EVALUATING

Academic Behaviors: For this activity, students will fill out a reflection worksheet that will be given to them a weekly basis. This will help the students reflect on how their habits while working in my theatre class, affect their progress in moving forward. Giving the students the opportunity to reflect on what they have done this week and how it has affected their performance. This worksheet addresses meeting deadlines, memorizing lines, and many more questions that truly make the student think about their overall performance in the classroom. This will help build respect and rapport because it will help with keeping the students accountable for their work. Allowing me the opportunity to step in and have one-on-one conversations with the students afterwards, so I can let them know where they need to improve.

Academic Self-Monitoring & Evaluation Sheet

Name: _____ Date: _____

Academic Behavior	Always (☑)	Sometimes (☑)	Rarely (☑)	Notes / Reflection
I bring all materials I need to class.				
I meet deadlines (lines memorized, etc.).				
I focus and participate in all activities.				
I follow rehearsal directions.				
I rehearse or practice outside of class.				
I reflect on my work and try to improve.				

Reflection Prompt:

What academic habit are you most proud of this week?

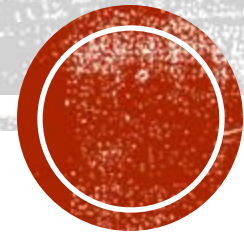
What is one thing you can work on next week to grow as a theatre student?





RESEARCH BASED STRATEGIES FOR IDENTIFYING GOALS, SELF- MONITORING AND SELF- EVALUATING

<https://iris.peabody.vanderbilt.edu/module/sr/cresource/q2/p05/#content>



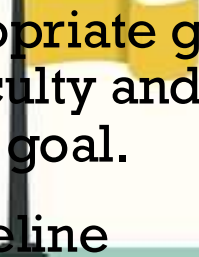
SETTING GOALS

A stylized illustration of a person in a light blue suit running up a set of green stairs. The person is holding a red balloon in their right hand and a black briefcase in their left. The balloon is tied to the top of the stairs, symbolizing reaching a goal.

Benefits for Teachers and Parents

- Goal-setting offers structure by specifying a targeted goal.
- The process provides feedback on progress
- Goal-setting motivates performance

Process

1. Choose an appropriate goal. Keep in mind the difficulty and specificity of the goal.
 2. Determine a timeline
 3. Establish Progress Monitoring
- 
- A yellow flag on a black pole, positioned at the top of the stairs, representing the achievement of a goal.

SELF-MONITORING & EVALUATING

Benefits for Students

- Self-monitoring provides more immediate feedback to students than is possible when teachers evaluate the behavior.
- It clearly depicts improvements over time in behavior for both the student and the teacher
- It engages students
- It facilitates communication between students and their parents
- Students can avoid competition because of the individual nature of the strategy

Benefits for Students with Disabilities

- Social behaviors and completion of written classroom work at the high school level
- The ability to follow directions in junior high school classes
- Less aggressive behavior
- Academic engagement and less disruptive behaviors for elementary age students
- On task behavior, less disruptive behavior and listening skills for grades 7 through 9.
- Math Fluency



PROCESS FOR SELF-MONITORING & EVALUATING

1. Select a behavior to self-monitor and evaluate
2. Collect Baseline Data
3. Obtain Willing Cooperation
4. Teach Self-Monitoring Procedures
5. Monitor Independent Performance



Section
B.1
Classroom Rules and
Procedures
A Comprehensive Plan



A hand holding a red marker is shown in the bottom right corner, writing the word "rules" in a cursive font on a blue background. The word "rules" is written in a dark red color and is partially obscured by the white text overlay. The background is a solid blue color with a subtle grid pattern.

**9TH — 12TH GRADE RULES
FOR THEATRE CLASS**

RULES

1. **Students will be on time:** When the bell rings, the students will be in their seats with their journals and pencils in hand, beginning to answer the journal prompt questions for the day.
2. **Please come to class prepared:** Students will come to class with materials ready for the day. This includes having lines memorized for the day, having materials for projects, and homework completed and turned in on time.
3. **Please raise your hand before talking:** If you have a question, or a statement that you would like to make to the teacher or to another student, please raise your hand and wait to be called on by the teacher before talking.
4. **Please, no talking during a performance:** When another student or a group is performing on stage, the student is to remain quiet until the performance has concluded. The performance has concluded when applause begins.
5. **Please be respectful of each other's work:** There will only be applause in my classroom, and no disrespectful remarks towards another student's performance will be made. This includes booing a performance.
6. **Only applaud at appropriate times during a performance:** The appropriate time to applaud during a performance is after the performance has concluded, or unless otherwise stated by the teacher.



THEATRE CLASS RULES & EXPECTATIONS

- 1. Students will be on time:** When the bell rings, the students will be in their seats with their journals and pencils in hand, beginning to answer the journal prompt questions for the day.
- 2. Please come to class prepared:** Students will come to class with materials ready for the day. This includes having lines memorized for the day, having materials for projects, and homework completed and turned in on time.
- 3. Please raise your hand before talking:** If you have a question, or a statement that you would like to make to the teacher or to another student, please raise your hand and wait to be called on by the teacher before talking.
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- 5. Please be respectful of each other's work:** There will only be applause in my classroom, and no disrespectful remarks towards another student's performance will be made. This includes booing a
- 6. Only applaud at appropriate times during a performance:** The appropriate time during

TEACHING AND PUBLISHING THE RULES

Teaching: I will be discussing the rules and expectations with the students and what they each look like. Students will then play a game called *Act It Out*. During this game, students will be divided into groups of two to three. The students will be given a rule per group and each group must prepare a scene within a designated amount of time, then they will present it to the class. The class will guess which rule was being acted out! Here's the catch, the groups can decide to act out the rule according to how it is presented OR they may choose to do the opposite of the rule and show the class what not to do!

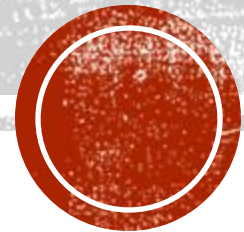
Publishing the Rules: As a reminder of the rules and expectations we have just learned and demonstrated, there will be a creative poster board prominently displayed in my classroom as a reminder to the students what I expect from them and the rules they must follow.

Poster created with the help of AI.





9TH — 12TH GRADE PROCEDURES FOR THEATRE CLASS



Procedure One: The Beginning of Class

- Come in and put your belongings away.
- Grab your notebook from the designated bin
- Return to your seat
- Begin answering the journal prompts on the board.

Procedure Two: Warm – Up!

- Put your journals in your chairs
- Come to the center of the room and stand in a circle
- Begin doing stretches
- After stretches, start vocal warm-ups
- Finally, Shake it out!

Procedure Three: Going to the Bathroom

- Raise your hand
- Wait to be called on by the teacher
- Ask for permission to use the bathroom.
- Take the bathroom hallpass with you as you leave the room.

Procedure Four: Performing a Monologue

- Stand on the designated mark on the stage
- Present your slate
- Wait for the teacher to give you the go ahead
- Perform your monologue
- Hold for a moment after you finish your monologue
- Say thank you and exit.



Performing a Monologue

- Stand on the designated mark on the stage
- Present your slate
- Wait for the teacher to give you the go ahead
- Perform your monologue
- Hold for a moment after you finish your monologue
- Say thank you and exit.

WARM-UP!

- 1 Put your journals in your chairs
- 2 Come to the center of the room and stand in a circle
- 3 Begin doing stretches
After stretches, start vocal warm-ups
- 4 Finally, Shake it out!

GOING TO THE BATHROOM

1. Raise your hand.
2. Wait to be called on by the teacher
3. Ask for permission to use the bathroom.
4. Take the bathroom hall pass with you as you leave the room.

HALL PASS

THE BEGINNING OF CLASS

1. Come in and put your belongings away.
2. Grab your notebook from the designated bin
3. Return to your seat
4. Begin answering the journal prompts on the board.



TEACHING RULES AND PROCEDURES

Explicit instruction and active learning are going to be key to teaching the students about the different rules and procedures that are going to be set in place in my theatre classroom. I will have the students actively engaging in conversations with me while I am explaining the rules and procedures. The students will also be participating in different games and activities that will be explicitly elaborated on to make sure the students are comprehending the rules that are set in place. The main game that the students will be playing when it comes to learning the different rules and procedures is *Act It Out*. Students will be demonstrating their understanding of the rules and procedures by demonstrating what not to do in a scene, then the students and I will have a conversation about why those rules and procedures were incorrect and what the true rule is.



Section
B.2
Positive
Reinforcement





9TH — 12TH GRADE POSITIVE REINFORCEMENT STRATEGIES FOR THEATRE

POSITIVE REINFORCEMENT FOR INDIVIDUAL STUDENTS

Mr. Dunlap's Star of the Week

Tangible: For this act of positive reinforcement, when the students demonstrate going above and beyond the classroom expectations, students will have a recognition award that will go on a bulletin board. This will show the students that hard work truly does pay off and that I recognize the value of that hard work.

How can students earn recognition:

- Weekly perfect attendance.
- All work is turned in early.
- Student comes prepared for class everyday throughout the week.

Extra Credit

Token: Students will be given extra credit towards lower grade assignments. Students can earn this by attending a live performance and filling out a written worksheet about the play that they have watched. A ticket stub must be attached to the worksheet that will be required to be filled out after the student has observed the show.

How will this be implemented?

- The student views a show.
- Student brings in filled-out worksheet with attached ticket stub
- Extra credit is given on the lowest assignment to raise their grade.

Class Recognition

Social: Students will be given recognition from their peers for a job well done on their performance. Students will need to complete the monologue in the correct sequential order, previously discussed, then, after successful completion of the monologue, all students will either give snaps or claps for a job well done.

How will this work?

- The student stands in front of the class, ready to perform.
- The student will perform their monologue
- Snaps and claps to follow the conclusion of the performance.

POSITIVE REINFORCEMENT FOR A GROUP OF STUDENTS

Warm-Up Games

Activity: For this activity, when a group of students gets a good score on their performance reviews, the group of student will have the opportunity to pick out the warm-up games for the day. These games must be games that we have already done, or they will have a list of warm-up games to choose from.

How this will be implemented?

- Students will be given a performance assignment that will be graded by a rubric.
- Whichever group gets the highest score on their performance will have the opportunity to choose the warm-up game for next class.

Collaboration Chips

Token: Students will be given a token with a drama mask on them to insinuate a job well done on the collaboration or group work that the students are doing. There will be multiple scenarios that could lead the group of students to receive a token. The tokens can be exchanged for a list of privileges.

List of Possible Privileges:

- Extra rehearsal time.
- Extra credit on an assignment
- The group name is going on the Star of the Week bulletin board.

First in Casting

Natural: During this period, students who display consistent group work effort will be allotted more input in the say of the students' scene partner will be, the roles they would like to play, even up to the genre of the fall or spring play that we are going to produce.

What does this look like?

- No arguing or disagreements among the group.
- Deadlines set by the group are met in a timely fashion.
- Students demonstrate that they can perform as a culmination of working together on a scene from a play.

POSITIVE REINFORCEMENTS FOR THE WHOLE CLASS

Improv Game Day!

Activity: At the conclusion of the week, if students have completed all assigned tasks and have turned everything in on time, they will get to have a competitive improvisation game day. During this time students will choose between a set of improv games that we have learned throughout the semester and have a friendly competition for who can keep the scene going before someone "cracks" or breaks the scene.

How will this be earned?

- No disruptive behavior throughout the week
- Completion of all tasks.
- Active participation through the week.

Class Token Jar

Token: Students will have the opportunity to earn tokens to put in the jar by successful completion of a hard day's work in class. This will help with positive reinforcement because it will show the students that I see the hard work they are doing, and I want to reward them for that hard work. After the token jar is full, upon approval from the administration, I would like to bring donuts or a sweet treat to the class for a job well done.

How to earn tokens:

- Lines memorized on time
- Keeping the space a safe environment for other students.
- Demonstrations of kindness.

A Day to Watch a Play

Tangible: The students will have the opportunity to earn a movie day based on their good behavior and the successful completion of difficult tasks. For example, scene work. After which the students will have a selection of pre-approved recorded plays that we can watch as a group. These plays that we will watch will be one of the plays that we have worked on in class. For example. *Charlotte's Web* by Joseph Robinette would be a good play to watch.

What does this look like?

- Students will be seated around the screen.
- Eyes and ears are open to watch the film.
- Mouths are closed unless you have a question.

Section
B.3
Hierarchy of Supportive
Consequences



**9TH — 12TH GRADE HIERARCHY
OF SUPPORTIVE
CONSEQUENCES FOR THEATRE**

WARNING (Verbal)

When: This action will take place right as the inappropriate behavior begins in the classroom.

Every student is bound to make a small mistake or mishap in class that will lead to classroom disruption. For example, passing notes and talking to another classmate during instruction time, or even something as simple as tapping their pencil, can cause a disruption. My first hierarchy of consequences will be a verbal and/or non-verbal warning to the general classroom as a reminder of what the expectations are while the teacher is giving instruction. This way no student is feeling isolated or are the sole cause of the disruption.

Example Statements:

- Okay class, really quick, can someone tell me what the rules are when the teacher is talking?
- How do we demonstrate these rules in class?

It is with these methods in mind that I hope that this will correct my student's behavior the first time around and that it will not lead to further actions needing to be taken. Students will be given two attempts to correct the behavior before

INDIVIDUAL REMINDER

When: This will take place after two attempts of verbal warnings have been made.

Students make mistakes all the time; it is in their nature to make mistakes, as that is how we learn. Sometimes students need that extra attention and individualized one-on-one attention to maintain their focus in class and to stop disrupting, maintaining order in the classroom. Even giving back some lost instruction time. After the first two warnings were made to the general class, I will now begin focusing on the individual student by implementing non-verbal reminders to the student. The student will be redirected to focus on their assignments or class discussion as well.

Examples of Non-Verbal:

- Proximity to Students
- Shaking head

Example of Redirection:

- Hey there, Mr./Ms. X, I would appreciate it if you would be able to finish your conversation after class and please return your focus to the class discussion, or to your assignment, please.

At this point, the students should be refocusing back to the task that they were assigned to or return to the class discussion. If, after two warnings, the student does not correct the behavior, the student will be warned of the next hierarchical consequence, followed by implementation.



ONE-ON-ONE MEETING

When: This approach will happen after all verbal and non-verbal warnings, as well as redirection, have ceased to assist.

After students have failed to adhere to the verbal warnings, non-verbal warnings, and redirection, I will ask the student to please step out into the hallway so I can have a one-on-one meeting with the student to figure out the “why” behind the behavior they are portraying. I will not come to the student with a harsh tone or in a condescending manner as that may irritate the student even more and make them feel uncomfortable, hence them not opening up about what is going on. Sometimes, students have things happening outside of school that cause them to act out in class as well. So I want to get to the bottom of it and figure out why the student is having such disruptive behavior. When I ask the student to go into the hallway, I will have my class start working on their assignments while I go talk to the student.

Sample Questions:

- Is everything okay with you?
- Is there something going on that you want to talk to me about?
- You are such a great student! Why the sudden behavior change? Did something happen?

I attempt to get to the root of the student's behavior to correct the behavior that has been disrupting the class. I want the student to understand that I am an open line of communication, is something is going on. I want the student to know that they can trust me and that what they say stays with me (within reason). However, if the disruptive behavior continues, the student will be warned of the next consequence followed by implementation.

LETTER TO PARENTS

When: This action will happen after the student has failed to show compliance after the one-on-one session with the student.

After all of my individual consequences have not worked for the student. It is time to call in for help from the parent or guardian. It is time that the parents understand what has been happening in the classroom and how it has caused a disruption in class, but I want to help their student become the best that they can be. Hence, I would ask for the parents' help in having a conversation with the student about their behavior and how to behave in class. I want to let the parents know that I am rooting for their child. I do not want them to continue the behavior either, so we have to work together to produce a solution. The student must present the letter to their parents upon returning home from school. The parent should then sign the form acknowledging their receipt of the letter, followed by any comments. The student will then return the form to me the following day.

Examples of Potential Conversations:

- I want to provide you and your student with a list of possible school resources for the student.
- I would like to have an in-person conversation with you at your convenience about your student and how we can work together to improve his behavior in class.
- Possible reasons why we are having a hard time in class (mental, physical, and emotional well-being).

I hope that by implementing this consequence and having the help of the parents that we can improve the students' behavior. This would come as an intervention to help the student. However, unfortunately sometimes this does not work well. With continued misbehavior will come the second to final hierarchical consequence.



BOUNCING/LOCKOUT

When: This consequence will occur if the student continues to be a disruption to class, after the letter home has been implemented and signed.

At this point in time, the student has not demonstrated that they are understanding the rules of the classroom, and they continue to be a disruption after many attempts to refocus and bring in the parents. The next step is to bounce the student to the lockout, or in-school suspension (ISS) room, for the remainder of the class period. During this time, I will be handing the student a worksheet asking them questions about why they are being bounced to lockout to help the student understand their behavior and how it is not appropriate and can come with consequences.

Example Questions on the Worksheet:

- What behavior in the classroom caused you to be bounced to lockout/ISS?
- What can you (the student) do to stop these behaviors from happening?
- What do I as the teacher, need to do to help you?

The next day when the student returns they are to bring that worksheet to me for analysis of their responses, in an attempt for me to help the student become less disruptive before I must implement the final consequence. If the student returns the worksheet, and the behavior is still continuing, then the final steps will be taken.

WRITE UP/PRINCIPALS OFFICE

When: After all other options have been exhausted, this is the final hierarchical consequence that the student will have. This is because the student is now causing a disruption to the entire class, affecting other students negatively.

A write-up will occur after the student has exhausted all opportunities to improve. This time, the student will be escorted to the principal's office with a write-up in the hands of the person escorting them. The referral will come with a recommendation of punishment for the student as well as a recommendation to the guidance counselor's office for a Behavior Improvement Plan.

Examples of Possible Consequences:

- Lunch Detention
- After-School Detention
- Saturday School
- In-School Suspension
- Out-of-School Suspension

No teacher wants to do this to their students. Unfortunately, sometimes this must be the case when all other options have been exhausted.



Section

B.4

Active Engagement of
Students



ENGAGEMENT

Context

This is the “WHY” behind the learning!

- We as teachers need to “foster engagement by offering choices, relevance and emotional connection” (Cash, 2025) to the students that we are teaching. If they are not engaged in what they are doing or what they are learning, the information will not be retained.
- By learning the why’s behind the what’s of learning and implementing UDL strategies for engagement can help with retainment of the information as well as foster those connections that need to be made in the theatre class.

UDL Strategies

Stimulus Diversity

- The students need to be offered an array of different stimuli in order to grasp the concepts of what is happening in the class. This includes images, puppetry, poetry, music and objects.
- We need to let the students choose the stimuli that resonates with their lived experiences or their interests.

Role Variation and Choice

- Allow students to select their own roles within the group, such as the director, actor, etc.
- Then rotate the roles to build new skills and accommodate different comfort levels and abilities.



REPRESENTATION

Context

This is the “WHAT” behind the learning.

- In this UDL strategy, the teachers “provide varied ways for students to access and comprehend performance content”. (Cash, 2025). Allowing the students to gain a more in-depth understanding of the materials that are being presented to them.

UDL Strategies

Visual, Aural and Kinesthetic Aids

- Show the students different images of the play's setting, costumes and characters to help emphasize their imagination.
- Utilize the help of recorded performances, trailers, and other physical model boxes to aid in script study.
- Student's can be invited to walk through a scene physically to reinforce spatial and kinesthetic memory.

Conceptual Anchoring

- Frame abstract theatre concepts
- Use gesture, sound and images as recurring conceptual anchors for those difficult ideas that the students cannot comprehend.



ACTION AND EXPRESSION

Context

These define the “HOW” of learning

- To understand the how behind the learning, teacher must offer a array of ways in which a student can show what they know and what they can do. (Cash, 2025). This also emphasizes the need for multiple means of assessment. Because students learn in different ways and at different speeds. So it is up to us as the teacher to discover and give the students the opportunity to display what they know within an array of means necessary to do so.

UDL Strategies

Process-Based Assessments

- This is where the students and I will go over the rehearsal journals, design models, director's notes, and rehearsal footage. We do not base anything off of the final performance.
- We will start using portfolios that include script annotations, peer feedback and creative process reflections.

Assistive and Creative Technology

- Provide access to speech-to-text tools, screen readers and video editing software.
- Use captioning or projected subtitles in the performance assessments when and where needed.



**Section
C.1
Strategies, Interventions,
Supports**



TIER 2: The Praise Game

What is the purpose?

- The purpose of this strategy is to reduce classroom misbehavior and to help reinforce positive behavior.
- This intervention supports the student because it prevents them from being singled out, thus protecting their self-esteem.

When do I do it?

- Ideally, this activity should happen during the first three to five minutes of class. However, due to the nature of my classroom, I will adapt this game to be played as a part of another game called *Act It Out*. This will help promote consistency with my students.

How to play?

1. Students will be separated into teams of three to four students. Group names will go on the board.
2. I will teach my classroom three different expectations for my classroom.
3. A timer will be set for no more than five minutes. Whenever the times goes off, a point will be awarded to each team that is demonstrating the rules that I have given out.
4. It is all or nothing for each team, so if one player fails, the whole team loses that round. But do not worry there will be a chance to makeup the points in a few minutes.
5. Whoever scores more than 80% correct will win a prize.

TIER 2: Mentoring

What is the purpose?

There are many different reasons why people choose to become mentors. The key reasons are:

- To provide the student with a personal connection
- Increase student morale and motivation
- Help the student to perceive school and the work from the teachers in a more positive light.

When do I do it?

Many different reasons emphasize on why a student may need a mentor. These reasons are:

- When the student is unsuccessful academically and/or behaviorally.
- When the student seems to have little guidance at school or home
- They are at risk of being suspended or expelled.
- When a student seems to respond to anyone or anything else.

How?

- Mentoring should first and foremost be completely voluntary
- We need to make sure that we keep the student with one mentor and not moving them around.
- They need to be supportive, encouraging and engaged.

Having a mentor can bring great accomplishments to a student both academically and behaviorally. Students who are in danger of any of these situations described above should be prime candidate for a mentor. This would of course come at the consent of the parents.



TIER 2: Social Stories

What is the purpose?

- This will help teach the students routines, expectations, and standards of behavior in a more positive light.
- This will work well with students with autism and ADD/ADHD.
- Provides a more personalized approach to behavior in the classroom.

When do I do it?

- If a student fails to grasp norms, routines, and expectations.
- When you have students with ADD/ADHD and autism
- When a student is disorganized
- When a student is needing help behaviorally.

How?

- Create a list of the steps in the routine that the students need to work on.
- For each step, develop a simple sentence to describe the steps.
- Next to each step and sentence, use a picture to represent the action.
- When the social story is done, review with the students prior to them performing the steps.
- Wean the students off of the social story as they start to demonstrate the tasks correctly.

TIER 2: Peer Tutoring

What is the purpose?

- This creates a safer and less embarrassing and intimidating setting and climate for students to ask questions, and express misunderstandings.
- Increases both academic and behavioral support
- Provides constant redirection and refocusing.
- Helps students get to know other students and make friends and trusted relationships.

When do I do it?

- When a student needs frequent one-on-one help.
- When the student needs directions repeated constantly and concepts are needing to be reviewed in multiple different facets.
- When a student asks frequent questions and needs frequent clarification.

How?

One can simply not become a peer tutor. Some rules need to be established before the start of the tutoring, such as:

- No, doing all the work for the student
- Keep focus on the work and assignments
- Tutors need to use active listening skills
- Avoid name calling and use positive praise and praise.

Peer tutors are there to help the student both academically and socially. They need to be the ones who provide that extra support for the students when they need extra help. Students who want to become a peer tutor should talk with their teachers about how to join the program.



**Section
C.2
Behavior Issue Crisis Plan**



TIER 3: A STUDENT THREATENS ACTS OF VIOLENCE TOWARDS A TEACHER FOR RECEIVING A ZERO ON AN ASSIGNMENT



Trigger Phase: Stay calm, do not react, and ask the student if they are okay. Making sure that the students in the immediate vicinity are not making any signs that they are uncomfortable or in any immediate danger.



Agitation State: Calmly but firmly, I will ask the student to take a step into the hallway and wait to speak with me outside. Allowing the student time to calm down and think about what happened. If the student complies, then we can talk!



Acceleration State: The student is going to need some space. Take all the students to the library or to an adjacent classroom to help de-escalate the situation. If the student is still in the room. Give them a chance to calm down before approaching them. Make sure you give the student plenty of space between you and them.



Peak Phase: When the student is in this phase, it has escalated, and you need help. Remain calm, do not give the student the reaction that they want, and when able, call for additional persons (administration, other teachers, SROs) to come in and help de-escalate the situation. The student should still be in the classroom while the other teachers and staff are coming in to assist.



ADDITIONAL INFORMATION

What will you do with the rest of the students? When the situation has de-escalated, I will go get my students and escort them back into class. Then I will have a discussion with the class about the events that have just unfolded and why we must keep a safe atmosphere here in the school. I will make sure the students are okay and make sure they do not have any questions in regard to what has just happened. I will answer all student questions in regard to how future situations can be handled like that and what to do when something like this occurs in the future. I will finally thank the students for being so kind and understanding throughout the entire situation and praise them for staying calm throughout the situation.

Data Collection: Data will be collected per the Functional Behavioral Analysis (FBA). First, I will record the time of the first incident, the antecedent, the behavior, and then the consequence that followed. I will repeat that process for as long as the situation is occurring, and then I will hand it over to the guidance counselor's office so they can make a plan on what to do for the student. The student may need to be placed on a Behavioral Intervention Plan after exhibiting threatening acts of violence towards a teacher.

Key Steps: Key steps will include following up with the administrative staff and parents (if the administration has not already done so). I will explain the situation that happened while in the classroom, the steps that I have taken to prevent the behaviors from escalating. I would also discuss what worked and what did not work with the student while attempting to de-escalate the situation. We will need to discuss the actions of the student, what punishment is deemed appropriate for the student and discuss what further actions we can take in order to prevent the situation from occurring again.



EMERGENCY PLAN: STUDENT HAVING A SEIZURE

How will I seek help? I will call over the intercom for the nurse to come into the theatre classroom. Either that, or if I am busy with the student having a seizure, I would ask another student to go across the hall and ask a fellow teacher to call for a nurse over the intercom to come to my theatre classroom for immediate assistance. I will need to start recording the duration of the seizure and the post-ictal duration after the seizure.

Who will be notified? I will call for help from the nurse over the intercom. After which I will make sure that the student is okay while they are coming out of the seizure. While continuing to monitor the timers I have set. The students parents will be notified by the nurse themselves. If the student has a seizure protocol it should be followed.

What do I want my other students to do? Due to the nature of this situation, I would need my students to either report to an adjacent classroom until I come and get them, or go to the outside of the classroom and wait in the hallway until I bring them back into the classroom.



WHAT TO DO NEXT?

How will I address this with my students? Unfortunately, situations like these can occur in a classroom; it is inevitable at some point in time. The most important thing is to make sure that everyone is okay. Students could have relived traumas, flashbacks, anything that could set them off, and a seizure is no excuse. I will thank my students for being so excellent with handling the situation. They should be proud! They handled it with grace and compassion. I explained to my students what happened and explained what I was doing to help the student having a seizure. Afterwards, I will ask the students what questions they have and attempt to answer them to the best of my abilities. Knowing that I do have a medical background may help the students feel more at ease with the situation that has just transpired. I will also allow the students to go talk to a counselor if they need additional support or resources.

What are my key takeaways?

- Stay Calm
- Time the seizures
- Get a nurse as soon as possible
- Make sure the student having a seizure is safe and in a safe area free of objects.
- Support the nurse with whatever he/she is asking
- Make sure my other students are okay and have a discussion with them about the events that occurred.

