



Skill Name: Be Here

Introduction: Today we are going to talk about ways to **Be Here**.

What are some ways we can **Be Here**?

Ask students to define what **Being Here** means. Shape their responses into observable behaviors (e.g. if they say be “nice” ask for examples of being nice that equate to observable skills such as using polite words...)

There are several ways to **Be Here** to others in the bathroom. Here are the key behaviors:

- Return to classroom promptly.

Teaching Examples / Non-Examples:

Demonstrations: I am going to show you some ways to **Be Here** and some ways to **Be Here** inappropriately. I want you to watch me and see if you can tell if I am **Being Here**.

After each example ask the students if you were **Being Here**. Ask what you might do in stead of during non-examples.

Examples / Non-Examples:

- Karissa tells her friend, Joan, all about her adventures over the weekend after her hands are washed.

Role Plays:

Set up a few practice sessions with your students based on the key behaviors for this Houghtaling “B”

Example: Katy sees her friend’s story on the Bulletin Board and wants to stop and read it, but she decides she should go straight back to class instead.

Non-Example: Kenny goes to the furthest bathroom away from his classroom. It takes him 15 minutes to get back to class.

Student Examples: Ask students to role play real-life examples and discuss.

Practice above skills through the day as appropriate.

Teachers are encouraged to compliment students they see them engaged in appropriate behavior. Use additional activities and lessons to creatively reinforce the above skills.