

# Tier 1 Evidence-Based Practices

## Draw a Park Facilitation Guide

**Purpose:** *Demonstrate the need for setting clear expectations in order for students to succeed.*

### Materials

- Blank sheets of paper
- Markers, crayons, or pens

### Directions

1. Introduce the activity.
2. Instruct participants to, “draw a park.” Provide no further explanation.
3. Give participants 2 minutes to draw their park.
4. At the end of 2 minutes, call “Time’s up,” and request all participants put their markers/pens down.
5. Inform participants they are going to score their park, and go through the scoring rubric with the entire group. Each participant should score their own park drawing.

### Point rubric:

Animal = 2 Playground = 3 Parking Lot = 5 Sport court/field = 5 Person = 2 Trashcan = 3 Light Poles = 5 Statue/art = 5 Food = 2 Water Feature = 3 Bench = 5 Building/covered Area=5 Tree = 2 Path/Track = 3

Note- each item is worth only the listed about of points regardless of the number drawn (i.e., a person who drew only 1 tree would give themselves 2 points, and a person who drew 10 trees would still only give themselves 2 points)

6. Ask the audience who scored 50 points. Decrease the amount by 10 points until you find the “winner.”
7. Discuss with participants the following:
  - Why didn’t anyone score 50 points when we told you clearly to ‘Draw a Park?’ ◦ Why don’t students follow our directions when we clearly tell them ‘Be Good?’
  - How did it feel to know there were things we expected you to put in your park but did not tell you?
  - How many more points would you have scored if we gave you the scoring rubric first?
  - How does your own previous personal experience going to parks impact what you drew in your park? How do your students personal experiences at home or previous schools/classrooms impact what they consider “being good” or “being respectful.”

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**Key points for post activity discussion: Developing behavioral expectations is like giving students (and staff) the scoring rubric to behavior. It sets a universal system for what we are expecting from them.**

The need for a strong school-wide behavior program that promotes a positive school climate that benefits all students through an established continuum of supports is essential to enhance both the learning experience of students and the work environment of educators.

School-wide positive behavior interventions and supports, referred to as PBIS, is based on the foundations of behavioral science, practical, usable interventions, and quality of life outcomes through a preventative systems approach. PBIS is a framework for making schools and learning environments more effective by establishing the social culture and intensive behavior supports needed to improve social, emotional, and academic outcomes for all students. **A culture of social competence within a school includes a (a) common vision for what the school community strives to be, (b) common expectations for how individuals should behave, (c) common language to describe the vision, expectations, and experiences, and (d) common experiences to promote prosocial behavior, and it applies this logic in all settings and across all individuals that interact with those settings.** (Goodman & George, 2020)

Just as schools rely on the direction provided by their academic curricula, success with student discipline begins with clear behavioral expectations — a behavioral curriculum. These expectations are not lists of prohibitive rules, but a vision of responsible student behavior and social competence. Agreed-upon student expectations promote consistency across staff through a common language and help develop similar tolerance levels. A curriculum of expected students behaving responsibly. Clarification begins by identifying a set of three to five succinct school-wide expectations that cross all settings. These are further clarified by identifying specific behaviors for each expectation. Expected behaviors are then identified for specific non-classroom settings (e.g., hallways, cafeteria, etc.), and classroom procedures are developed to guide daily operations. Additionally, some schools adopt a social skills curriculum to further identify social competency (U.S. Department of Education, 2014, as cited in MO SW-PBS, 2019).

### References:

Goodman, S., & George, H. (2020, August 27). School-wide positive behavioral interventions and supports. Retrieved April 05, 2021, from <https://doi.org/10.1093/acrefore/9780190264093.013.1203>

Missouri Schoolwide Positive Behavior Support & OSEP Center on Positive Behavioral Interventions and Supports. (2019). *Missouri Schoolwide Positive Behavior Support Handbook* [PDF]. Columbia, MO: Missouri Schoolwide Positive Behavior Supports.