

**Figure 6.1: Examples of Activities Using the CLR Formula**

<b>CLR Instructional Activity: Graffiti Talk</b>	
W <sub>1</sub>	“Students, we are going to be doing an activity called <i>Graffiti Talk</i> .”
H <sup>2</sup>	<p>“This is how the activity works. I will post several questions on chart paper around the room. When I give the attention signal by saying, ‘Time to . . .,’ you say, ‘Move.’ Then, move to a chart paper on which to write or draw your response to the question. When you finish responding to one question, move on to another chart paper and respond to the question there. As you do this activity, you can talk quietly (voice level 1) with your classmates, or you can work silently and independently.</p> <p>“When you have responded to each of your chosen questions (you can do them all or the ones you can do), return to your seat. If you are still up and hear me say, ‘Bring it . . .,’ then you say, ‘Back,’ and return to your seat. When everyone is seated, we will review the questions as a class. If you need help during this activity, be sure to check with me or a classmate. Any questions about the behavioral expectations for this situation?”</p>
W <sub>2</sub>	“We are doing Graffiti Talk because it is great for those of us who need to learn through talking with others, cooperating with others, feeling connected to one another, and moving.”
<b>Instructional Activity: Lecture</b>	
W <sub>1</sub>	“Students, I am going to provide a brief lecture about a topic.”
H <sup>2</sup>	<p>“This is how the activity works. I will spend the next eight to ten minutes discussing the topic while sharing a supporting multimedia presentation. While I am doing so, I expect you to silently and independently take notes in your notebook for this course. You won’t need to move for this activity, but if you need to get a tissue for your nose or get a drink of water, please do so as quietly as possible. If you have a question while I am lecturing, raise your hand, and I will call on you when I have a moment. These are the behavioral expectations for this activity that are the most situationally appropriate at this time. Questions?”</p>
W <sub>2</sub>	“We are doing the activity this way to give you an opportunity to practice working independently and silently.”
<b>Procedure: Walking in the Hallway While Other Classes Are in Session</b>	
W <sub>1</sub>	“Students, let’s talk about our hallway procedure for when other classes are in session.”
H <sup>2</sup>	<p>“When we walk in the hallway, such as when we go to the library, and other classes are in session, these are the situationally appropriate behavioral expectations. First, we will either be silent (voice level 0) or talk very quietly (voice level 1). Next, we will walk in a single-file line on the right-hand side of the hallway. We will also keep our hands to ourselves and not run or play. Any questions about how to be situationally appropriate?”</p>
W <sub>2</sub>	“We are going to behave this way in the hallway so we don’t accidentally disturb other classes. We want to try to stay to the right side just in case another class might be coming down the hallway at the same time. Finally, we want to practice our schoolwide expectation of mutual respect.”
<b>Procedure: Walking in the Hallway at the End of the Day</b>	
W <sub>1</sub>	“Students, let’s talk about our hallway procedure for the end of the day.”
H <sup>2</sup>	<p>“When we walk down the hallways at the end of the day, these are the situationally appropriate behavioral expectations. It is OK to talk with one another, as long as we keep moving toward our dismissal area. You don’t need to walk in a single-file straight line, but please be sure to let others pass by if they need to. As always, be sure to practice our schoolwide expectations to the best of your ability.”</p>
W <sub>2</sub>	“We are going to behave this way in the hallway because it is the end of the day, and there usually aren’t any classes to disturb. Also, I know some of you won’t see or talk to your friends until tomorrow, so it’s important to socialize with them.”