

TABLE MANNERS

Sit Properly at a Table

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Feet on the floor.”

“Face the table.”

“Sit still.”

“Chair is for sitting.”

MORNING TEACHER Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER Why it matters, and the hard version

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA Prompt in the moment, then fade

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student remains seated during eating time.
Student stays close to the table without roaming.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.



TABLE MANNERS

Use the Correct Utensil

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

"Pick up your fork."

"Fork goes in the food."

"Good spoon use."

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER

Why it matters, and the hard version

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA

Prompt in the moment, then fade

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student attempts to eat with a utensil.
Student holds the utensil rather than grabbing the food.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.



TABLE MANNERS

Eat Neatly and Calmly

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Small bite.”

“Keep food on your plate.”

“Just a little.”

“Careful — stay on the plate.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER

Why it matters, and the hard version

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA

Prompt in the moment, then fade

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Less spilling or dropping food.
Reduced rushing or overstuffing the mouth.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.



TABLE MANNERS

Keep Themselves and the Table Clean

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Use your napkin.”

“Clean the table.”

“Wipe your mouth.”

“All done — clean up.”

MORNING TEACHER **Teach it**

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER **Use it somewhere else**

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER **Why it matters, and the hard version**

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA **Prompt in the moment, then fade**

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL **Notice it out loud, and check the system**

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Student uses a napkin when prompted.
Student participates in simple cleanup tasks.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

Social Skills Program • Table Manners • All-day plan



Created and directed by Rabbi Shmeil Twersky, MSED

TABLE MANNERS

Practise Polite Table Behaviour

One skill, one day, five people. Everybody works the same skill in a different way.

EVERY ADULT USES THESE EXACT WORDS

“Quiet voice.”

“Nice waiting.”

“Good manners.”

MORNING TEACHER

Teach it

Runs the lesson: what it means, how it looks, practise together.
Introduces the phrases and puts the wall chart up.
Says the phrases every time the skill comes up before lunch.

AFTERNOON TEACHER

Use it somewhere else

Does not reteach it — uses it in a different activity or setting.
Same phrases, no new wording, no extra explaining.
Notes where it fell apart outside the morning routine.

SOCIAL WORKER

Why it matters, and the hard version

Works one to one on the feeling behind the skill.
Role-plays the version that goes wrong, while calm.
Handles any student for whom this skill is loaded.

ONE-TO-ONE PARA

Prompt in the moment, then fade

Gives the phrase in the moment it is needed, not afterwards.
Drops from full prompt, to a gesture, to nothing, over the week.
Records what happened on the tracker — he sees the most.

PRINCIPAL

Notice it out loud, and check the system

Names the skill when he sees it, in the hallway, by name.
Asks staff which skill is running this week and expects one answer.
Checks every adult is using the identical wording.

EVERYONE IS WATCHING FOR THE SAME THING

Fewer disruptions during eating time.
Student responds to simple reminders.

If only one person runs this, it will not stick.

A skill taught in one room for forty minutes stays in that room.

