

The PBIS Resource Center at Arkansas State University

## Positive Behavioral Interventions & Supports

# Facilitator's Guide to PBIS Training

### Module 6: *Teaching Behavioral Expectations*

**RTI**  **arkansas**



# Arkansas State Personnel Development Grant

**Focus Area:** Behavioral Expectations

**Title of Training:**



## Module 6: Teaching Behavioral Expectations

**Suggested Training Time:** 1-2 Hours

### About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
  - The activities will appear in a green text box with a **green star**. 
  - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are “homework assignments” (preparing for next steps), discussion questions, and resources for attendees.

### Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Module 4 (An Introduction to PBIS) will give a brief overview of the systems and practices that comprise the PBIS framework.

Module 5 (Developing PBIS Behavioral Expectations) will give background about developing behavioral expectations.

**Training Description:**

This training module has been developed to guide implementers in developing a system for teaching behavioral expectations.

**Training Sections:**

Section 1 – Logic for Teaching Behavior (Slides 3 - 10) pgs. 5 – 15

Section 2 – System for Teaching Behavior (Slides 11 - 29) pgs. 16 – 47

**Training Materials/Equipment Needed:**

**PowerPoint for Module 6: Teaching Behavioral Expectations**

- Equipment to project the PowerPoint
  - Laptop computer
  - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
  - Projector
  - Speakers, if needed
  - Microphone(s), if needed
  - Required connecting cables, extension cords, etc.
  - “Clicker” to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
  - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
  - It may take a minute for video to load. Be patient.
  - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
  - Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

**Suggested Materials:**

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

**Handouts:**

Physical and/or electronic copies of

- Blank elementary lesson plan template (pg. 25)
- Sample elementary lesson plan template (pg. 26)
- Blank secondary lesson plan template (pg. 27)
- Sample secondary lesson plan template (pg. 28)
- Yearly planning example (pgs. 37 – 38)
  - Download all handouts here:  
<https://pbis.astate.edu/resources/tier-i-resources/teaching-behavior-expectations/>
- Guiding questions (pg. 43)

**Activities in this Training:**

- A Comparison of Approaches (pg. 12)
- The Behavior Lesson Plan (pg. 24)
  - Either project or distribute copies of the blank elementary lesson plan template, sample elementary lesson plan template, blank secondary lesson plan template, and sample secondary lesson plan template (pgs. 25 – 28)
- Some Creative Ideas (pg. 39)
- Guiding Questions (pg. 42)

**Essential Questions:**

These essential questions will be addressed in this training module:

- What is the logic for teaching behavior?
- Why should you have a system for teaching behavior?

**Trainer Tips:**

- Why teach? We teach because it works. All of us appreciate knowing what to do when to do it, and how to do it regardless of what the expectation may be.
- Effective organizations are clear and purposeful in conveying what is expected and of whom.
- Teaching expected behavior is a cornerstone because it integrates the notion of what students should know and be able to do (your matrix) with how you will be sure they can do it.
- Tier 1 of the triangle reminds us that what is to be taught is for all students in all settings and is based on a proactive, preventative approach. It also reminds us that what we implement at Tier 1 is ongoing, even if Tier 2 and 3 strategies are added.
- A solid teaching base at Tier 1 supports all of the SW-PBIS components. The cultural context within your school, district, and community will help to shape SW-PBIS.

## **Training Section One**

# **Logic for Teaching Behavior**

Slides 3 - 10

### **Goals**

Participants will understand

- The logic for teaching behavior



## Slide #1

### [ Teaching Behavioral Expectations ]

- Images in this module were obtained at [google.com/images](http://google.com/images) unless otherwise specified.

#### Trainer Notes:

- It is important that schools and teams have developed school-wide behavior expectations before implementing this component.

**Context**

- Logic for teaching behavior
- System for teaching behavior
  - Developing lesson plans
  - Kick-off planning
  - Yearly planning

Logos at the bottom: Arkansas Department of Education, PBIS Arkansas Positive Behavioral Interventions & Supports, and Arkansas State Office of Education.

**Slide #2**  
**[ Context ]**

**Trainer Notes:**

- PBIS has to fit into district plans, initiatives, systems, and structures. There has to be district oversight for how PBIS is initiated, implemented, and sustained, and there needs to be a team led by a champion with some authority and backing.



# Logic for Teaching Behavior



## Slide #3

### [ Logic for Teaching Behavior ]

**Why Teach Behavior?**

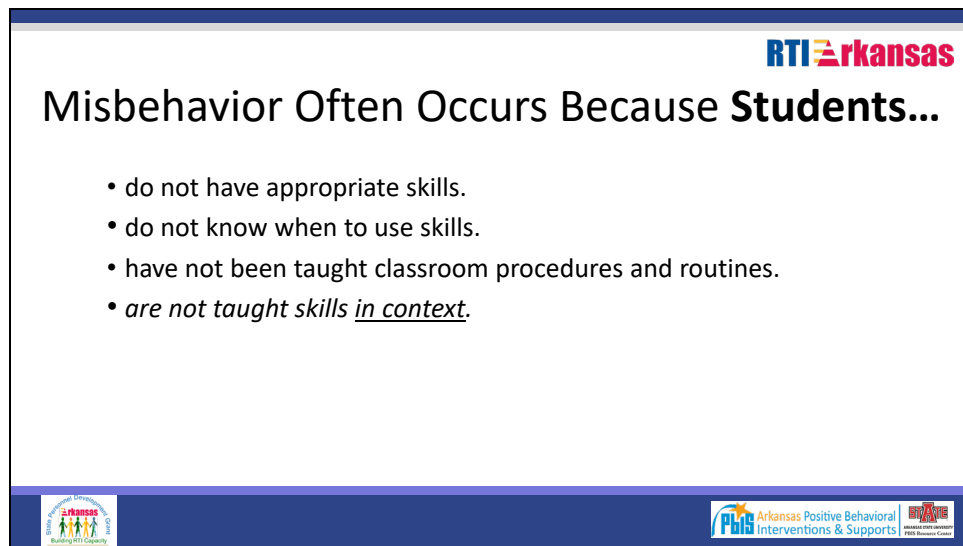
- Not all students know the appropriate behavior.
- Behaviors are prerequisites for academics.
- Procedures and routines create structure.
- Repetition is key to learning new skills.

Logos at the bottom: Arkansas Department of Education, RTI Arkansas, Arkansas Positive Behavioral Interventions & Supports, and Arkansas Department of Education.

**Slide #4**  
**[ Why Teach Behavior? ]**

**Trainer Notes:**

- Remember that each family has its own rules and expectations—functionally its own culture. That means students have varied knowledge and skills. For students to start adopting the desired behaviors, schools will need to invest time in teaching them the behaviors. By making this investment and creating a more structured environment, teachers will face less disruption and have more time for teaching academics.



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## Misbehavior Often Occurs Because **Students...**

- do not have appropriate skills.
- do not know when to use skills.
- have not been taught classroom procedures and routines.
- *are not taught skills in context.*


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Arkansas Positive Behavioral Interventions & Supports  
Arkansas Department of Education

### Slide #5

## [ Misbehavior Often Occurs Because Students... ]


#### Trainer Notes:

- Students and parents are often given a student handbook and must try to figure out what behavior is acceptable. They often tell students what NOT to do. This leaves a wide opening for students to make their own interpretations on what is acceptable behavior, and it also gives the adults in the building the ability to decide what they think is appropriate behavior. By creating consistency and teaching students what is expected in different areas of the school and different settings, they will be more likely to use these behaviors.





## How Behavioral Errors Are Different

"If a child doesn't know how to read, *we teach.*"  
"If a child doesn't know how to swim, *we teach.*"  
"If a child doesn't know how to multiply, *we teach.*"  
"If a child doesn't know how to drive, *we teach.*"  
"If a child doesn't know how to behave, we...  
...*teach?* ...*punish?*"  
"Why can't we finish the last sentence as automatically as we do  
the others?"



John Herner (Counterpoint 1998, p. 2)




### Slide #6

### [ How Behavioral Errors Are Different ]



#### Trainer Notes:

- Some staff may have resistance to “why” behavior must be taught and may think that “students should just know how to behave”. When children come to our schools without skills to read, multiply, etc., we teach. Teaching behavior skills is just as important.

RTI 

## A Comparison Of Approaches

<p>ACADEMIC PROBLEMS</p> <p><u>We assume:</u></p> <ul style="list-style-type: none"> <li>• Student learned it wrong</li> <li>• Student was (inadvertently) taught it the wrong way</li> </ul>	<p>SOCIAL PROBLEMS</p> <p><u>We assume:</u></p> <ul style="list-style-type: none"> <li>• Student refuses to cooperate</li> <li>• Student knows what is right and has been told often</li> </ul>
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Colvin, 1988


### Slide #7

## [ A Comparison Of Approaches ]

#### Trainer Notes:

- Have teams think about how their school approaches academic problems as opposed to how they approach social and behavioral problems. With academics, there is always a core, universal curriculum taught and if students don't show understanding, we try to identify why and help them understand. We often have to re-teach in a different manner, give students feedback, and give them time to practice their new skills. What about with behavior? Are students explicitly taught behavior? Do we take the time to understand why the student did something we find inappropriate? This slide and the next two show the differences in how we often address academic versus social problems.



### ACTIVITY

Ask teams to think about how their school approaches academic problems as opposed to how they approach social and behavioral problems. This discussion can continue through slides 7, 8, and 9.

## A Comparison Of Approaches

### ACADEMIC PROBLEMS

#### Next we:

- Diagnose the problem
- Identify the misrule and reteach
- Adjust presentation
- Focus on the rule
- Provide feedback
- Provide practice and review

### SOCIAL PROBLEMS

#### Next we:

- Provide a “punishment”
- Withdraw student from normal social context
- Maintain student removal from normal context




Colvin, 1988




### Slide #8

### [ A Comparison Of Approaches ]





## A Comparison Of Approaches


<b>ACADEMIC PROBLEMS</b> <u>Finally we assume:</u> <ul style="list-style-type: none"><li>• Student has been taught skill</li><li>• Will perform correctly in future</li></ul>	<b>SOCIAL PROBLEMS</b> <u>Finally we assume:</u> <ul style="list-style-type: none"><li>• Student has “learned” lesson and will behave in future</li></ul>
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Colvin, 1988






**Slide #9**  
**[ A Comparison Of Approaches ]**



## Making Assumptions

<p><b>We can <u>no</u> longer assume:</b></p> <ul style="list-style-type: none"><li>• Students know appropriate behavior.</li><li>• Students will learn behavior quickly without consistent practice and modeling.</li></ul>	<p><b>We <u>must</u> assume:</b></p> <ul style="list-style-type: none"><li>• Students will require different curricula, instructional tools, etc. to learn appropriate behavior.</li><li>• We need to teach expectations, rules, procedures, and appropriate behaviors as effectively as we teach academics.</li></ul>
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**Slide #10**  
**[ Making Assumptions ]**

**Trainer Notes:**

- In our previous modules, we talked about committing to a new philosophy on discipline. Part of this new philosophy involves not making assumptions about student behavior. We need to make sure that students are taught behavior like they are taught any other subject.



## **Training Section Two**

### **System for Teaching Behavior**

**Slides 11 - 29**

#### **Goals**

Participants will understand

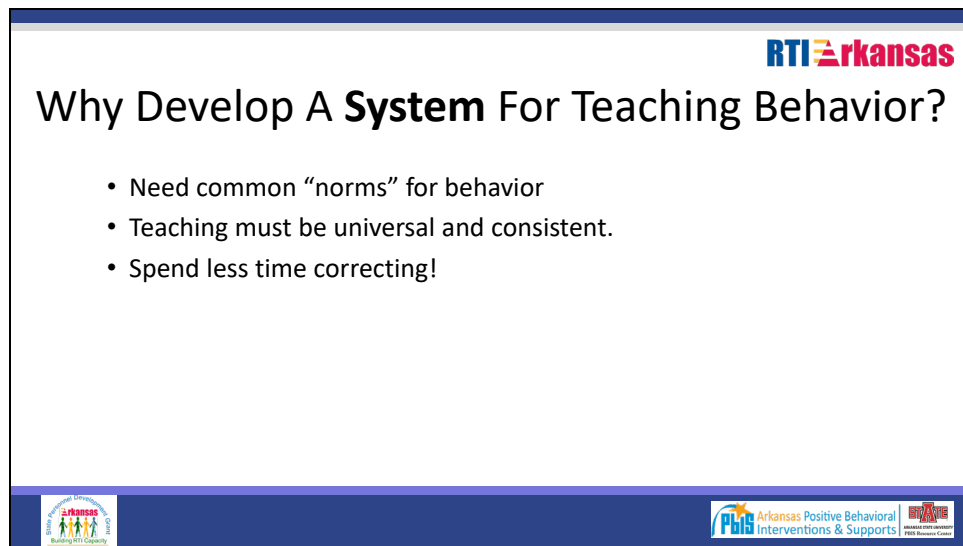
- The purpose of having a system to teach behavior
- How to guide teams through the process of developing a plan for teaching the behavior expectations directly to students

# System for Teaching Behavior



**Slide #11**

**[ System for Teaching Behavior ]**



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## Why Develop A **System** For Teaching Behavior?

- Need common “norms” for behavior
- Teaching must be universal and consistent.
- Spend less time correcting!

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### Slide #12

## [ Why Develop A System For Teaching Behavior? ]

### Trainer Notes:

- School communities need an agreed upon set of expectations and procedures to make things function better. Taking the time to teach all the students these expectations and procedures will cut down on confusion, and most students will learn these quickly. In order to be effective, ALL students need to be taught consistently and systematically. Once the majority of students begin following the expectations and procedures, it becomes easier to identify the students that need additional support. This is what we would do in academic subjects, so why not behavior?

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## Behavioral Expectations

- Specific, positively stated values
- Address ***school-wide issues***
- Defined in all settings
- Taught directly to students

**Western Hills Elementary Eagles**

S - Self Control  
O - On Task  
A - Acts Responsibly  
R - Respectful

Western Hills Elementary Little Rock, AR


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### Slide #13

### [ Behavioral Expectations ]

#### Trainer Notes:


- Behavioral expectations are three to five brief, positively stated values that exemplify the type of behavior schools want to see everyone displaying in the school. They are generally broad statements that reflect the values or behavioral concepts that are held as important to a school and its community. Previously, teams developed and defined behavioral expectations for their school settings. This training will guide teams through the process of developing a plan for teaching the behavior expectations directly to students.






## Teaching Behaviors From Expectations

**The process:**

- Define expectations simply
- Model the behavior
- Let students practice
- Give students feedback



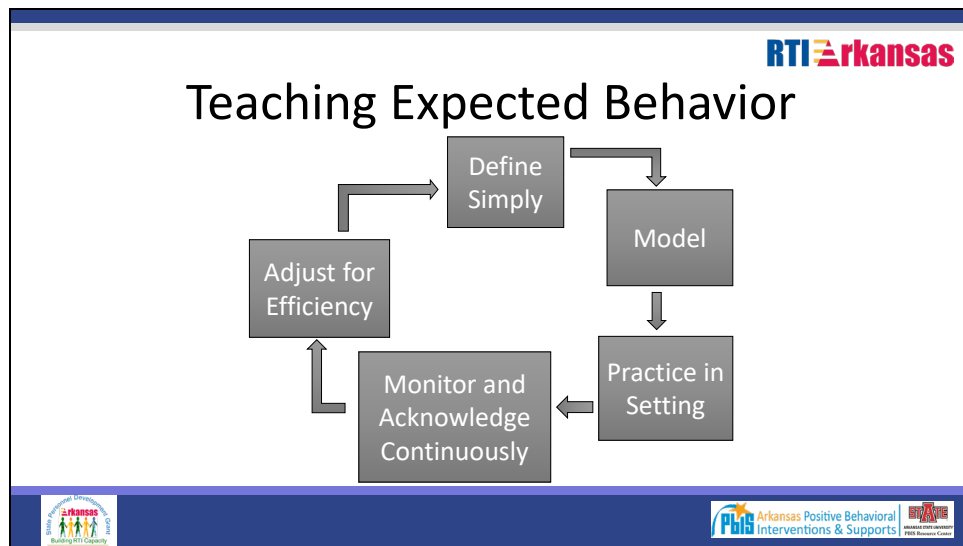


### Slide #14

## [ Teaching Behaviors From Expectations ]

#### Trainer Notes:

- If we truly want students to model the behaviors we have decided are important and we want to see, we need to take the time to make sure they understand what we expect of them. The basic process is to give the students a simple definition of the behavior, model the behavior for them, give them a chance to practice, and then give them feedback on how they are doing.



**Slide #15**  
**[ Teaching Expected Behavior ]**

**Trainer Notes:**

- This graphic shows the teaching cycle, similar to the approach to academic subjects. The cycle is ongoing as we check for understanding and make adjustments as needed.

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## Developing Lesson Plans

<u>Concepts</u>	<u>Skills</u>
<ul style="list-style-type: none"><li>• Understand expectations</li><li>• Applicable to all settings</li></ul>	<ul style="list-style-type: none"><li>• Observable behaviors</li><li>• Rules for specific settings</li></ul>

**Teach lessons in each setting.**

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**Slide #16**  
**[ Developing Lesson Plans ]**

**Trainer Notes:**

- There are two instructional components that should be embedded- concepts and skills. Concept components involve broader understanding of the expectations, including defining expectations through examples and non-examples. Skill components include the teaching of specific, observable behaviors, put into context or setting, related to the concepts.

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## The Behavior Lesson Plan

<b>Select the skill to teach</b>	<b>Write the lesson plan</b>
<ul style="list-style-type: none"><li>• Take directly from the behavioral matrix</li><li>• Use trends in your data</li></ul>	<ul style="list-style-type: none"><li>• Name the skill &amp; school-wide expectation</li><li>• Explain why skill is important</li><li>• Introduce the skill</li><li>• Give examples &amp; non-examples</li><li>• Demonstrate the skill</li><li>• Role play, practice</li><li>• Provide acknowledgment and feedback</li></ul>

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### Slide #17

### [ The Behavior Lesson Plan ]

#### Trainer Notes:

- These are the steps to developing behavior lesson plans. The work to develop lesson plans can take some time, and it is recommended to have all staff involved in the creation of the plans. These behavior lesson plans will provide consistent language and teaching across the school. There are several examples of elementary, middle, and high school behavior lesson plans available online. Remind teams that their behavior matrix is generated to reflect the skills that are expected in their school or community, and they will want to personalize their lesson plans to reflect their school's needs.





## ACTIVITY

### The Behavior Lesson Plan

Ask teams to develop one behavior lesson plan. They should use one cell from their matrix (one expectation in one location).

There are blank templates provided on pgs. 25 and 27, with elementary and secondary examples on pages 26 and 28 (hand out or display).

The sample templates are also online at:  
<https://pbis.astate.edu/resources/tier-i-resources/teaching-behavior-expectations/>.

Remind teams that their behavior matrix is generated to reflect the skills that are expected in their school or community and they will want to personalize their lesson plans to reflect their school's needs.

# Elementary Behavior Lesson Plan Template

UNIVERSAL EXPECTATION: \_\_\_\_\_

NAME OF SKILL/SETTING: \_\_\_\_\_

## PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.

- 1.
- 2.

## TEACHING EXAMPLES

- 1.
- 2.
- 3.

## STUDENT ACTIVITIES/ROLE PLAYS

- 1.
- 2.
- 3.

## FOLLOW UP/ REINFORCEMENT ACTIVITIES

- 1.
- 2.
- 3.

# Elementary Behavior Lesson Plan Example

UNIVERSAL EXPECTATION: Be Respectful

NAME OF SKILL/SETTING: Table Manners/Cafeteria

## PURPOSE OF THE LESSON/WHY IS IT IMPORTANT.

1. To demonstrate what good table manners look like
2. To give students a chance to practice good table manners

## TEACHING EXAMPLES

1. The teacher will ask students why good table manners are important.
2. The teacher will write student answers on the board and ask the class if they agree or disagree with each—and why.
3. The teacher will demonstrate examples and non-examples.

## STUDENT ACTIVITIES/ROLE PLAYS

1. Take students to the cafeteria. Have them role play eating lunch.
2. Students will role play good table manners.
3. The teacher will discuss with the students why good manners are respectful.

## FOLLOW UP/ REINFORCEMENT ACTIVITIES

1. The students will draw pictures demonstrating good table manners.
2. The teacher will hang the pictures up in the cafeteria.
3. The students will do a gallery walk to look at everyone's picture.

# Secondary PBIS Lesson Plan Template

Class \_\_\_\_\_ Period \_\_\_\_\_ Date \_\_\_\_\_

Behavioral Expectation \_\_\_\_\_ Area \_\_\_\_\_

**Objectives:**

**Preparation:**

**Materials:**

**Resources:**

**Instruction Outline:**

**Assignment and Activities:**

**Assessment:**

**Other:**

## PBIS Lesson Plan - Hallway (RESPECT)

Class Advisory Period \_\_\_\_\_ Date \_\_\_\_\_

Behavioral Expectation Respect Area Hallway

### Objectives:

- Teach students the expectations for respect in the hallway
  - Quiet voice
  - Walk on the right side
  - Hands & feet to self

### Preparation:

- Review advisory slide
- Over two advisory times

### Materials:

- Advisory slide PowerPoint
- Negative behavior slips

### Resources:

- Advisory slide PowerPoint
- Slips of negative respect behaviors to R.I.S.E to positive

### Instruction Outline:

- Students will be shown the Respect cell on the Matrix for Hallway behaviors.
- Students in groups of three to four students will draw a slip of paper with a negative respect hallway behavior scenario
- In groups of three to four students, students will discuss a way to show the behavior positively.
- Students will read off their paper and role play the correct behavior

### Assignment and Activities:

- Create a positive behavior to role play in front of your homeroom.

### Assessment:


- Students will show their understanding of correcting the behavior through their team's role play.




### Other:

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## Putting Your Plan Into Action

- Provide teachers with a lesson format.
- Expand lesson plan ideas throughout the year.
- Teach behaviors in settings where behaviors occur.



### Slide #18

#### [ Putting Your Plan Into Action ]

#### Trainer Notes:

- Earlier we talked about creating a teaching system. We've discussed: creating lesson plans, ongoing direct teaching, looking for ways to provide additional prompts and reminders throughout the day, and embedding behavior in other lessons. Now, it's time to plan and get the system running. Teams need to make sure teachers have a lesson plan format so that there will be consistency in how behavior lessons are taught. Even if they create a large bank of standard lesson plans at the beginning of the year, there may be new situations that arise during the year that will require some new lessons.

## Example: Elementary Lesson Plan – Bus

- Teacher checks for understanding in multiple ways
- Students are given opportunities to practice

The image shows a sample lesson plan for the skill "Be Here". It includes an introduction, key behaviors, teaching examples, and role plays. The plan is designed for elementary students and focuses on understanding and practicing the skill of being present and attentive.

**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 bus line. Here are the key behaviors:**

- Offer to help another person.
- Be careful and helpful with younger kids.

**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:**

- Narrate your trip down the hall "I'm on my way to the bus line. Oh, look at that cool picture on the board! Wow, I like Mrs. \_\_\_\_\_ bulletin board. Maybe I'll stop in her room and say hi! Hey Daniel, what are you doing this weekend?, maybe I can come over to your house."
- Say in a loud voice, "Hey, he's taking cuts."

**Role Plays:**

Set up a few practice sessions with your students based on the key behaviors for this Houghtling "B".

**Example:** Have two students line up as if they were in a bus line. Another student come to the line and thinks about, "I would really like to be first in line, but I'll line up at the end."

**Non-Example:** Have two students say to each other, "Let's go to the bathroom before we go to the bus line." "Yeah, and let's go to the office and call our moms and then check to see if my coat is in the lost and found."

**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.

### Slide #19

## [ Example: Elementary Lesson Plan - Bus ]






### Trainer Notes:




- Here is an example of how you might develop a lesson plan. It's important to keep the lesson plan simple and focused on making sure the students understand the skill, and that they have time to practice and get feedback (refer to previous slides for the desired components of a lesson plan).

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## Example Of Voice Level Chart

Voice Levels

4		Outside
3		Table Talk
2		Partner Talk
1		Whisper
0		No Voice

### Slide #20

### [ Example Of Voice Level Chart ]

#### Trainer Notes:

- As an example of training, an easy way to help students with knowing what voice level to use in different settings is to create a chart and have students practice changing their voice levels according to different situations throughout the school and the day.



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## Teaching Opportunities

- Kick-off or roll-out at beginning of year
  - Teach all school expectations and rules
- Ongoing direct instruction
  - Specially designed lessons
- Embed in other curriculum
- Booster trainings after long breaks
- Keep it out there!
  - Visual displays – posters, agenda covers
  - Daily announcements







### Slide #21

### [ Teaching Opportunities ]


#### Trainer Notes:




- Teaching behavior needs to be an ongoing process, with students needing regular reminders and prompts. In the data-based decision making module, we will discuss looking at data to see what behaviors need to be addressed and teams will come up with a plan that will often involve some re-teaching. Teachers can also look for ways to embed behavior and character education in other subjects.

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## Introductory Events

- All faculty, staff, and students participate
- Decide on method that will be most effective for your school
- Activity/event should be given a high priority



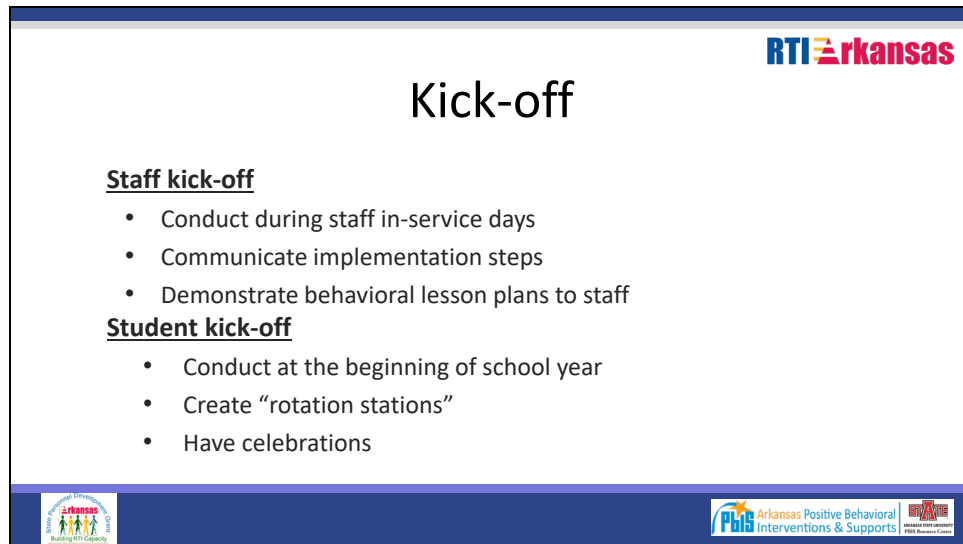




### Slide #22

#### [ Introductory Events ]

#### Trainer Notes:

- When schools initially teach the behavior expectations to students at the beginning of the year, they should try to schedule it so that everyone in the school can participate. The kick-off event can involve an assembly, groups of students, or individual classroom teachers introducing the expectations. This will vary by grade level. The main idea is to make sure that students understand the behaviors in context. For example, in elementary schools, it is useful for students to be taken to all of the areas where they have defined expectations and given a chance to practice the newly learned skills. Classroom teachers will need to help students understand the expectations for different transition times and settings within the classroom, such as working in groups or transitioning to a new subject.



**Kick-off**

**Staff kick-off**

- Conduct during staff in-service days
- Communicate implementation steps
- Demonstrate behavioral lesson plans to staff

**Student kick-off**

- Conduct at the beginning of school year
- Create “rotation stations”
- Have celebrations

**Slide #23**  
**[ Kick-off ]**

**Trainer Notes:**

- It is suggested that there are school-wide “kick-offs” for staff and family, as well as students. Many schools have devoted time to creating teaching videos to share with students or families during the kick-off. Some schools have videotaped the kick-off at the beginning to have as a reference for any new students entering the school after the kick-off. Some schools have created a video to use as a welcome and to orient new students. Another consideration is having something for new or substitute teachers. We will go through kick-offs in more depth in a later module.

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# Kick-off

**Family/community kick-off**

- Encourage participation of family/community members.
- Inform at the beginning of school
- Provide learning opportunities/courses on PBIS.
  - *Example: show how to adapt school-wide expectations to the home.*

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## Slide #24

### [ Kick-off ]

#### Trainer Notes:

- The more students are exposed to expectations and being reminded of the expected behaviors, the more successful they will be. Encourage families to learn about PBIS so that they will be able to ask and remind the kids about the expectations, and maybe even use expectations at home.

**Arkansas**

PBIS at a Glance

*\*Students may participate in both the weekly and intermittent acknowledgements or drawings. For example, students could turn in 5 tickets and receive a coupon and a chance in the cookie drawing.*

Months	Theme	Cool Tools @ Target Time	Acknowledgements	Video Clips	Celebrations
Kick-off	The Four Expectations	Sept. 2nd: School-wide Cool Tool: Classroom Expectations & Matrix Activity Sept. 2nd: 5th grade: Rotations / Cool Tool on how to use tickets Sept. 9th: 6th – 8th Each teacher responsible for Cool Tools (bus, hallway, lunch, LMC)	Weekly: 5 tickets = coupon Sub for a Sub	Target Time First Friday of Month Sept. 9th Respect Shrek 2 Barnyard	Pep Rally Assembly Friday, Sept. 9th 8:30 – 9:21 5th Hallway, 6th Bus 7th Classroom, 8th Lunch, Recess by Jack
September October November	BE READY to LEARN	School-wide Cool Tools Oct. 7th: Coming to Class on Time Nov 4th: Using Assignment Notebook Grade Level Cool Tools According to Need	Weekly: 5 tickets = coupon Sub for a Sub Intermittent: 5 Tickets to dress Up Oct. 31 Intermittent: Grade Level Specific to Cool Tools	Setting the Course Oct 7th, Nov. 4th Miracle Sea Biscuit Lord of the Rings 3 Kingdom of Heaven	School-wide Assembly Nov. 30th 9:35-10:19 Be Ready to Learn Celebrations Minute to Win It Introduce Be Responsible
December January February	BE RESPONSIBLE	School-wide Cool Tools Dec. 2nd: Respectful Communication (speaking to adults and language, tone of voice) Jan. 6th: Being Kind to Others Feb. 3rd: Grade Level Cool Tools According to Need	Weekly: 5 tickets = coupon Sub for a Sub Intermittent: Dance/5 tickets for free dance admission Dec. 22nd 5th & 6th grade 7th Hour / 7th & 8th grade 8th Hour You're a Good Cookie 5 tickets = 1 individual chance and one homeroom chance (Jani) Intermittent: Grade Level Specific to Cool Tools	Responsibility Dec. 2nd, Jan 6th Feb. 3rd Nanny McPhee Mirco Spiderman 3 Friendship & Caring Tale of Despereaux Shrek Chronicles of Narnia	School-wide Assembly Feb. 28th 8:00-8:34 Be Responsible Celebration Minute to Win It Introduce: Be Safe Rock-a-Roll Dance in December
March April May	BE SAFE	PBIS Blitz March 9th: Inside/Outside Recess REVIEW OF EXPECTATIONS IN ALL LOCATIONS April 13th: Grade Level Cool Tools According to Need	Weekly: 5 tickets = coupon Sub for a Sub March: -tunes cards/ 10 tickets equals one chance April and May: Lunch 5 for 5 Five days for 5 extra minutes of recess Intermittent: Grade Level Specific	Wisdom/Good Judgement March 9th, April 13th Shrek 3 Ice Age 2 Fairly Odd Parents Madagascar 2	End of Year Tailgate or Ice Cream Party May 29th 1:30 – 2:50

**Arkansas Positive Behavioral Interventions & Supports**

## Slide #25

### [ Yearly Planning Example ]

#### Trainer Notes:

- This is an example of a yearly plan. The team can design a plan that works for their particular situation. This example emphasizes different expectations during different months. “Cool Tools” are what they call their lesson plans. As we get through the other modules in this series, teams will be creating a yearly plan for all systems. We will provide templates to help them plan their year.



### EXAMPLE

Yearly planning handouts are located on pages 37 – 38. They should be displayed with the guiding questions activity on page 42.

**Teaching Behavior Expectations: Schedule of Events Worksheet for Fall 2013-14**

School: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**How will the initial teaching of behavior expectations take place?**


<b>Locations</b>	<b>How will this be done?</b>	<b>Who will do it?</b>	<b>When?</b>	<b>What is needed to do this?</b>
<b>Classrooms</b>				
<b>Hallway</b>				
<b>Cafeteria</b>				
<b>Gym</b>				
<b>Media Center</b>				
<b>Bus Loading Zone</b>				
<b>Assemblies/ Sporting Events</b>				
<b>Other:</b>				
<b>Other:</b>				

### Teaching Behavior Expectations: Yearly Schedule of Events Worksheet

School: \_\_\_\_\_




Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

<u>Time Period(s)</u>	What will happen?	Who is involved?	Resources needed to make it happen?
1 <sup>st</sup> Week of School			
Every Monday- First Month of School			
After Every Break (e.g., Thanksgiving, Christmas, Spring Break)			
When new person enters class/school (e.g., substitute, new student, etc.)			
Other: (specify)			



## Some Creative Ideas

- Provide students with a script (actions and words).
- Classes compete to come up with unique ideas, such as student projects, bulletin boards, skits, songs, etc.
- Recognize staff for creative activities.
- Create videos of students role-playing to teach expectations and rules.



### Slide #26

#### [ Some Creative Ideas ]

#### Trainer Notes:

- Here are some ideas. Teams may want to incorporate some of these into their teaching system.




### ACTIVITY



#### Some Creative Ideas


Ask teams to brainstorm and/or share some other creative ideas that they may want to incorporate into their teaching system.





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## Example: “Rotation Stations”



Brookland Middle School



### Slide #27

### [ Example: “Rotation Stations” ]

#### Trainer Notes:

- Here are some pictures taken during a kick-off event for middle school students in Brookland School District. These are pictures of students learning the expectations for riding the buses. Some of the bus drivers taught the students the expected behavior.




## Slide #28

### [ PBIS Bathroom Expectations ]



#### Trainer Notes:

- <https://www.youtube.com/watch?v=13gK7KNc8U!>



## Guiding Questions

- Who can/will/should teach the expectations?
  - Teachers, staff, bus drivers, cafeteria personnel...?
  - Ideally everyone teaches!
- What method or means will you use?
  - Lesson plans, videos, announcements...?
- Where will you teach the expectations?
  - In assemblies, in each area of school, in classrooms...?
- When will you teach expectations?
  - Kick-off, beginning of day/week, every day, once a week...?



### Slide #29 [ Guiding Questions ]

#### Trainer Notes:

- Here are some guiding questions to help team's complete plans for teaching behavior. Remind them to answer the "who, what, where, and when" questions.

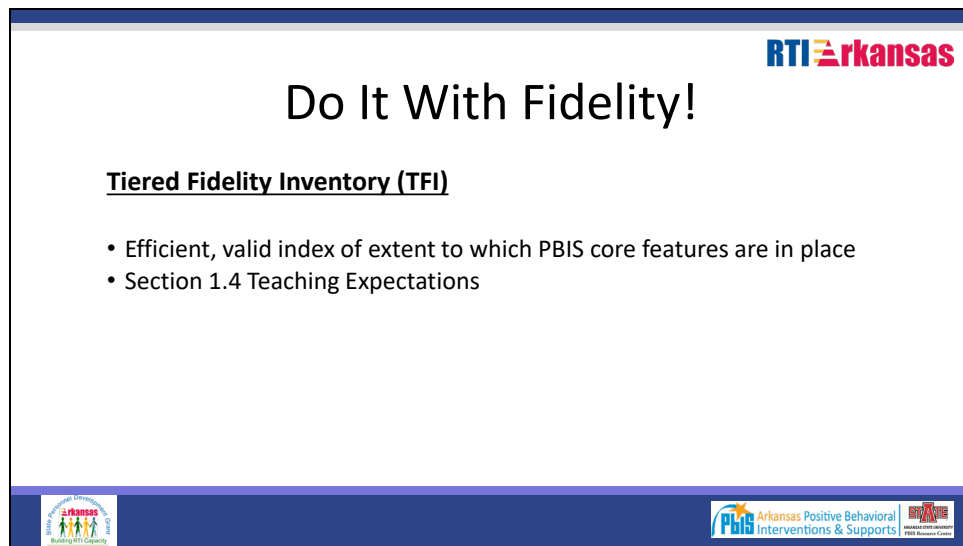


### ACTIVITY

Using the guiding questions (also available as a handout on page 43), ask teams to begin to design a teaching plan that will work for their school. Display the yearly planning examples on pgs. 37 – 38.

## **GUIDING QUESTIONS**

1. Who can/will/ teach the expectations?
  - Teachers, staff, bus drivers, cafeteria personnel...?
  - (Ideally, everyone teaches!)
  
2. What method or means will you use?
  - Lesson plans, videos, announcements...?
  
3. Where will you teach the expectations?
  - In assemblies, in each area of the school, in classrooms...?
  
4. When will you teach expectations?
  - Kick-off, the beginning of day/week, every day, once a week...?



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## Do It With Fidelity!

**Tiered Fidelity Inventory (TFI)**

- Efficient, valid index of extent to which PBIS core features are in place
- Section 1.4 Teaching Expectations

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Arkansas Positive Behavioral Interventions & Supports  
Arkansas Department of Education

**Slide #30**  
**[ Do It With Fidelity! ]**

**Trainer Notes:**

- The TFI is an important tool in the PBIS implementation process. It can be used in the development stage, and then used in an ongoing manner to ensure all core features are in place. The TFI highlights each critical component of PBIS. Section 1.4 covers teaching expectations. See next slide.

## 1.4 Teaching Expectations

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Subscale: Implementation


Feature	Data Sources	Scoring Criteria
		0 = Not implemented 1 = Partially implemented 2 = Fully implemented
<b>1.4 Teaching Expectations:</b> Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	<ul style="list-style-type: none"> <li>· TFI walkthrough tool</li> <li>· Professional development calendar</li> <li>· Lesson plans</li> <li>· Informal walkthroughs</li> </ul>	0 = Expected behaviors are not taught.  1 = Expected behaviors are taught informally or inconsistently.  2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations.

**Main Idea:** Behavioral expectations need to be taught to all students in order to be effective.






### Slide #31

### [ 1.4 Teaching Expectations ]



## Summary

- Describe observable behaviors for each expectation.
- Model the desired behaviors.
- Give students written and graphic cues in-setting.
- Plan to re-teach and restructure teaching.
- Ask students to participate in the process.
- Use “teachable” moments.

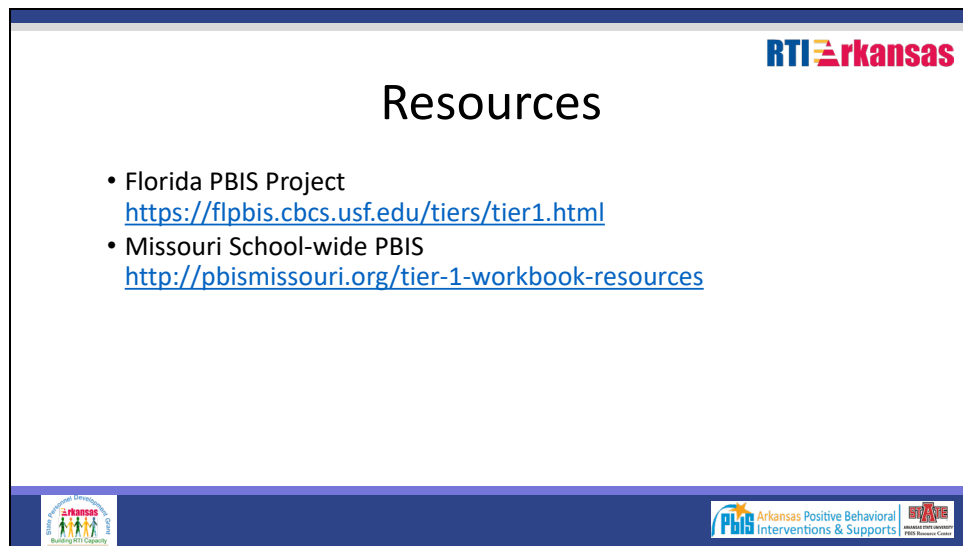


### Slide #32

#### [ Summary ]

#### Trainer Notes:

- In summary, the teaching system needs to fit each school’s needs. Have teams make sure that whatever means they use to teach is being delivered to ALL students, and that they check for understanding. Show students what to do – be their model. Give them lots of prompts and cues. Thank the staff for their hard work and even include students, especially older students, in the process. They can help create videos, or maybe they can even help teach some of the lessons. Always be looking for ways to turn a situation into a teaching moment.



**Resources**

- Florida PBIS Project  
<https://flpbis.cbcs.usf.edu/tiers/tier1.html>
- Missouri School-wide PBIS  
<http://pbissmissouri.org/tier-1-workbook-resources>

**Slide #33**  
**[ Resources ]**

**Trainer Notes:**

- <https://flpbis.cbcs.usf.edu/tiers/tier1.html>
- <http://pbissmissouri.org/tier-1-workbook-resources>



**Discussion Questions:**

The questions below will help schools continue to develop their expectations with their school staff and community.

1. Based on the grade levels of students in your school, what might be some logical ways to weave initial school-wide teaching of social behavior skills into your school day and year?
2. How will you develop lesson plans with staff?
3. How will you communicate this information on teaching behavior expectations to staff and parents?
4. How will you develop a teaching schedule for the lessons with staff?

**Resources:**

- Missouri PBIS Website – Teaching Expected Behavior (Under Chapter 4):  
<http://pbissmissouri.org/tier-1-workbook-resources/>
- PBIS Technical Assistance Center – Examples:  
<https://www.pbis.org/resource-type/examples>

**Videos:**

- Elementary School Example:  
<https://www.youtube.com/watch?v=9v4DhNuu1LI>
- Playground Example:  
<https://www.youtube.com/watch?v=T2hYsMJCUyM>
- High School Example:  
[https://www.youtube.com/watch?v=XqOQIVmvD\\_M](https://www.youtube.com/watch?v=XqOQIVmvD_M)
- Bathroom Expectations:  
[https://www.youtube.com/watch?v=HO-M\\_QpiG5o&t](https://www.youtube.com/watch?v=HO-M_QpiG5o&t)

**Next Module:**

The suggested next module is Module 7: Acknowledging Expected Behavior. Once schools have developed and defined expectations and started teaching the expected behaviors, the next step is to acknowledge students who are modeling the appropriate behaviors.