



Tier 1 New Team Professional Learning

TFI 1.3 Behavioral Expectations

Professional Learning Outcomes

PBIS Field Guide

<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>

Professional Learning Roadmap

Where We've Been

- 1.1 Team Composition
- 1.2 Team Operating Procedures

Our Focus in this Module

- 1.3 Behavioral Expectations

What we will learn and do.

- Understand the criteria for effectively framed school-wide expectations and define teaching matrix
- Organize a practice draft of expectations and rules in a teaching matrix
- Create a plan for guiding staff in the development of 3-5 positively stated school-wide expectations
- Create a plan for guiding staff in defining expectations with observable and measurable rules for specific locations
- Understand options for aligning classroom behaviors and procedures to school-wide expectations
- Examine expectations through the equity lens.

What do you think?

1. How important are classroom expectations to you?
2. I believe positive expectations improve instruction?
3. I know equity is very important in creating expectations?
4. Students need to help create my classroom expectations.

Primary Prevention

Primary prevention is the focus of PBIS.
If we can think about
something being predictable,
then we can think about preventing it.

Why? Consistency Matters!

<https://www.pbis.org/.../pbisresources/PBIS%20Part%201%2018%20Oct%202015%2...>

Teaching Matrix

Teaching Matrix		SETTING						
		All Settings	Hallways	Playground s	Cafeteria	Library/ Computer Lab	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

Common Expectations

- Expectations (values) are broadly stated
- 3-5 positively stated expectations
- Consistent with school's mission statement
- Expected of all faculty/students

Common Language

Expectations	3-5 overarching school-wide expectations
Behaviors/ Skills	specific tasks students are to do to achieve the school-wide expectations
Routines/ Procedures	<p>procedures are methods for accomplishing tasks in the classroom</p> <p>procedures form routines that help students meet classroom expectations and skills/behaviors</p>

Building Expectations

- Think about...
 - Utopia – the ideal school
 - what skills and abilities students need to be successful in their communities
 - the school vision statement
 - the school improvement plan
 - the team's vision for PBIS
- Alignment...
 - What programs and practices are you already using for behavior and emotional wellness?
 - What are the behavioral goals of these programs and practices?

Proactive Teacher Supports for Classroom Managed Behaviors

- Develop, teach and maintain clearly defined classroom expectations
- Build positive relationships with students and families
- Model and practice expectations in the appropriate settings
- Reteach expectations throughout the school year
- Use pre-correction strategies
- Use more positive than corrective statements
- Create classroom acknowledgement system
- Implement evidence based practices
- Actively engage students
- Teach prevention lessons that address social-emotional competencies
- Flexible classroom arrangements/seating

Let's try it!

Independent Activity:

- Read through the list of valued behaviors and attitudes in the workbook on p. 23. Circle or place a checkmark by approximately 5 expectations or attitudes that are *essential for the success of your students*. **Feel free to add any important but missing values.**
- Narrow those 5 expectations to 3. Enter those 3 expectations in the box on the left on page 22 of your workbook

Group Activity:

- Share your list with your team, noting similarities and differences. Can some be grouped together?
- As a team come to consensus on the TOP 3-5 most important for students' success.

Redesign the Learning Environment

School Rules

NO Food

NO Weapons

NO Backpacks

NO Drugs/Smoking

NO Bullying

Elementary School Examples

Please see your VTSS Systems Coach for pictures of these examples.

Elementary School Example #2

Student Created PBIS Poster

Please see your VTSS Systems Coach for pictures of these examples.

Middle School

Please see your VTSS Systems Coach for pictures of these examples.

High School

Please see your VTSS Systems Coach for pictures of these examples.

South Lakes High School, Fairfax Co.

School-wide Behavior Expectations

Non-example

Exhibit respect for yourself and others.

Accept responsibility.

Give your best effort.

Look, listen, and learn to

Exceed expectations and

Soar to success.

School-wide Behavior Expectations

Non-example

Please see your VTSS Systems Coach for pictures of these examples.

One More Look!

- Take 5 minutes and discuss the examples and non-examples you just saw.
 - Look over the 3-5 expectations your team chose.
 - Do you want to change any?
 - Add some, remove some?

Teaching Matrix

Expectations	SETTINGS			
?				
?				
?				

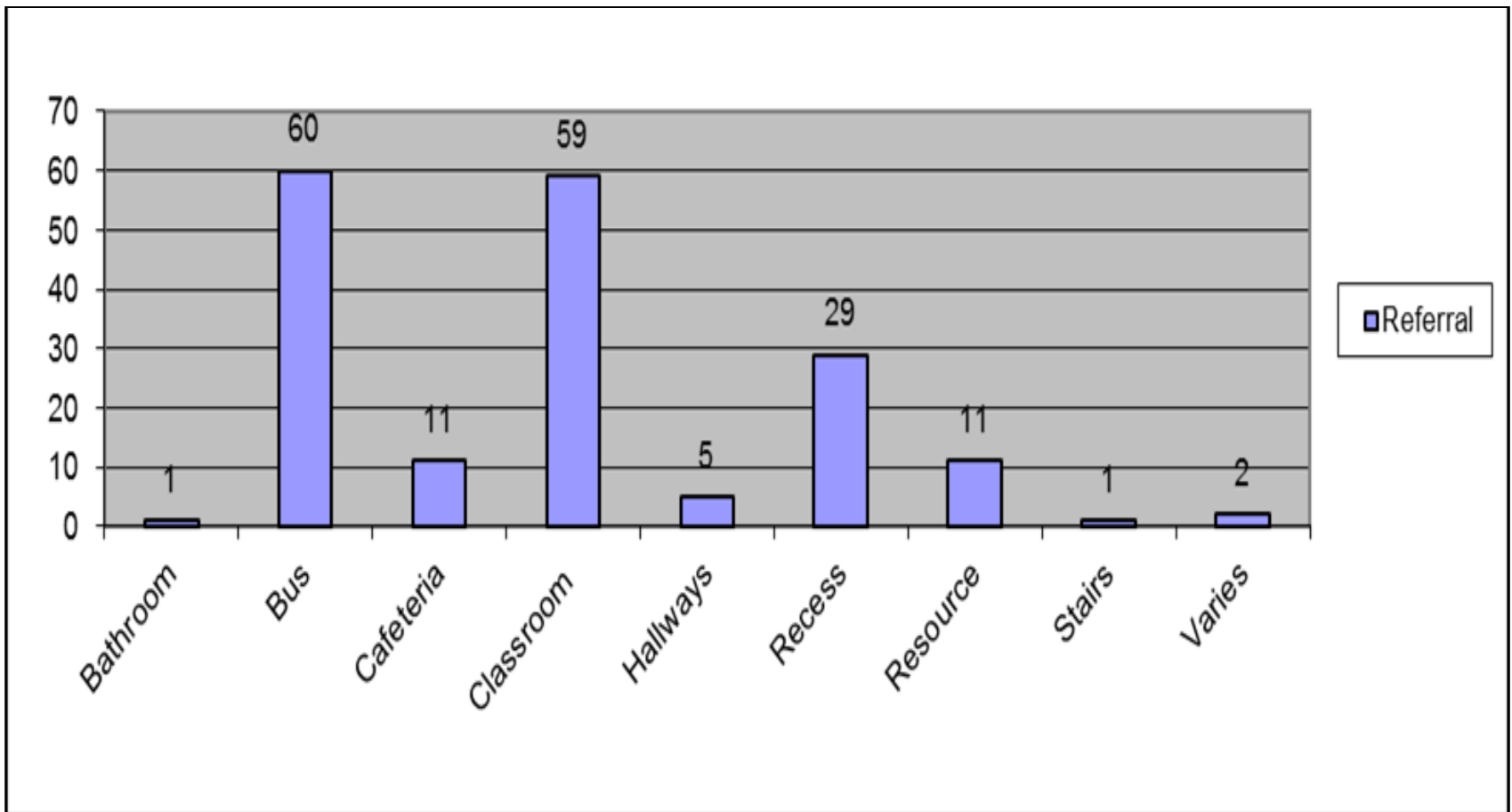
Take a Breath

<https://youtu.be/mwWd37LHtzg>

Teaching Matrix

Teaching Matrix		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

What locations should we target?



Use a Map

1. Draw a line across the middle of a piece of paper or use the box in your workbook.
2. Draw a map of your school.
3. Each person identify three top problem locations.

Sample Elementary School Map

Please see your VTSS Systems Coach for pictures of these examples.

Secondary Map

Please see your VTSS Systems Coach for pictures of these examples.

Look at your map again and get specific.

Where?

What?

When?

Who is involved?

Why is it happening?

Please see your VTSS Systems Coach for pictures of these examples.

Eagle Ridge Middle School , Ashburn, VA

Please see your VTSS Systems Coach for pictures of these examples.

Middle School

Please see your VTSS Systems Coach for pictures of these examples.

Please see your VTSS Systems Coach for pictures of these examples.

Please see your VTSS Systems Coach for pictures of these examples.

Specific Behaviors + Social-Emotional Skills

Expectation	Specific Behavior or Social Emotional Skill
Be Safe	Keep hands and feet to self
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time
	Check in with my feelings during the day

Matrix that includes Social Emotional Learning

TEACHING MATRIX		SETTINGS			
		All Settings	Classrooms	Hallways	Cafeteria
	RESPECT	Be kind Hands/feet to self Help/share with others	Give your best effort USE POSITIVE SELF-TALK	Use normal voice volume	Practice good table manners
	RESPONSIBLE	Recycle Clean up after self USE CALMING STRATEGIES	Participate in activities MONITOR FEELINGS/EMOTIONS	Walk	Replace trays & utensils
	SAFE	Be alert to your surrounding	Follow adult instructions ASK FOR HELP	Maintain physical space	Clean up eating area

Teaching Matrix		INCORPORATE BULLY PREVENTION / INTERVENTION						
		All Settings	Halls	Playgrounds	If you see Disrespect	Library/ Computer Lab	Assembly	Bus
Expectations	Respectful	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	STOP: Interrupt & model respect, rather than watch or join in	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Achieving & Organized	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others. Invite those who are alone to join in.	WALK: Invite people who are being disrespected to join you and	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Responsible	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Stop: Interrupt, Say "that's not ok." Walk: Walk away Don't be an audience Talk: REPORT to an adult	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

Enhancing the matrix/SEL

<https://www.edutopia.org/video/5-keys-successful-social-and-emotional-learning>

BREAK

Time to Determine Locations

Teaching Matrix		SETTINGS					
		All Settings					
E X P E C T A T I O N S	1						
	2						
	3						

Teaching Matrix - Behaviors

Teaching Matrix		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
Expectations	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

T H E D O N O T s

Non-Example

Consistency with our language

Expectations	3-5 overarching school-wide expectations
Behaviors	specific tasks students are to do to achieve the school-wide expectations
Routines/ Procedures	procedures are methods for accomplishing tasks in the classroom procedures form routines that help students meet classroom expectations and rules/behaviors

Why identify Specific Behaviors?

- ✓ Consistent instruction across multiple programs and settings within the school
- ✓ Communication among staff members and students
- ✓ Students know what to expect and what is expected in all areas
- ✓ Consistent communication with parents
- ✓ Makes the “hidden curriculum” visible

Specific behaviors should be...

- a. _____ that we can see
- b. _____ we could actually count the occurrence of the behavior
- c. _____ what to do to be successful
- d. _____ student-friendly language
- e. _____ able to accomplish in all settings in the school

Understandable

Measurable

Applicable

Positively State

Observable

Expectations or Specific Behaviors?

Workbook: Activity 4

List the expectations you chose during Activity #1.

Remember:

They must be...

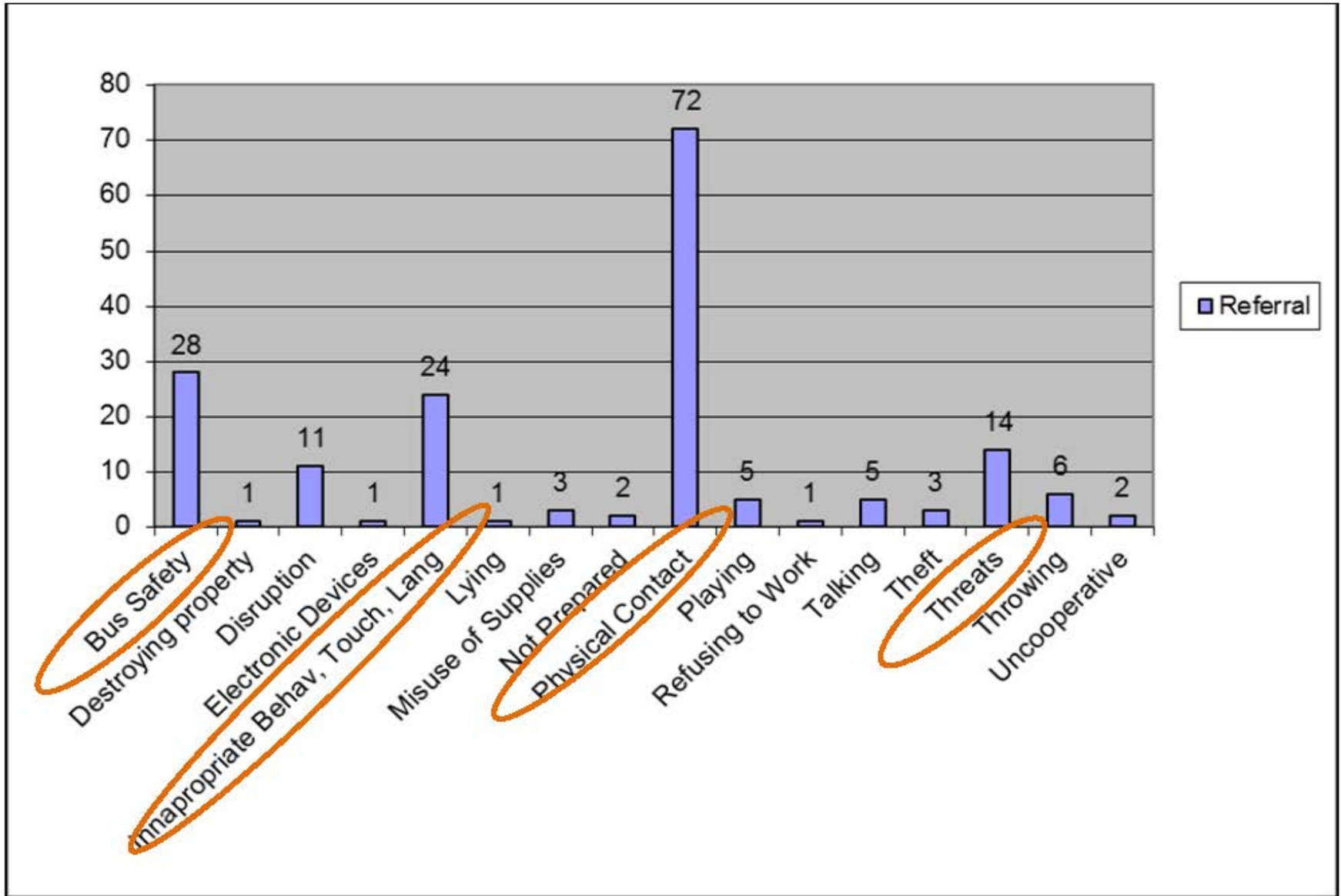
1. Observable
2. Measurable
3. Positively Stated
4. Understandable
5. Applicable

Expectation	Specific Behavior

Use the DATA!

Infraction	Notes
Disruption	Refusal to do work, throw paper
Disruption	Refusal to do work, cry, pout, stomp
Disruption	Off task, refusal
Disruption	Arguing with teacher
Disruption	Prohibited teaching and learning
Disruption	Playing, throwing water
Disruption	Off task
Disruption	Throwing paper, yelling, hitting, crawling
Disruption	Not following directions, playing, off task
Disruption	Not following directions

Does data corroborate your specifics?



Identifying Behaviors

- ❑ As a team, look at your discipline data.
- ❑ What are the most common behaviors students are disciplined for in your school?
- ❑ What other life skills might we teach as a replacement for the behaviors you are seeing?

Student Discipline
Referrals

Let's practice...RESPECT

Respect

Looks like

Sounds like

Teaching Matrix

Teaching Matrix		SETTINGS					
		All Settings					
E X P E C T A T I O N S	1						
	2						
	3						

How will you operationally define your expectations?
Add behaviors/rules

Please see your VTSS Systems Coach for pictures of these examples.

RAH – Athletics

RAH	Practice	Competitions	Eligibility	Lettering	Team Travel
Respect	Listen to coaches directions; push yourself and encourage teammates to excel.	Show positive sportsmanship; Solve problems in mature manner; Positive interactions with refs, umps, etc.	Show up on time for every practice and competition.	Show up on time for every practice and competition; Compete x%.	Take care of your own possessions and litter; be where you are directed to be.
Achievement	Set example in the classroom and in the playing field as a true achiever.	Set and reach for both individual and team goals; encourage your teammates.	Earn passing grades; Attend school regularly; only excused absences	Demonstrate academic excellence.	Complete your assignments missed for team travel.
Honor	Demonstrate good sportsmanship and team spirit.	Suit up in clean uniforms; Win with honor and integrity; Represent your school with good conduct.	Show team pride in and out of the school. Stay out of trouble – set a good example for others.	Suit up for any competitions you are not playing. Show team honor. Cheer for teammates.	Remember you are acting on behalf of the school at all times and demonstrate team honor/pride.

Teaching Matrix Development

Teaching Matrix		SETTING				
		Hallways	Cafeteria	Library/ Computer Lab	Bus	Classroom
Expectations	Be Respectful	Keep hands feet and other objects to self	Eat only your food	Study, read, compute	Talk quietly so driver can focus	
	Be Responsible	Use quiet voice	Replace trays & utensils	Push in chairs. Treat books carefully.	Wipe your feet Sit appropriately	
	Be Safe	Maintain your own physical space Stay to the right	Clean up your eating area	Whisper. Return books	Use a quiet voice Stay in your seat	
	Conditions for Learning					

Please see your VTSS Systems Coach for pictures of these examples.

Please see your VTSS Systems Coach for pictures of these examples.

Teaching Matrix 2.0

SETTINGS					
	All Settings	Self	Home	Neighborhood	Classroom
EXPECTATIONS	Be Safe	-Use a breathing strategy if stressed or angry	-Protect your friends and family	-Look the other way -Stand up for yourself	-Keeps hands and feet to self -Tell an adult when I am worried about a friend
	Be Respectful	-Use positive self talk when I make a mistake	-Do what adults tell you to do -Keep family business at home	-Text back within 30 seconds -Use kind words to friends' parents	-Use the signal to ask a public or private question. -Make sure everyone gets a turn.
	Be Responsible	- Recognize and name my feelings during the day	-Own your mistakes -Help out your family first	-Stay with your friends -Have each other's backs	-Turn in all work on time.

Validation, Affirmation, Building and Bridging

PBIS Field Guide, pg. 54

https://assets-global.website-files.com/5d3725188825e071f1670246/6062383b3f8932b212e9c98b_PBIS%20Cultural%20Responsiveness%20Field%20Guide%20v2.pdf

Family Teaching Matrix

SETTING

At home

Morning Routine

Homework

Meal Times

In Car

Play

Bedtime

Respect

Responsible

Safe

Expectations

Assess the differences

Assess differences between school and other settings and ask:

Are the “different” school behaviors necessary for positive student development?

- NO: Change the behaviors to align more with home and neighborhood
- YES: Acknowledge explicitly and provide additional teaching, practice, and acknowledgment

Peer-to-Peer Learning Norms

Be open to spend the time it takes to learn.

Be adaptable to your learning and the learning of others.

Create safe space.

Embrace that learning is food for the mind.

Transform learning into action.

Understand that learning is a process that requires patience with self and others.

Gather Feedback from all Stakeholders

What about community service providers?

Ideas for Getting Feedback


View Through Different Lenses

- How will students experience the matrix?
 - Doable?
 - Appropriate?
 - Am I learning life skills?
 - Examine for implicit bias to ensure that expectations are truly universal
 - Does this sound like a place I would want to go to school?

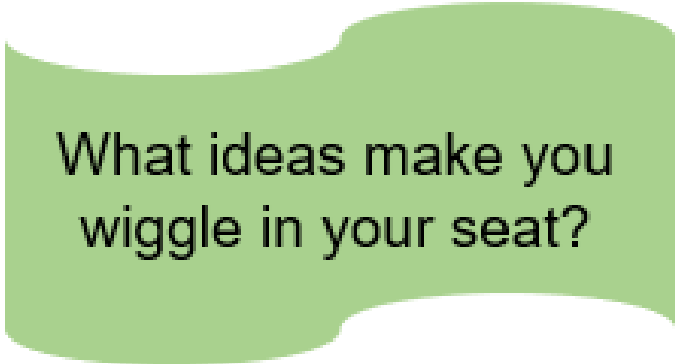
Action Planning

What needs to be completed?	Resources needed?	Who?	When?
A.			
B.			
C.			

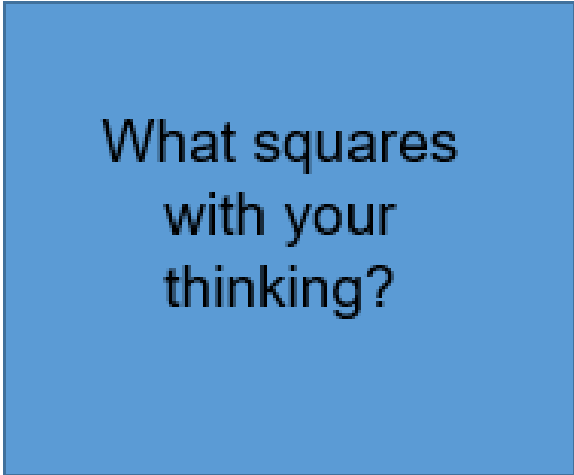
How are you?



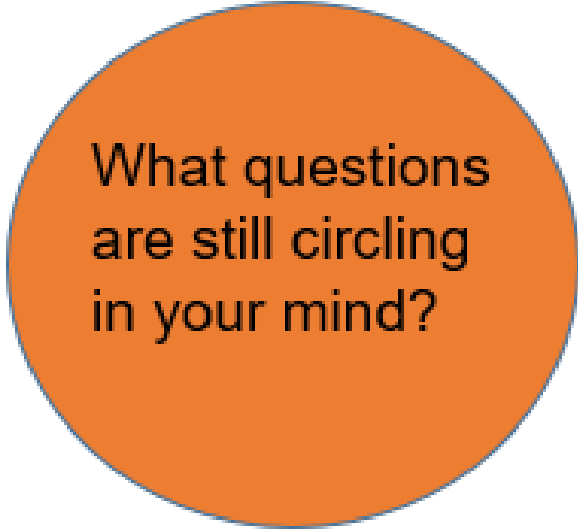
Your three key
take-a-ways.



What ideas make you
wiggle in your seat?



What squares
with your
thinking?



What questions
are still circling
in your mind?

Bibliography

- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (October 2015). *Positive behavioral interventions and supports (PBIS) implementation blueprint: Part 1 – Foundations and supporting information*. Eugene, OR: University of Oregon. Retrieved from www.pbis.org.
- PBIS Resources for Equity [Web log post]. (2019, March 25). Retrieved March 25, 2019, from <https://www.pbis.org/school/equity-PBIS>