



PBIS - Tier 1

New Team Professional Learning

TFI 1.4 Teaching Expectations

How are you showing up today? (Slido)

Some examples, it's okay to be honest and add some humor :)

- I'm here but distracted.
- I'm ready to learn and assume our time will be valuable.
- Wait. What? I thought I signed on to a division meeting.
- I'm looking forward to learning more about SEL!

Professional Learning Outcomes

Please see your VTSS Systems Coach for this document.

TFI Roadmap: Where are we headed?

Where We've Been

- 1.1 Team Composition
- 1.2 Team Operating Procedures
- 1.3 Behavioral Expectations
- 1.8 Classroom Expectations
- 1.10 Faculty Involvement (Embedded)
- 1.11 Student/Family/Community Involvement (Embedded)

Our Focus in this Module

- 1.4 Teaching Expectations

Learning Intentions

- Study the use of explicit instruction (an evidence-based practice) to teach all lessons (academic, behavior, and social emotional).
- Understand the reasons for teaching behaviors and routines directly in settings and build a schedule for doing so.
- Create a sample lesson based on the teaching matrix.
- Brainstorm links between expectations and subject area curriculum.
- Plan for training staff about lessons and their importance.

“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?”

Teaching Schoolwide & Classroom-wide Lesson Plans

Once you have developed school-wide expectations, it is not enough to just post the words on the walls...

YOU MUST TEACH (and RETEACH) THEM!

Why develop a system for teaching behavior?

- Academic and social-emotional behaviors develop together.
- Procedures and routines create structure.
- Repetition is key to learning new skills.
 - Learning new skills and making them a habit takes repetition over many days ([Lally, et al, 2009](#))
 - Depends on age of the learner and complexity of the skill ([Lally, et al, 2009](#))
 - A break in learning can cause learning to take longer. (i.e. Not every teacher uses the same expectations) ([Lally, et al, 2009](#))

Why teach SEL

Increase

- Academic Performance
- Self-confidence
- Behavior outcomes
- Positive Attitudes toward school and interactions with other
- Teacher confidence
- Self-efficacy
- Job satisfaction and well-being

Decrease

- Student aggression
- Emotional distress of students
- Perceived stress of teachers

Durlak et al., 2011

The Science of Behavior Has Taught Us

There is no mis-behavior!

The Behavior is Feedback for us...

A trigger for us to think...

Where is the mis-match?...

What instruction needs to happen?

There is only....

behavior

that meets a need (function)

and works (is reinforced)!

The Science of Behavior Has Also Taught Us

Behavior is learned

so it can be 'un-learned'

*by explicitly teaching a
replacement behavior*

and providing praise and feedback

The Fun Theory

<https://www.youtube.com/watch?v=SByymar3bds>

Behavior Change

Reframe *change* as an instructional
process

We change **STUDENT** behavior
by changing
ADULT behavior

*Interventions = changes in staff
procedures & practices*

An Instruction Process for Academics

Please see your VTSS Systems Coach
for this graphic.

The Same Process for Behavior

Please see your VTSS Systems Coach for this graphic.

Alignment

The process for teaching SEL is the same process used for academics and behavior.

SEL Approaches

Please see your VTSS Systems Coach for this document.

This works!

Direct
Instruction

Feedback

Please see your VTSS
Systems Coach
for this graphic.

Teacher
Clarity

Creating Behavior Lesson Plans

- Teachers create lesson plans for each desired behavior
- Students are taught the expectations and routines for both the school-wide system and the classroom-wide system.

Remember... If you are seeing problematic behavior, ask, "Have I taught and acknowledged the desired behavior I want to see?"

Develop an Efficient Teaching System

Please see your VTSS Systems Coach for this graphic.

What to teach

Develop lesson plans to teach the specific behaviors identified on the matrix

Please see your VTSS Systems Coach for this document.

Deeper Dive

Social Emotional Competencies

Self Awareness:

- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Having a growth mindset

Social Awareness:

- Taking others' perspectives
- Showing concern for the feelings of others
- Identifying diverse social norms, including unjust ones
- Understanding the influences of organizations/systems on behavior

Relationship Skills:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively

Self Management:

- Managing one's emotions
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative

Responsible Decision Making:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Reflecting on one's role to promote personal, family, and community well-being

Teach and Practice Expected Behaviors

- **I do** (explain/show/model)
- **We do** (gradually release responsibility – may have several ‘we do’s’)
- **You do** (practice with feedback)
- **You all do** (independent practice)

Going Deeper into Explicit Instruction

Think back to our matrix

Anita Archer Teaches The Signal

<https://www.youtube.com/watch?v=XAsi5ykgJg0&t=22s>

Observations

Please see your VTSS Systems Coach for this graphic.

Components of an Effective Model

- Provides explicit model of expectation done well
- Videos can be great options for the model or “I Do” because
 - They can include peers who look and sound like they do
 - They are entertaining when done well
- Non-examples should be clearly identifiable.

Components of Effective Practice

- Practice is carefully and closely guided.
- It happens in the setting wherever possible.
- Includes opportunities for feedback.

Components of Effective Feedback

- Focuses on desired behaviors
- Names the skill/behavior the student demonstrates
- Explains why it is valuable to the school/classroom community or supports student success

Components of Effective Monitoring

- Move, scan, and interact with students
- Observation and data collection
 - Formatively assess the lesson – For whom was the lesson successful? How do we know?
 - Who needs extra teaching practice? How will that happen?
 - Are skills crossing settings?

Pre-correct and Prompt: ALWAYS

- **Pre-Correction-** provide a description of what the behavior looks like prior to directing student to perform a task. This includes: verbal reminders, behavioral rehearsals, or demonstrations of following the expectations or socially appropriate behaviors that are presented in or before setting where inappropriate behavior is likely. (Colvin, Sugai, Good, Lee, 1997)
- Provide students with **visual prompts** (e.g. posters, illustrations, etc.)

Components of Re-teach and Adjust

- **Think ahead** of any issues that might arise and discuss them with the class beforehand. Taking time to prepare the students before the event/activity will save you time and energy later on.
- Continually **embed expectations** into the classroom.
 - Review-teacher consistently models expectations.
 - Students follow class expectations despite the absence of the teacher: Substitute, guest teacher, buddy teacher, volunteer.

Sample Lesson

- **Read through the lesson plan for Activity 1 on pages 35-38 of your workbook. Note where the lesson:**
 - Defines the behaviors
 - Models the behaviors
 - Practices the behaviors (in the setting)
 - Monitors for understanding and effectiveness
 - Provides opportunities for adjusting and re-teaching

Using Instructional Videos

<https://youtu.be/uBVHX6CYDt0>

TFI 1.4:
Activity 1,
p. 35-38

Supporting SEL in the Classroom: Examples

- Seeing connections between current tasks and their personal goals and interests (**self-awareness**)
- Developing skills for focusing attention in order to effectively participate in learning (**self-management**)
- Developing empathy and perspective-taking in their thinking, reading and writing processes (**social awareness**)
- Developing speaking and listening skills for group collaboration (**relationship skills**)
- Using writing to reflect on choices and goals as a way of making decisions (**responsible decision making**)

Involving Students and Staff in the Development of Lessons

Students

- Involve students in planning assemblies
- Student developed lessons
- Role plays developed by students
- Music and video clips

Staff

- Skits
- Morning announcements
- Staff/parent/student collaboration on lesson plans for families (PTA, PTO, Parent Resource Centers)

Honoring ALL students!

When creating lessons...

- Think Validate, Affirm, Build, & Bridge (VABB)
- Identify similarities between home and school – use real life experiences to make connections
- Discuss with students the differences between home and school (Remember Matrix 2.0?)
- Examine the matrix for reflection of dominant culture only – what needs explicit teaching? Explain why those skills are necessary to students.
- Teach Situational Appropriateness

Honoring ALL students!

Seek input...

- Always seek family and community input...
 - On efficacy and relevance
 - How can they help to teach and reinforce?
 - Use within families
 - What are effective communication loops?

<http://www.teach4real.com/2011/01/12/lesson-plan-urban-identity/>

https://listencurrent.com/current_events/263-ferguson-protests

Lesson Plan Activity

- Choose a routine from the school-wide or classroom-wide matrix.
- Work with team and complete the behavior lesson plan template found in the workbook.
- Be ready to describe your lesson to the group and possibly role play the example and non-example.

Behavior Lesson Plan

TFI 1.4:
Activity 2, p. 38

Creating a Plan for Teaching Desired Behaviors

- Once the behavior lesson plans are created it is important to take time to decide how the lessons will be taught, not only at the beginning of the year, but throughout the year.
- There should be a written plan documenting how and when expectations will be taught.

ALL TEACHERS TEACH THE EXPECTATION AND ALL STUDENTS RECEIVE THE INSTRUCTION!

How and when will we teach behavior?

Please see your VTSS Systems Coach for this document.

When to Teach the Matrix?

Beginning of school year

- Kickoff: Teach expectations for all areas of school, ***including individual classrooms***, during first week of school
- After first week, review expectations 2 or 3 times/week

...in the cafeteria

...in the restroom

McCombs Middle School Teaching Schedule

Teaching Areas: 1-Cafeteria 2-Hallway 3-Outside
4-Restroom 5-Auditorium 6-Before/After 7-Bus
8-Office 9-Rewards

When to Teach the Matrix?

Schedule for Teaching

On-going Direct Instruction

- Use established structures like homeroom, morning meetings, class meetings
- Data-driven and scheduled lessons
- Pre-correction for predictably difficult times
- **Re-teaching immediately after behavioral error**

Booster Session - Predictable Problems

Booster sessions are planned and delivered to **re-teach** staff/students at least once in the year and additionally at times when the **data suggest problems** by an increase in discipline referrals per day per month or a high number of referrals in a specified area.

When to Teach the Matrix?

Schedule for Teaching

Booster Sessions

- End of first grading period
- Through second grading period
 - Review expectations once per week
- Remainder of the year
 - Review expectations periodically as needed
 - Review expectations immediately after a school break
- When behavior data indicates a need

Continued Visibility

Plan for Teaching Expectations

Please see your VTSS Systems Coach for this document.

How and when to teach behavior?

Please see your VTSS Systems Coach for this document.

Embedded into the curriculum

Complete Your Action Plan

Bibliography

- Colvin, G., Sugai, G., Good, R. H. III, & Lee, Y.-Y. (1997). Using active supervision and precorrection to improve transition behaviors in an elementary school. *School Psychology Quarterly*, 12(4), 344-363.
- Lally, P. , van Jaarsveld, C. H., Potts, H. W. and Wardle, J. (2010), How are habits formed: Modelling habit formation in the real world. *Eur. J. Soc. Psychol.*, 40: 998-1009. doi:[10.1002/ejsp.674](https://doi.org/10.1002/ejsp.674)