

Course: Clarifying Expected Behavior

Lesson: Creating a Matrix of Behaviors/Rules

Transcript

This lesson describes the process of further defining your schoolwide expectations and creating your matrix of specific behaviors or rules for every setting in your school. The specificity should be clear for teachers and students to know exactly what is to be done. Here you are answering the question, “What does [respect, responsibility, best effort, etc.] look like in all settings, in our [hallways, cafeteria, playground, commons, etc.] and in our classrooms?”

There are 4 handouts that will be referenced during this lesson. If you have not downloaded them from the lesson website, please pause the video while you access these documents.

By the end of this lesson, you will be able to:

- Create a matrix of specific behaviors or rules to further clarify each schoolwide expectation for every setting.

Once we have identified three to five broad schoolwide expectations, we then need to define the expected social **behaviors or rules** which are what students do *specifically* to achieve those expectations. These tell us how we want our students to act in order to be successful. This process involves clarifying or defining specific behaviors/rules for different settings in our school. In essence, we need to describe what respect, responsibility, and caring, etc. look like in:

1. All settings of the school
2. Non-classroom areas (hallways, cafeteria, playground, etc.), and
3. Classrooms

This lesson will focus on defining specific behaviors or rules for: 1) all settings of the school and 2) non-classroom areas. For more information on defining behaviors/rules for the classroom, see the *Effective Classroom Practices Course, Lesson 2: Expectations and Rules*.

Here are key terms and acronyms that will be used in this lesson.

Expectations – three to five words that define the kind of people you want your students to be (e.g., respectful, responsible, etc.).

Behaviors/Rules – specific tasks students are to do to achieve the schoolwide expectations.

A matrix format is used to organize the behaviors or rules by schoolwide expectations and settings. This allows us to have a single document that can be easily referenced and used by all staff. Here are a few matrix examples to show you the big picture of where you are headed by defining your specific behaviors or rules.

Grade level specific examples and a blank matrix template are provided within the handout section of this lesson.

When defining behaviors or rules, we want to ensure that they follow “OMPUA”. Every behavior or rule listed on the matrix should follow these OMPUA guidelines:

- O – Observable. This means we can see or hear the behavior. Observable behaviors are described by action words.
- M – Measurable. This indicates that the behavior can be counted or the duration of the behavior can be timed.
- P – Positively Stated. This means we are stating what we want the students to do.
- U – Understandable. This indicates that the expected behavior must be developmentally appropriate and culturally relevant.
- A - Always Applicable. This means the expected behavior must be applicable under all conditions.

Let’s take a look at some behavior or rule examples and see if they meet the OMPUA guidelines.

Keep hands, feet & objects to self.

Yes – we could observe if students were doing this, measure the number of students exhibiting this behavior, it is positively stated, it is understandable, and it is always applicable in school settings.

Try your best.

No – one can’t observe if another person is trying their best at any given time and it is not measurable.

Walk.

Yes – one can observe and measure the number of people walking, it is positively stated, understandable, and always applicable for most school settings.

No talking in the hall.

No – this behavior or rule is not positively stated; it does not tell students what they should be doing.

With your team, review the example matrix, provided in the handouts section, that is tailored for your building’s grade level. Consider the following:

- How could defining behaviors or rules for each of your schoolwide expectations support appropriate student behavior?
- What are the benefits to staff in having clear, consistent behaviors or rules?
- Who will be responsible for downloading the blank matrix template and adding your schoolwide expectations?

Pause the video, and when you are ready, continue watching.

Most schools begin by clarifying specific behaviors or rules for all school settings. These are the ones that are expected in each and every school location and are connected to the three to five schoolwide expectations that have been defined. Having an 'All Settings' column on the matrix reduces redundancies across locations. Here is a sample of how schools have defined their schoolwide expectations specifically for all school settings.

- What are the benefits to defining specific behaviors or rules that are aligned to schoolwide expectations and are applicable in ALL school settings?
- What are a few examples of behaviors or rules that are expected in all settings of your building?

Pause the video, and when you are ready, continue watching.

Again the process of deciding on the expected behaviors or rules of all settings is one all staff should be involved in. This could be done during a staff meeting by putting up chart paper with one expectation written on each paper. Then give each staff member some Post-it notes to ask them to write one behavior or rule on each note they can then post on the chart paper under the appropriate schoolwide expectation. The SW-PBS Leadership Team could then take the charts and list a few behaviors or rules for each schoolwide expectation on the matrix. Another way to engage staff would be to create a handout (similar to the one here) for each staff member and have them complete the all settings column of your matrix as a small group. Collect the work of the groups and synthesize in a SW-PBS Leadership Team meeting. Remember to ensure all behaviors or rules adhere to OMPUA.

- How will you engage your entire staff in defining behavior specifically for all settings of your school?

Pause the video, and when you are ready, continue watching.

Non-classroom settings are those areas of the school that may be under the direct supervision of several different adults depending on the day or time. Cafeteria, hallways, bathrooms, and playground are examples of non-classroom areas. Often these non-classroom settings also have fewer staff supervising larger numbers of students. Another challenge is that non-classroom areas are often those sites where expected behaviors are not clear or agreed upon by all staff. Having clear, agreed upon behaviors or rules and procedures will allow staff to teach students the expectations prior to entering the setting and consistently use them when supervising. Deciding on the behaviors or rules for these areas, assuring that all staff are fluent with them, and making a plan for how to train new staff throughout the year should also be addressed.

The same considerations when defining specific behaviors or rules for all settings apply to non-classroom settings. First, they will be aligned or anchored to your schoolwide expectations. Again, clarity of expectations is critical; using OMPUA will help to ensure that behaviors or rules are clear and

understandable. These specific behaviors should be student-centered and define behaviors/rules that will lead to success in that setting.

We typically think of a few common non-classroom areas – hallways, cafeteria, recess, bus, restrooms, etc., but the list can include such times or areas as AM arrival/PM departure, after school activities, bus waiting area, computer “area”, special work or group areas, assemblies, pep rallies, school grounds, etc.

- What non-classroom settings should be included on your building’s matrix?

Pause the video, and when you are ready, continue watching.

Once those areas of concern in the school have been identified, small workgroups may be used to develop draft behaviors or rules that will then be brought back to staff for consensus. Again, ensure all ideas follow OMPUA. As staff members agree on specific behaviors or rules they can be added to your matrix.

To ensure your matrix reflects valued behaviors of students and families, your team can seek their input on behaviors or rules for every setting in the school. There are many creative ways to do this. Classroom teachers could engage students in activities similar to the ones described for staff. Student council could create a draft of behaviors or rules that is shared with all students for comments. Similarly, family input may be obtained while they are waiting for parent-teacher conferences, during science night, at PTA meetings or by worksheets sent home. Families who complete the activity could have their names entered into a drawing for a small prize.

- What are the benefits of engaging students and families in the creation of your matrix?
- How will you get student and family input?

Pause the video, and when you are ready, continue watching.

After you have obtained staff, student, and family input into your matrix and staff members agree on specific behaviors or rules, they can be added to your matrix. As you work through the process of gaining consensus it is advisable to date your matrix and write DRAFT on it until staff, students and families agree it is “final.”

Once your matrix is complete, it will be important to share with staff, students and families in newsletters, handbooks, and the school website, as well as posting the behaviors or rules in each specific setting.

When posting your expectations and behaviors or rules it is important to develop effective signage that will be used to support staff and students. All locations in your building should have location specific behaviors or rules posted along with the “all settings” section of your matrix.

The purpose of the signage is to provide the consistent language for all staff to use when teaching, encouraging, or providing correction. The wording on the signage should exactly match the wording used on your schoolwide matrix and be large enough that staff can see and read the signage from anywhere in that location. It might also be necessary to have multiple sets of signage in larger locations such as the cafeteria or gym.

- Who will be responsible for making sure that the matrix is shared with all stakeholders in newsletters and handbooks? Who will post the matrix on the school website?
- How will you arrange for effective signage to be posted throughout the building?

Pause the video, and when you are ready, continue watching.

During this lesson, you learned about the process of further defining your schoolwide expectations and creating your matrix of specific behaviors or rules for every setting in your school. You can now answer the question, “What does [respect, responsibility, best effort, etc.] look like in all settings, in our [hallways, cafeteria, playground, commons, etc.] and in our classrooms?”

How will you engage staff, students and families in creating a matrix of behaviors or rules?

Next steps include updating your Tier 1 Action Plan. Develop action steps and a timeline for completion of your schoolwide matrix.

When you have completed your schoolwide matrix, please submit it to your MO SW-PBS Tier 1 Consultant.

Additional information about *Creating a Matrix of Behaviors or Rules* can be found in Chapter 3 of the *Missouri SW-PBS Tier 1 Team Workbook* which can be found at www.pbissmissouri.org.

When you are ready, continue to the next lesson, *Developing Non-Classroom Procedures*, where you will learn the process for defining schoolwide procedures.

Here are the references for this lesson. If more references are needed, you can refer to the Reference section in the *Missouri SW-PBS Tier 1 Team Workbook* available on the Missouri SW-PBS website.

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