

## **Course: Clarifying Expected Behavior**

### **Lesson: Selecting Schoolwide Expectations**

## **Transcript**

This lesson describes the first step in developing a social behavioral curriculum, identifying three to five overarching *schoolwide social behavioral expectations* that will be defined and agreed to by all staff. These expectations are valued social skills and behaviors for success at school and eventually in life. Examples include: respectful, responsible, safe, cooperative, kind.

There are 3 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:

- Select three to five schoolwide expectations that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind).

Schools have curricula to guide the teaching of each and every subject. No teacher would be expected to teach math, reading, or the sciences without one. The curriculum ensures that all teachers are working in harmony toward the same end goals. And yet for the social behavioral development of our students, much has been left up to individual teachers and staff to determine what social behavior will be encouraged, allowed, or disallowed. Without a curriculum to guide what we want our students to achieve socially, little consistent teaching and monitoring can occur. With a proactive and instructional approach to discipline, we first develop a social behavioral curriculum.

This graphic depicts the process your school will utilize to develop your social behavioral curriculum.

Your schoolwide expectations will be a direct reflection of your shared beliefs and will set the stage for your expected behaviors/rules and procedures.

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. Examples include: respectful, responsible, cooperative, kind, safe.

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

Schoolwide expectations are guiding principles – valued behaviors and attitudes for success at school. They are: 1) broad constructs or classes of behavior, 2) positively stated, 3) brief – no more than three to five in number, and yet 4) comprehensive, that is they allow you to address a set of behaviors by referencing one of them. Schoolwide expectations reflect the language and culture of each school. They will become the language all staff use when they teach, remind, recognize, and correct students. **They will be the cornerstone for all you will do to implement SW-PBS!**

Here are a few examples of the many varied schoolwide expectations that schools have developed.

While the creative aspect of schoolwide expectations is evident in these examples, it is equally important that they be selected with full staff involvement. The process for selecting schoolwide expectations for your school is a visionary task—what you want students to be. It also addresses current student needs by defining what you want students to do instead of any current inappropriate behaviors you are experiencing in your school.

If you could tell families and students, “If all our students are to be successful in school and in life, they need to know how to do .....” what three to five characteristics would you list?

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

Engaging all staff in selecting schoolwide expectations is a critical piece in ensuring staff buy-in and future implementation fidelity. While the team may feel that it is more efficient to select the expectations without involving the full staff, this approach is not likely to garner the support that is needed for widespread use of the language.

The following activity gives your team an opportunity to practice the steps of one method for selecting your schoolwide expectations. Your SW-PBS Leadership Team will want to plan how to engage staff in this same process.

1. Read through the list of valued behaviors and attitudes on the handout entitled, *Valued Behaviors and Attitudes*. Circle approximately ten that resonate with you personally. Feel free to add values that come to mind that are not listed.
2. Now, read through the list again, this time placing a checkmark by approximately ten behavior or attitudes that are *essential for the success of your students*. These may be different from your personal values that you just circled. Again, feel free to add any important but missing values.
3. Share your list with your team, noting similarities and differences. If you could choose only five, which would be your top five – those most important for your students’ success? Order by their rank of importance.
4. Now, list the problem behaviors in your school. What behaviors are students receiving office discipline referrals for most frequently? Would you be able to address those problem behaviors by referencing one of your selected expectations?

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

Your staff can be asked to complete the previous activity during a staff meeting, an early release or professional development day, in grade level teams or in department meetings. Once you have each staff's **top five** preferred expectations in rank order, a weighted vote will allow you to analyze their preferences with priority in mind. A tool for figuring weighted vote is provided in the handouts titled, *Determining Weighted Vote*.

We will now walk through an example of how one school used the weighted vote process to determine schoolwide expectations.

During a staff meeting, Missouri Middle School's SW-PBS Leadership Team led their staff through the activity outlined earlier that engaged staff in identifying their Top Five Expectations. A member of the Leadership Team collected the lists of Top Five Expectations and tabulated a weighted vote.

To tabulate the weighted vote, the team member used the handout, *Determining Weighted Vote*, and completed the calculations.

Here are the results from the weighted vote. The results were posted in the faculty lounge with a sign-up sheet asking for volunteers to join a work group to develop a draft set of schoolwide expectations. Three staff members volunteered to be on the work group and prepared a draft of the schoolwide expectations and corresponding slogan/logo.

*(See Tier 1 – Course: Leadership; Lesson: Engaging Staff & Resistance to Change, for more information on the work group process.)*

The work group brought the following schoolwide expectations and slogan/logo draft to the full staff at the next staff meeting. Staff consensus was reached. Missouri Middle School's schoolwide expectations were agreed upon as: The Cardinal Code: Respectful, Responsible, and Safe. The next step for Missouri School is to create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting.

- Discuss how you will engage staff in selecting schoolwide expectations.
- Use the handout provided, "Discussion Notes to Engage Staff" to jot down your team decisions.
- Use the notes to develop formalized action steps on your Tier 1 Action Plan, Component 3: Clarifying Expected Behavior.

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

During this lesson, you learned about selecting schoolwide expectations, the first step to developing your building's social behavioral curriculum. These schoolwide expectations will be the cornerstone for all that you will do to implement SW-PBS.

How will we engage all staff in the process of selecting schoolwide expectations? What is our vision for the perfect student?

Next steps include updating your Tier 1 Action Plan. Develop action steps and a timeline for completion for selecting three to five schoolwide expectations.

When you have selected your three to five schoolwide expectations, submit them to your MO SW-PBS Tier 1 Consultant.

Additional information about Selecting Schoolwide Expectations can be found in Chapter 3 of the *Missouri SW-PBS Tier 1 Team Workbook* which can be found at [www.pbissmissouri.org](http://www.pbissmissouri.org).

When you are ready, continue to the next lesson, *Creating a Matrix of Behaviors/Rules*, where you will further define your schoolwide expectations by defining specific behaviors/rules for every setting in your school.

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.

This lesson was made possible with funds from the Missouri Department of Elementary and Secondary Education, Division of Special Education; the National Technical Assistance Center for Positive Behavior Interventions and Supports and the University of Missouri Center for Schoolwide Positive Behavior Support.