Delete this Slide.

Notes to Consultants

- Slides with a red background indicate that you can select an activity from a PowerPoint with the same title as the slide (e.g. The Introductions slide indicates that you will select an activity from a PowerPoint titled, Introductions Activities.)

- Slides with the pencil icon 🖊 denote an activity that may also include discussion.

- Slides with the group icon 👥 denote a discussion.

- Slides with a yellow star ⭐ denote accompanying materials must be accessed.

- Slides with this icon 📹 denote a video.

- Slides with the check icon ✔ denote action planning.

Trainer Notes (Remove before training.)

Approximate Time Estimates:

Clarifying Expected Behavior Expectations and Rules   ___
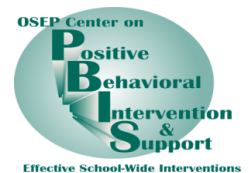
- Clarifying Expected Behavior   120 minutes
- Action Planning   30 minutes
                                                    2.5 Hours

Clarifying Expected Behavior Expectations and Rules

Missouri Schoolwide Positive Behavior Support

MU Center for SW-PBS
College of Education
University of Missouri

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION ™

OSEP Center on
Positive
Behavioral
Intervention
&
Support
Effective School-Wide Interventions

Working Agreements

Be Respectful

- Be an active listener—open to new ideas
- Use notes for side bar conversations

Be Responsible

- Be on time for sessions
- Silence cell phones—reply appropriately

Be a Problem Solver

- Follow the decision making process
- Work toward consensus and support decisions of the group

Attention Signal Practice

- Select and teach an attention signal.

Introductions

- Insert an Introductions Activity.

Session Outcomes

At the end of today's session, you will be able to...

- Review the Science of Behavior.

- Select or review three to five schoolwide expectations that define success for all students and are applicable in all settings.

- Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting, including classroom.
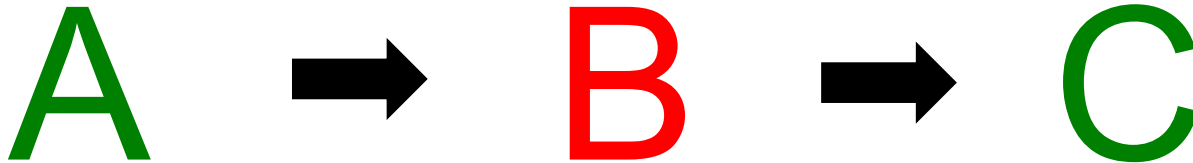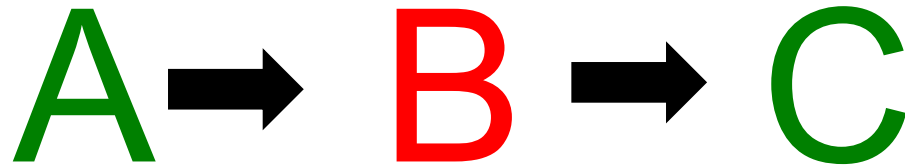
The Science of Behavior

Science of Behavior

- Behavior is learned

- Students do not learn what to do when they are given only adverse consequences

- To *learn* social behavior, students must be directly taught.

- To *retain* new behaviors, students must be given specific, positive feedback and opportunities to practice.

The Science of Behavior

A ➡ B ➡ C

Antecedent	Behavior	Consequence
Events that happen immediately before and trigger a behavior.	An observable act. What the student does. The actions or reactions to the antecedents.	The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior.

The Science of Behavior

A ➡ B ➡ C

| Antecedent	Behavior	Consequence
Events that happen <u>immediately before</u> and trigger a behavior. *Example:* *Hallway rules and procedures are established and taught. Teacher prompts, "Remember to be mindful in the hallway."*	An observable act. What the student does. The actions or reactions to the antecedents. *Example:* *Student keeps voice quiet, body to self and walks on the right.*	The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior. *Example:* *Teacher gives specific verbal recognition. Appropriate hall behavior increases.*

Activity: Antecedent or Consequence

- Read each of the actions, events, or behaviors listed in the Antecedent or Consequence Activity. Indicate whether each action or behavior is an Antecedent, "A" or a Consequence, "C."

Antecedent or Consequence, p. 24

The Science of Behavior

Antecedent	Behavior	Consequence
Events that happen <u>immediately before</u> and trigger a behavior.	An observable act. What the student does. The actions or reactions to the antecedents.	The resulting event or outcome that occurs immediately following the behavior. Impacts future occurrence of the behavior.
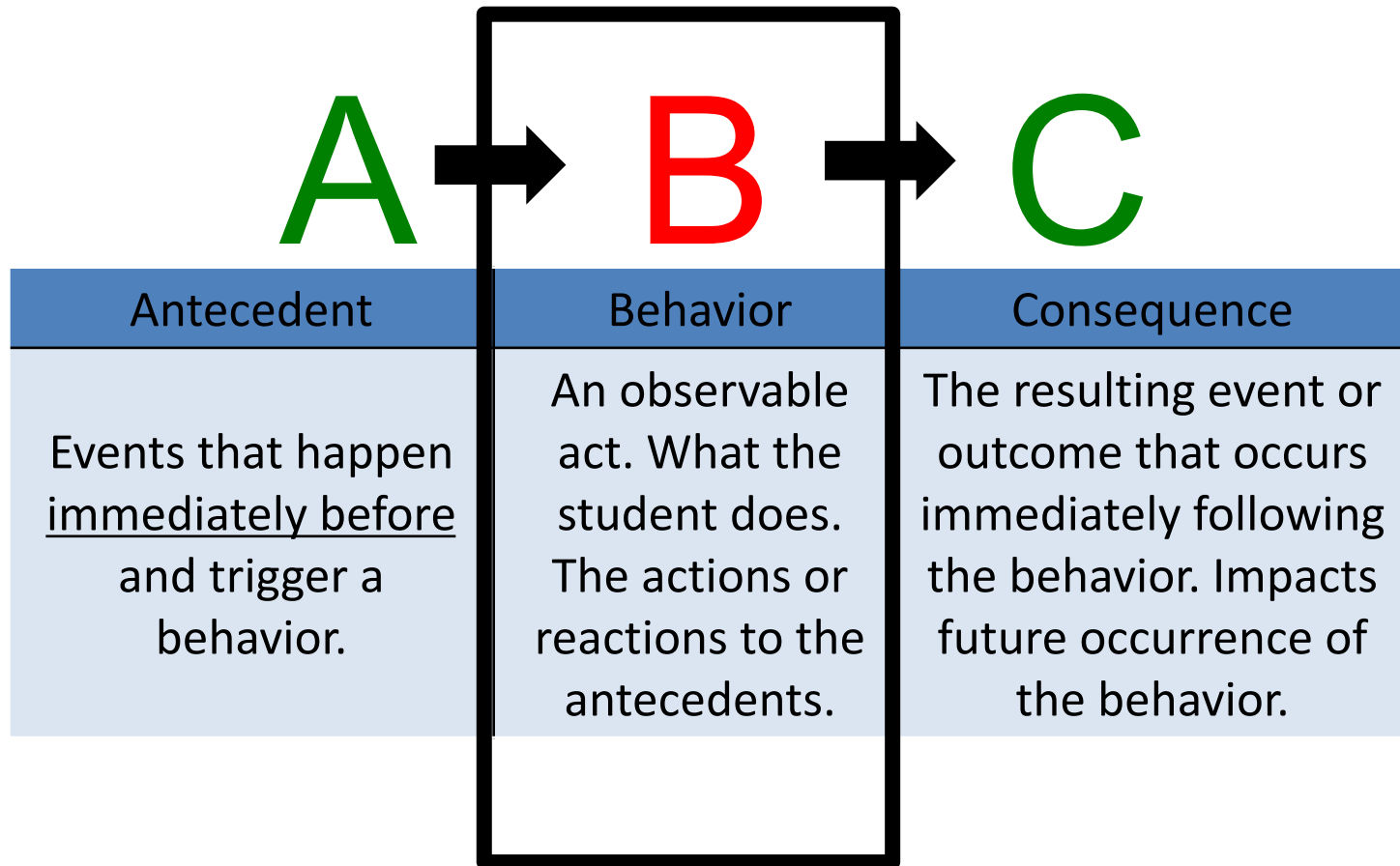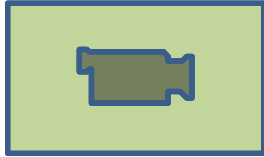
Video: Children See

Children See, Children Do

https://www.youtube.com/watch?v=KHi2dxSf9hw
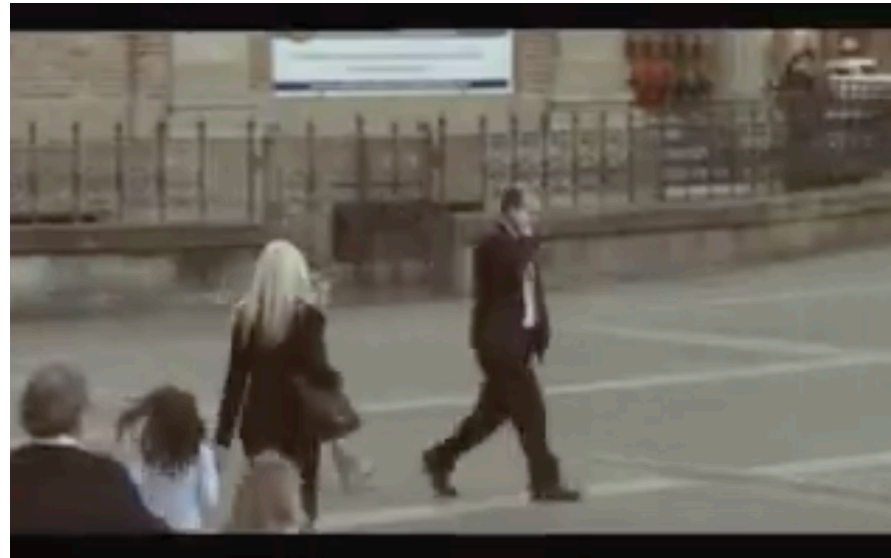
Why Identify Expectations and Rules?

- Provides *consistency* in language

- Provides *consistency* in what to teach

- Provides *consistency* in what to recognize

- Provides *consistency* in what to correct

Consistency is the cornerstone for all you will do to implement SW-PBS!

Activity: Balloon Competition

- We are going to have a balloon blowing contest!
- Count off to 10.
- Each group go to a separate area as assigned.
- Select one leader for each group.
- Group leaders meet in a separate area as directed.
- When your group leader returns, you will wait for the signal to start blowing up your balloons.
- Once you've blown up a balloon, give it to your group leader.

Discussion: Balloon Competition

Discuss the following with your team:

- *What were the expectations for acceptable balloons?*

- *How did you feel when your balloon was popped by your group leader?*

- *Could our students feel this same way when they are held responsible for expectations that may differ throughout the building?*
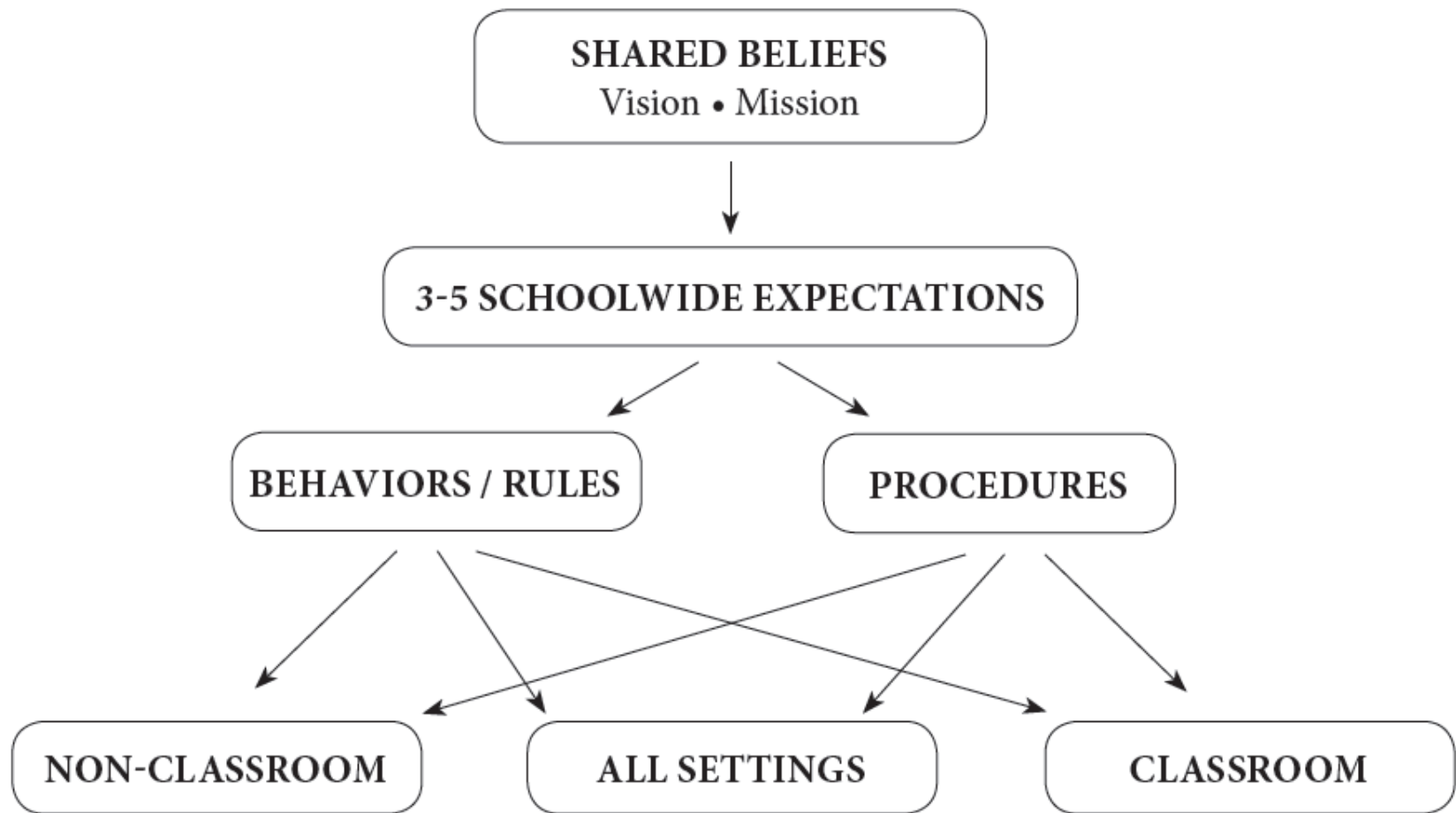
Discussion: A Social Behavioral Curriculum

Read pages 98-99 and discuss the following questions with your team:

- *How does a curriculum – perhaps math or reading – unify staff and focus their work, ensuring that they are striving for the same student outcomes?*

- *What are some of your thoughts about the power of having a social behavioral curriculum?*

Terminology

- *Expectations*: defines the kind of people that you want your students to be (e.g., respectful, responsible, etc.)

- *Behaviors/Rules*: specifies tasks students are to do to meet the schoolwide expectations

- *Procedures:* methods or process for how things are done in non-classroom settings and each classroom

Criteria for Schoolwide Expectations

- Broad constructs or descriptions of the characteristics of positive behavior
- Positively stated
- Brief – no more than 3 to 5 in number
- Comprehensive

Schoolwide Expectations - Examples

The Five B's	At East High School we will...
Be Respectful Be Responsible Be Cooperative Be Productive Be Safe	• Respect Ourselves and Others • Respect Property • Respect Our Leaning time

Schoolwide Expectations

- Remember, involve all stakeholders when developing your schoolwide expectations.
  - How you will involve students and parents in developing your school schoolwide expectations?
  - How will you ensure expectations reflect valued outcomes in your school community?
- A Work Group Process is found on page 84 of the workbook.

Action Planning: Expectations

Action Plan Goals:

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

Develop steps, timeline, resources, communication, and designate person responsible.

Activity: The Model Student

- As a team, describe the behavior of the model student.

- On chart paper, draw a picture of this student.

- Be prepared to share with the whole group.
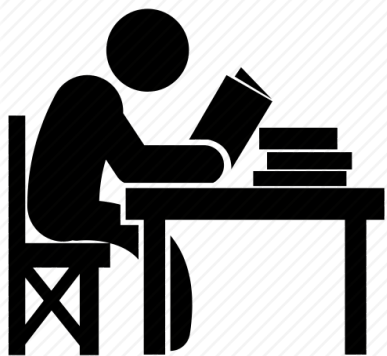
Defining Specific Behaviors/Rules

- Once you have 3-5 schoolwide expectations, you must define specific behaviors, or rules, for each one.

- Leave no doubt for teachers or students exactly what is to be done.

- You are answering the question, "What does [respect, responsibility, best effort, etc.] look like in all settings or in our [hallways, cafeteria, recess, on the bus, etc.].

Schoolwide Expectations Matrix

	All Settings	Classroom	Hallway	Cafeteria
Be Safe				
Be Respectful				
Be Responsible				

Defining Behaviors/Rules

- Specifically Identified Behaviors should be:
  - **O**bservable – Behaviors we can see
  - **M**easurable – We can count occurrences
  - **P**ositively Stated – What we do to be successful
  - **U**nderstandable – Student-friendly language
  - **A**lways Applicable – The same everyday

Activity: OMPUA

1. Keep hands, feet & objects to self. 👍
2. Follow directions. 👍
3. Try your best. 👎
4. Walk. 👍
5. Be a learner. 👎
6. No talking in the hall. 👎
7. Stay in assigned area until dismissed. 👍

Activity: Defining Behaviors/ Rules with OMPUA

- Identify behaviors/rules for students being safe in the hallway.

	Hallway
Safe	

- Do the behaviors/rules meet OMPUA guidelines?
- Do they, together, create a vision of a highly successful student?

Schoolwide Expectations Matrix

	All Settings	**Bus**	**Hallway**	**Cafeteria**	**Classroom**
Be Safe	• Walk • Keep hands, feet & objects to yourself	• Remain seated	• Stay to the right	• Stay seated until dismissed • Report spills	• Use materials appropriately • Stay in assigned space
Be Respectful	• Use appropriate language • Use appropriate voice level	• Go quickly to designated seat • Exit quickly	• Use only your assigned locker	• Patiently wait in line	• Listen to the speaker
Be Responsible	• Follow Directions • Keep all areas clean	• Keep belongings inside the bus with you	• Take most direct route • Have a pass at all times	• Clean up after yourself • Ask permission before getting up	• Do your work

Defining Specific Behaviors for All Settings

All Settings

What?   ➢ Rules that are expected in each and every school location and are connected to the 3-5 schoolwide expectations identified.

Why?   ➢ Expectations often not clear or agreed upon by all staff.

➢ Supervisors change day by day.

➢ Need to state behavior only once on Matrix, fewer rules on Matrix.

All Settings Example

	All Settings
Safe	• Walk • Keep hands and feet to myself • Report if someone is hurt or could be hurt
Respectful	• Use appropriate language • Follow directions • Take care of school property
Responsible	• Ask permission to leave the area or school • Use peaceful words to solve problems

Defining Specific Behaviors for Non-Classroom Areas
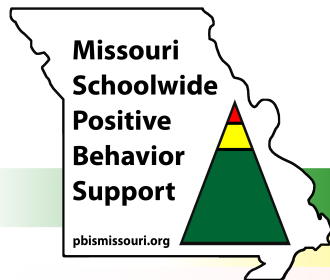
Non-Classroom Areas

What?

> Any area of the school not under the direct and consistent supervision of one adult.

Why?

> Expectations often not clear or agreed upon by all staff.

> Supervisors change day by day, or area is not regularly supervised.

> Allows staff to teach expectations prior to entering the setting and use consistent supervision.

> Increases staff and student comfort when in these areas.

Possible Non-Classroom Areas

- Restrooms
- Cafeteria
- Hallways
- Recess or Breaks
- Arrival/Departure
- Assemblies/Pep Rallies
- After School Activities
- Homework Assistance

- School Grounds/Parking Lot
- Special Work Areas
- Computer Lab
- Office Area
- Gym or Equipment Area
- Concerts or Performances

Defining Non-Classroom Behaviors

- Same considerations for defining All-Settings behaviors.

- Aligned/anchored to school-wide expectations.

- OMPUA

- Define behaviors in addition to those identified for All Settings that will lead to success in that specific setting.

Non Classroom Area Example

	Hallways
Respectful	• Walk quietly so others can continue learning
Responsible	• Go directly to your destination
Safe	• Stay to the right
Do Your Best	• Return to class promptly

Defining Specific Behaviors for Classrooms

"Findings indicate a need to establish consensus to implement PBIS in the classroom setting as soon as it is implemented in nonclassroom settings (ie., schoolwide)."

(Mathews, McIntosh, Frank, & May, 2014).

Classroom Behaviors/Rules

What? ➢ Rules that apply in your classroom.

Why? ➢ Expectations often not clear or agreed upon by all.

➢ Students spend the majority of their day in the classroom.

➢ Prevents problem behaviors.

➢ Increases instructional time.

➢ Provides language for teaching and feedback for students, staff and parents.

Options for Defining Classroom Behaviors/Rules

1. All classrooms have the same rules that are included on the Matrix: all inclusive!

	Classroom
Respectful	• Listen when others are talking • Relate discussion to current topic
Responsible	• Turn assignments in on time • Be prepared with materials
Safe	• Stay in assigned area • Use materials appropriately

Options for Defining Classroom Behavior/Rules

2. All classrooms have the same set of basic rules that are included on the Matrix: teachers can add specific to their classroom that align with expectations

	Classroom
Respectful	• Listen when others are talking • Relate discussion to current topic • •
Responsible	• Turn assignments in on time •
Safe	• Use materials appropriately •

Options for Defining Classroom Behaviors/Rules

3. Each teacher develops all his/her rules that align with the schoolwide expectations.

	Classroom
Respectful	• • •
Responsible	• • •
Safe	• • •

Discussion: Classroom Behaviors/Rules

Discuss the following with your team:

- Which option for defining classroom behaviors/rules will work best for our staff?

    1. *All classrooms have the same behaviors/rules.*

    2. *All classrooms have same basic behaviors/rules, teachers can add to.*

    3. *Each teacher develops behaviors/rules aligned to schoolwide expectations.*

Engaging Students

- List the schoolwide expectations and have students make a list of expected behaviors/rules under each expectation.
- Lead a discussion to clarify each behaviors/rule developed and gain student commitment.
- Publicly commit to the behaviors/rules.
- Send the list home to inform parents.
- Display the classroom behaviors/rules in a big and bold way.

Optional Activity

Insert Optional Slides titled, Class Meetings to Build a Matrix with Students

Engaging Parents

- Families are equal partners in school decisions
- Include families in school decisions, developing leaders and representatives
- Recruit multiple family members for SWPBS teams (who are not employees or educators)
- Alternate meeting times: morning, afternoon and evening

(Susan Barrett, Sheppard Pratt Health System)

Session Outcomes

At the end of today's session, you will be able to…

✓ Review the Science of Behavior.

✓ Select or review three to five schoolwide expectations that define success for all students and are applicable in all settings.

✓ Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting, including classroom.

Contact Information

Remember to follow MO SW-PBS on social media

 pbismissouri.org

 facebook.com/moswpbs

 @MOSWPBS

Facilitator Contact Information:

Email:

Phone:

Trainer Notes – Don't Forget!

- If there are errors in this training, submit feedback on the Consultant Curriculum Feedback form.

- Thank you!