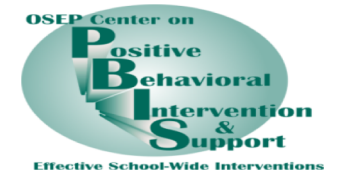


Clarifying Expected Behavior Expectations and Rules



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

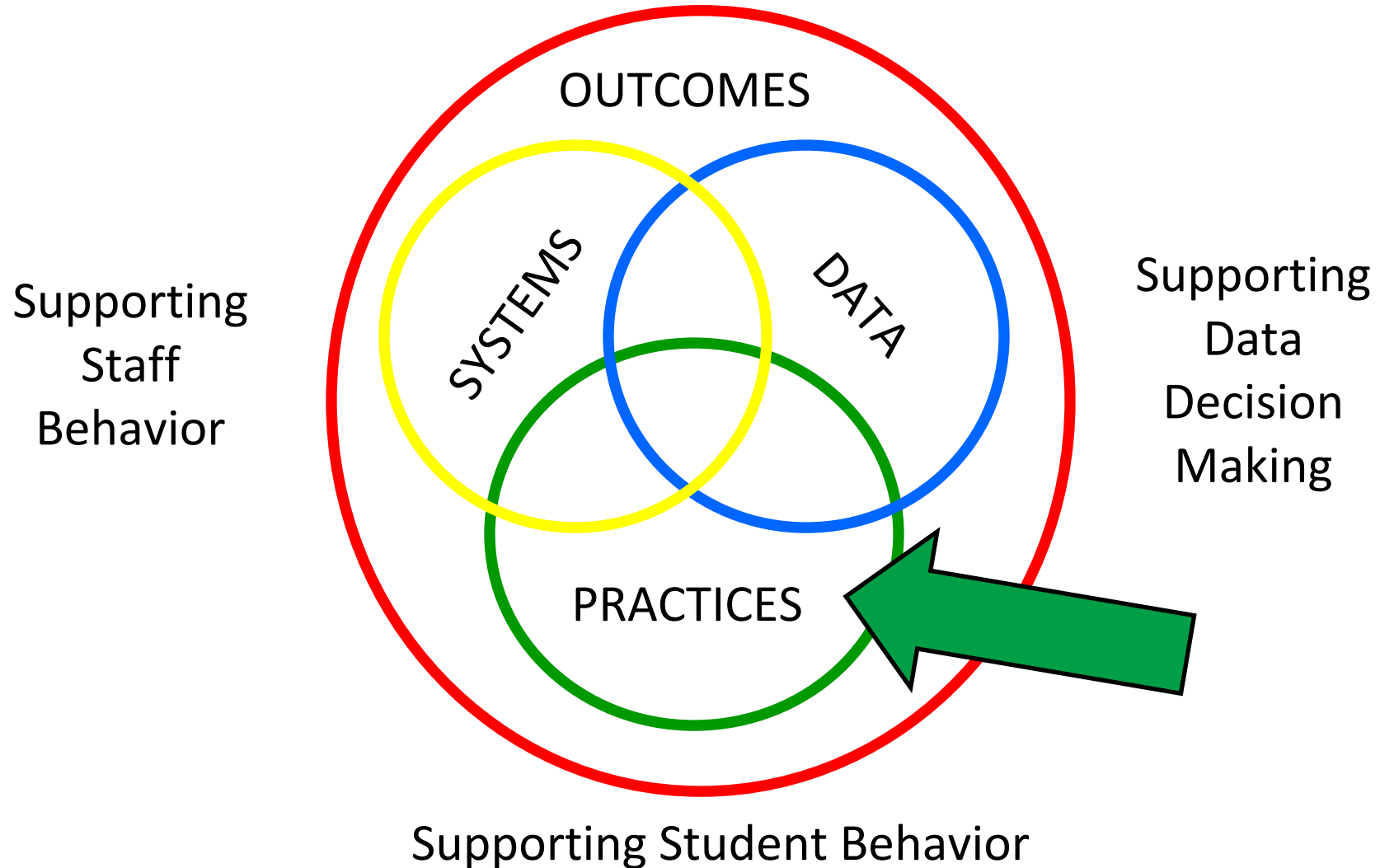


Session Outcomes

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

- Review the 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 the classroom.

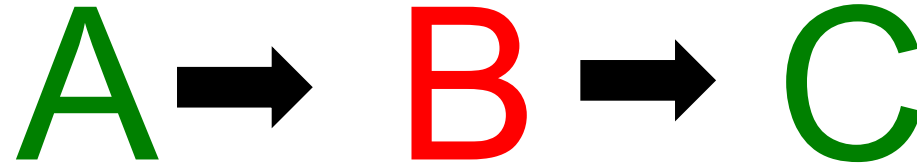
Social Competence & Academic Achievement



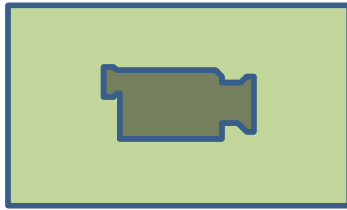
Science of Behavior

- 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



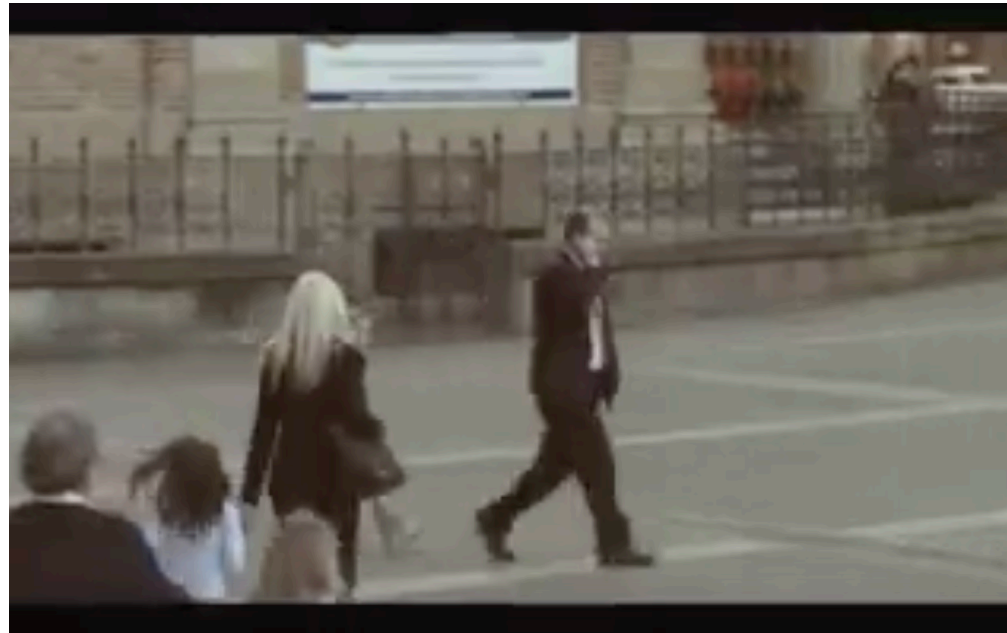
Antecedent	Behavior	Consequence
<p>Events that happen <u>immediately before</u> and trigger a behavior.</p> <p><i>Example:</i> <i>Hallway rules and procedures are established and taught.</i></p>	<p>An observable act. What the student does. The actions or reactions to the antecedents.</p> <p><i>Example: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

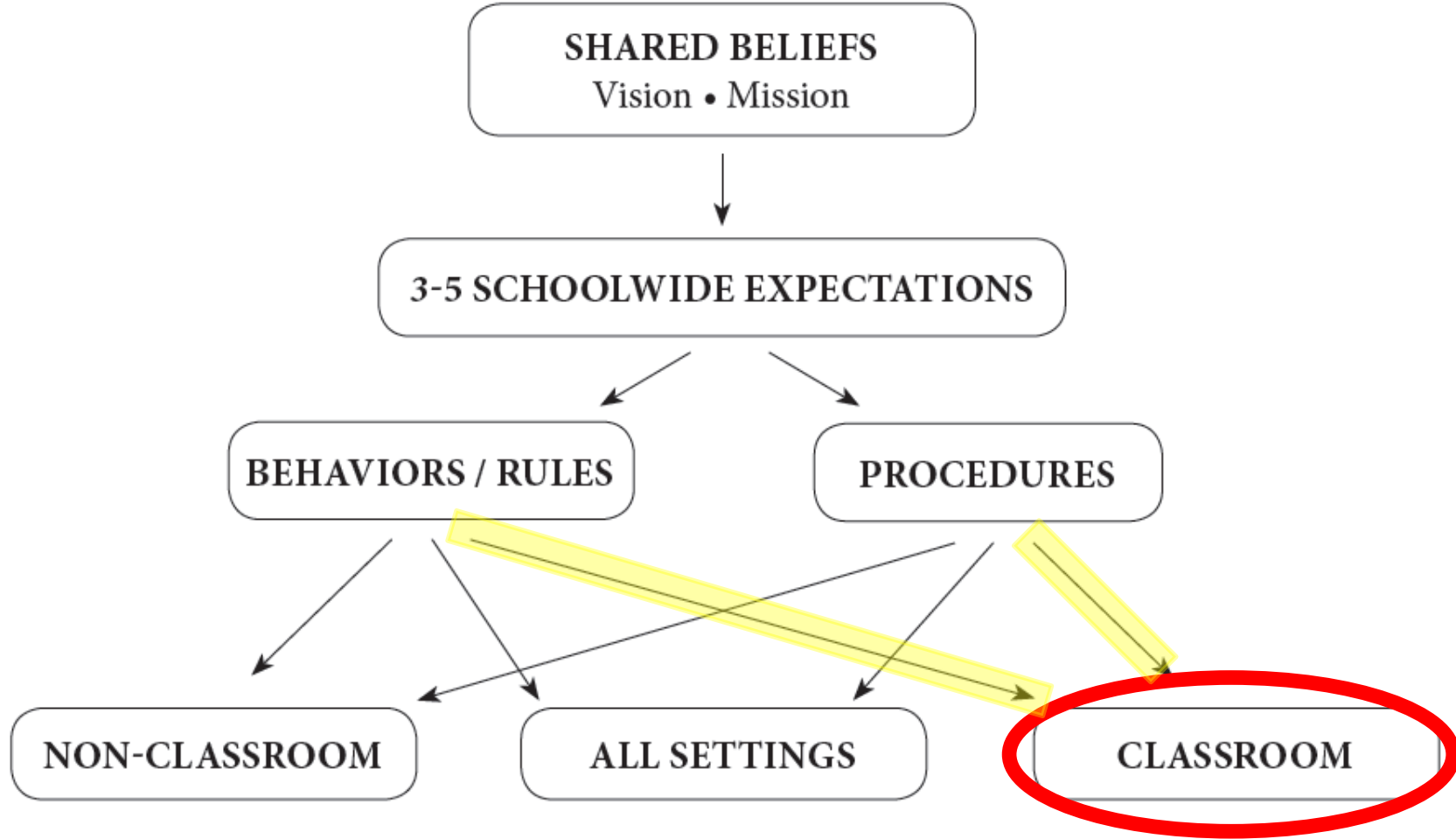


Video: Children See

Children See, Children Do

<https://www.youtube.com/watch?v=KHi2dxSf9hw>





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

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.

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.
- Allows staff to teach expectations prior to entering the setting and consistently supervise.
- Increases staff and student comfort when in these areas.

Classroom Behaviors/Rules

What?

- Rules that apply in your classroom.
- Expectations often not clear or agreed upon by all.

Why?

- 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.



Discussion: Defining Expectations and Rules

With your staff discuss:

- *What will be some benefits of having common expectations and rules in all settings, non-classroom areas and in classrooms in the school?*
- *What are some specific behaviors and rules for the classroom that mirror those for schoolwide and non-classroom settings?*

Session Outcomes

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

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