

A Social Behavioral Curriculum

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. Across school staff, many variations of acceptable behavior exist. 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.

WHY DEFINE EXPECTED BEHAVIOR IN A CURRICULUM?

The curriculum is based on determining the social skills and behaviors you expect all students and staff to learn and display. These provide a vision of the successful student and lead you to clarify what are the preferred social behaviors. They offer a framework to guide staff decisions about discipline, and create the conditions for an aligned staff, increasing consistency in your efforts with students. They allow you to teach proactively and to provide students and parents with a positive message about discipline. They also help to validate teachers' procedures and requests. When there are schoolwide expectations, the procedures of teachers are not perceived as arbitrary but a direct outcome of schoolwide valued behaviors and expectations held by all. Perhaps most importantly, they show students how they can be successful (U.S. Department of Education 2014).

COMPONENTS OF A SOCIAL BEHAVIORAL CURRICULUM

Expectations are a direct outgrowth of your beliefs and your vision and mission. They, in essence, operationalize your vision and mission. First, three to five overarching **schoolwide social behavioral expectations** are defined and agreed to by all staff. These are valued social skills and behaviors for success at school and eventually in life (e.g., respect, responsibility, caring, etc.).

Once you have identified these 3-5 broad schoolwide expectations, you will 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 students to act. This process involves clarifying or defining specific behaviors/ rules for different settings in our school. In essence, you need to describe what respect, responsibility, and caring, etc. look like in:

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

In addition to expectations and rules, procedures will be defined in non-classroom areas and in each classroom. Procedures are the methods or process for how things are done. **Procedures break down rules into teachable steps.** When procedures are taught to fluency they help students form routines to efficiently and smoothly accomplish tasks.

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- Creates a vision of a successful student.
- Allows us to proactively teach behaviors for success.
- Communicates a positive message to students and staff about success at school.
- Provides a framework to guide staff decisions about discipline.
- Aligns staff through use of consistent language.
- Validates and supports individual teachers' procedures and requests.

Defining schoolwide expectations, non-classroom and classroom behaviors/rules and procedures creates a full curriculum to allow you to proactively teach success, and to also address any problem behavior that may occur across any school setting.

This workbook and your team training will guide your school to develop the following products to comprise your school's social behavioral curriculum:

- ▶ A matrix that shows your school expectations and behaviors/rules for all settings, non-classroom areas and perhaps your classroom behaviors/rules.
- ▶ The non-classroom procedures that will be posted in those settings and printed in staff and student handbooks.
- ▶ The classroom behaviors/rules align with the schoolwide expectations and are posted in each classroom.
- ▶ The lessons taught to students to learn the classroom behaviors/rules and procedures.

Terminology

EXPECTATIONS – 3-5 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

PROCEDURES – methods or process for how things are done in non-classroom settings and in each classroom

ROUTINES – procedures that have been taught to fluency

Once the products are developed, a plan to share the entire curriculum with families should also be implemented.

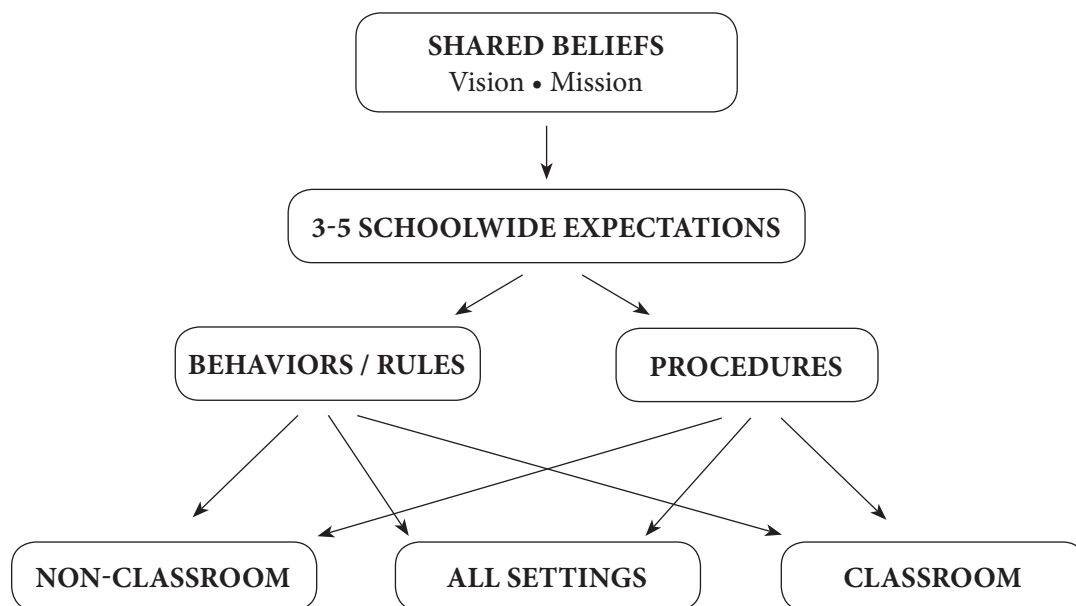


Figure 3.1

DISCUSSION



Discuss how a curriculum—perhaps math or reading—unifies staff and focuses their work, ensuring that all are striving for the same student outcomes. What are some of your thoughts about the power of having a social behavioral curriculum?