

Teaching Expected Behavior

Overview

Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Effective instruction of social behavioral skills requires more than simply providing the rule—it requires instruction, practice, feedback, reteaching, and encouragement.

Effects

When all staff members directly teach expected behaviors using a common language, we ensure consistency for all students which is especially important to ensure equitable implementation of practices. The consistency and predictability of a common language delivered during direct teaching is also a critical support for students who are at-risk and at high-risk of behavior incidents, promoting a safe environment where students know the expectations and can predict how others will respond.

Direct Instruction Should Include



Skill Definition, Procedures, and Context where behavior is expected



Teaching for Acquisition or Orientation



Generalization Strategies of pre-Correct/remind, supervise, and feedback



Re-teach or Booster Lessons after breaks or as needed for demonstration of consistent expected behaviors

Importance

“Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise and power underlying PBS and other preventive interventions in America’s schools.

(Algozzinne, Wong & Jolivette, 2011)