



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

## TFI 1.4: Teaching Expectations



Produced by the Technical Assistance Partnership for Behavior

*Updated 8/15/2023*

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teacher's design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

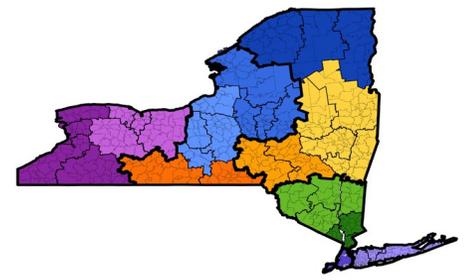


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# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.

# Who Are We?



- The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs) and families
- Regional Partnership Centers (RPCs) and Family and Community Engagement (FACE) Centers are in each of the 12 regions of NYS and their own teams of specialists provide coordinated, direct supports and services to the EOs within their region

# Today's Facilitators

# Participant Introductions

- Name
- Role
- District
- School
- Population Served

# Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Virtual Training Expectations

<u>EXPECTATION</u>	<u>BEHAVIOR</u>
BE RESPONSIBLE	<ul style="list-style-type: none"><li>✧ Take care of your personal needs</li><li>✧ Return on time and quietly</li><li>✧ Sign attendance sheets / complete eval. form</li><li>✧ Use electronic devices when necessary</li></ul>
BE RESPECTFUL	<ul style="list-style-type: none"><li>✧ Put cell phones to “off” or “vibrate”</li><li>✧ Listen to others attentively</li><li>✧ Honor confidentiality when applicable</li><li>✧ Stay on topic</li></ul>
BE ENGAGED	<ul style="list-style-type: none"><li>✧ Be an active participant</li><li>✧ Participate with an open mind</li><li>✧ Take notes</li><li>✧ Make plans to stay until training dismissal</li></ul>

# Agenda



# Welcome & Inclusion

Please introduce yourself in the chat box

- Name
- Position
- Educational Organization



# Training Norms

- Find a quiet place to participate
- Participate to the best of your ability
- Use the chat box for questions and comments
- Take care of your personal needs
- Begin and end on time
- Give equal regard to each participant

# Slide Marker Icons

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# TFI 1.4 Purpose & Outcomes

## **Purpose:**

Prepare and plan for facilitating implementation of teaching the school-wide and classroom-wide expectations

## **Outcomes:**

**TFI 1.4:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.



# The Fun Theory



<http://www.thefuntheory.com/piano-staircase>

# Developing a System for Teaching Appropriate School-wide & Classroom-wide Lesson Plans

Once you have developed school-wide expectations, it is not enough to just post the words on the walls...

**YOU MUST TEACH  
(and RETEACH) THEM!**

# Why Develop a System for Teaching Behavior?

*Behaviors are prerequisites for academics.*

*Procedures and routines create structure.*

*Repetition is key to learning new skills.*

For a child to learn something new, it needs to be repeated on average  8 times (Joyce and Showers, 2006)

Adults average  25 (Joyce and Showers, 2006)

For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average  28 times (Harry Wong)

# Behavior Change

The change is an instructional process.

We change STUDENT behavior  
by changing ADULT behavior.

*Interventions = changes in staff procedures & practices*

# Food for Thought...

- If a child doesn't know how to read, we teach.
- If a child doesn't know how to swim, we teach.
- If a child doesn't know how to multiply, we teach.
- If a child doesn't know how to drive, we teach.
- If a child doesn't know how to behave, we... teach? punish?

**Why can't we finish the last sentence as automatically as we do the others**

John Herner (NASDE Preent) Counterpoint 1998, page 2

# Creating Behavior Lesson Plans

- Teachers create lesson plans for each desired behavior
- Students are taught the expectations, rules and routines for both the school-wide system and the classroom-wide system

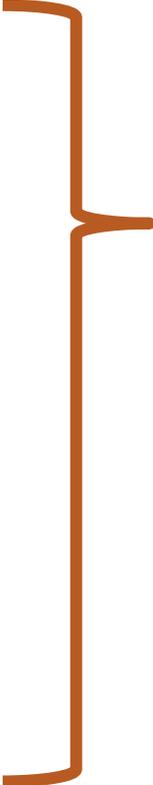
Remember... If you are seeing problematic behavior, ask,  
“Have I taught and then acknowledged the desired behavior  
that I want to see?”

# Develop an Efficient Teaching System

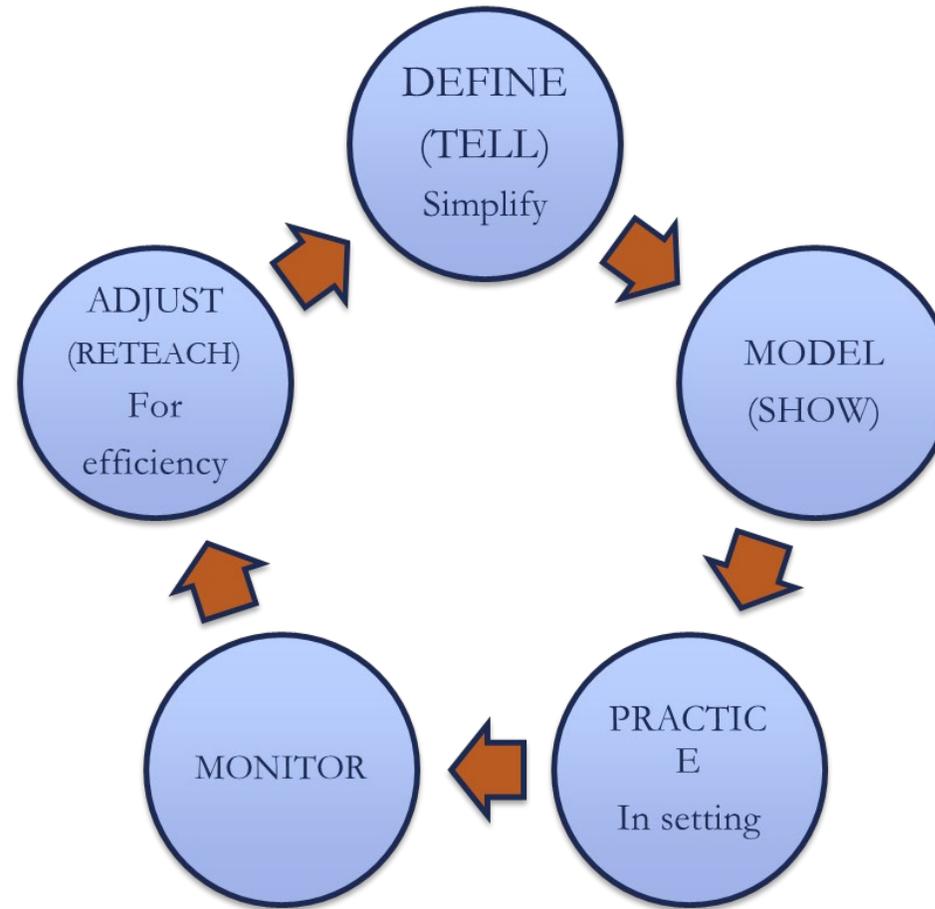
Provide initial lesson plans and/or lesson plan format to teach specific behaviors identified on the Matrix

Teaching Matrix		SETTING			
		Hallways	Library/ Computer Lab	Bus	Cafeteria
Expectations	Be Respectful	Keep hands feet and other objects to self	Study, read, compute	Watch for your stop	
	Be Responsible	Use quiet voice	Push in chairs. Treat books carefully.	Wipe your feet Sit appropriately	
	Be Safe	Maintain your own physical space Stay to the right	Whisper. Return books	Use a quiet voice Stay in your seat	
Conditions for Learning		Stand in hall during passing periods	Instruct from back to keep eyes on all screens	Ensure students enter bus calmly	

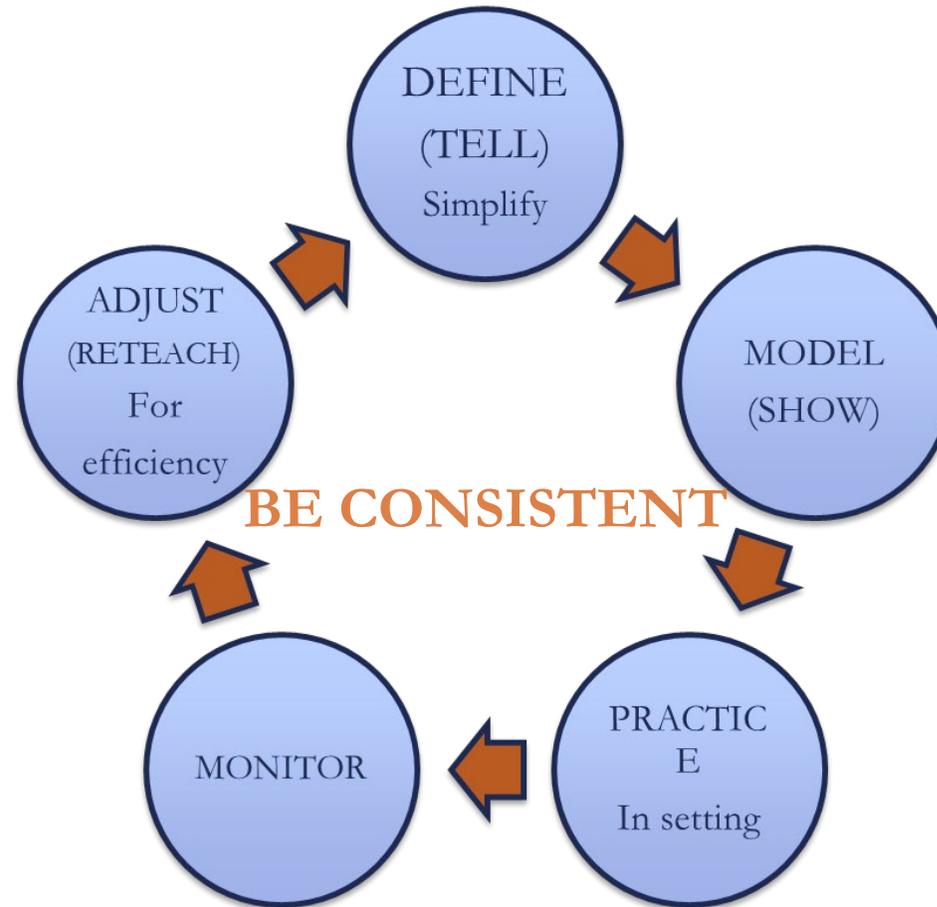
CAFETERIA	
Respectful	<ul style="list-style-type: none"> <li>Be on time</li> <li>Keep my area clear</li> <li>Keep my place in line</li> <li>Say "Thank You"</li> </ul>
Responsible	<ul style="list-style-type: none"> <li>Dispose of food and trash in the proper manner</li> <li>Pay for my food</li> </ul>
Safe	<ul style="list-style-type: none"> <li>Listen to announcements</li> <li>Be prepared to leave on time</li> </ul>
Conditions	Supervise student lines until they are fully in cafeteria



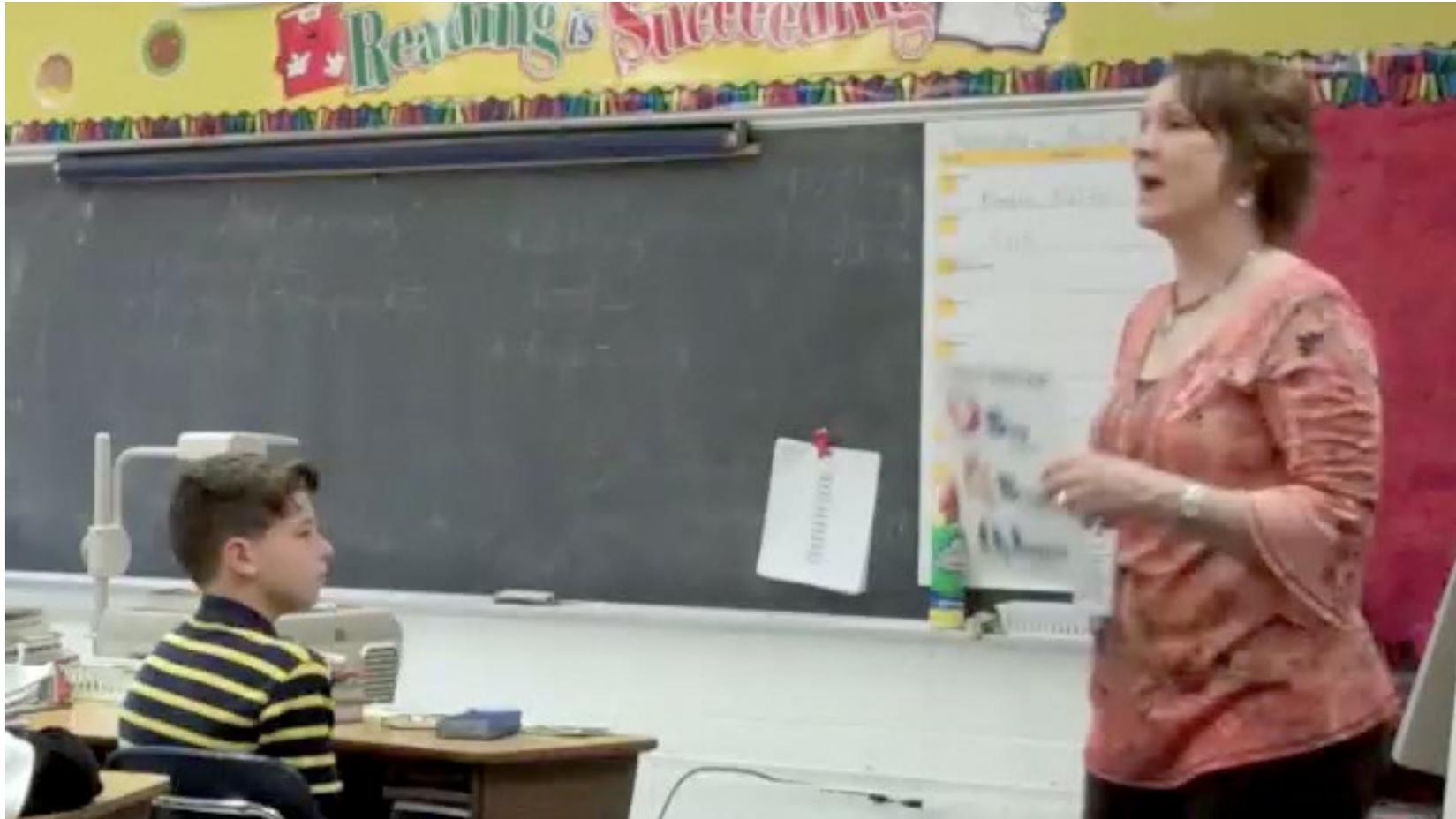
# Teaching Academics



# Teaching Behavior



# Example: Teaching students how stop their behavior when asked (showing respect)



# Behavior Lesson Plan Form

**Expectation** \_\_\_\_\_

**Establish/Define Behavior/Procedure:**

Introduce the behavior and why it is important. Be sure to list the location(s) where and when the behavior is expected.

- 1.
- 2.
- 3.

**Teach:**

Teacher demonstrates or models the behavior. Model examples and non -examples.

- 1.
- 2.
- 3.

**Practice:**

Give students opportunities to role play the behavior across all relevant settings .

- 1.
- 2.
- 3.

**Monitor and Reinforce:**

1. Pre-Correct/Remind-Anticipate and give students a reminder to perform behavior.
2. Supervise-Move, scan and interact with students.
3. Feedback-Observe student performance and give positive, specific feedback to students.
4. Reteach-Practice throughout the day and school year.

Information from MO PBS Tier 1 Workbook

# Example of Classroom Behavior Lesson Plan

## Example of Classroom Behavior Lesson Plan

**Expectation:** Be Safe

**Establish/Define Behavior/Procedure:**

Introduce the behavior and why it is important. Be sure to list the location(s) where and when the behavior is expected.

Behavior-Learning Position-Students will be more engaged if they are practicing a safe learning position. This behavior is expected in the classroom while doing seatwork or when the teacher is at the board teaching.

Sit with your bottom on your chair

Sit with your legs under your desk

Look at the teacher when he or she is speaking to the class

Keep your materials on top of your desk

**Teach:**

Teacher demonstrates or models the behavior. Model examples and non -examples.

Example: Teacher role-plays sitting on a chair with legs under the desk, looking at the teacher when he/she is speaking and keeping materials on top of the desk.

Non-Example: Teacher role-plays sitting on the chair and lifting the front legs, talking to a friend and having materials all over the floor.

Example: Teacher role-plays sitting on a chair with legs under the desk, looking at the teacher when he/she is speaking and keeping materials on top of the desk.

**Practice:**

Give students opportunities to role-play the behavior across all relevant settings.

All students have the opportunity to role play sitting correctly on a chair, looking at the teacher when he/she is speaking and keeping materials on top of the desk.

Repeat several times so that every student has different roles to role-play.

Make sure all students understand the classroom expectation and behavior.

**Monitor and Reinforce:**

1. Pre-Correct/Remind-Anticipate and give students a reminder to perform behavior.
2. Supervise-Move, scan and interact with students.
3. Feedback-Observe student performance and give positive, specific feedback to students.
4. Reteach-Practice throughout the day and the school year as needed.

Information from MO PBS Tier 1 Workbook

# Activity 1:

## Review Examples of Lesson Plans



1. Please refer to supplemental handouts for examples of lesson plans
2. On your own, review the examples and identify an item you would wish to replicate
3. Share your idea with your team and how you might use this in your school setting

Workbook: [TFI 1.4 Activity 1](#)



# How will the Lesson Plan be delivered?

- Take time to decide how the lessons will be taught, not only at the beginning of the year, but throughout the year. Consider *who*, *when*, and *where*
- Encourage all staff members to participate to build their fluency with the expectations, rules, and instruction of behavior

## Rationale:

Creating a delivery plan ensures that it will be followed.

# When Will You Teach?

## Schedule for Teaching Classroom Rules

Beginning of school year

- Teach rules for all areas of school, including individual classrooms, during first week of school
- After first week, review rules 2 or 3 times/week

End of first grading period

Through second grading period

- Review rules once per week

Remainder of the year

- Review rules periodically as needed
- Review rules immediately after a school break

When behavior data indicates a need

# Teach in Context

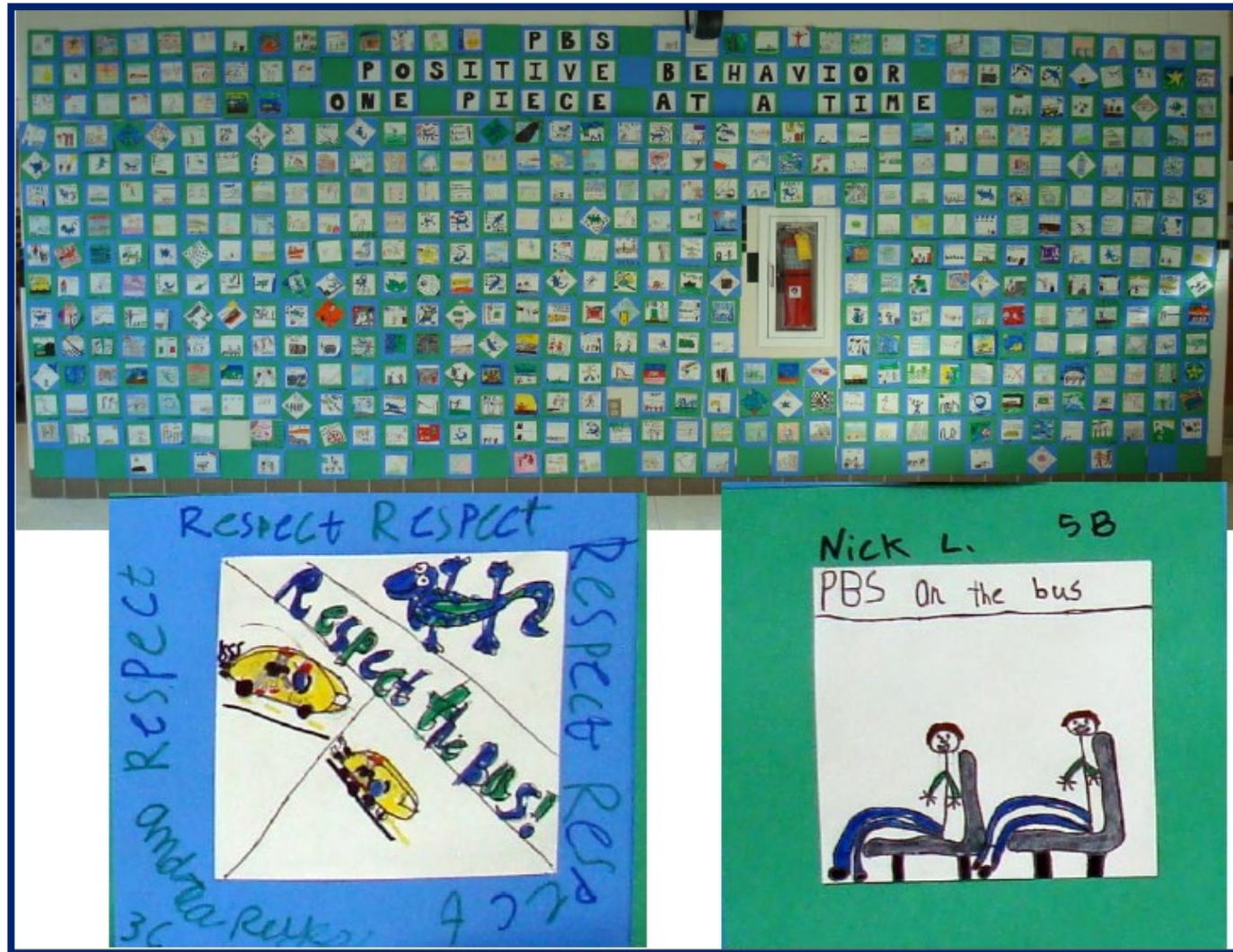


...in the restrooms

...in the cafeteria



# Embed Into the Curriculum



# Using Instructional Videos-

## Transition Procedure



# Using Instructional Videos II -

## Arrive on Time



[https://youtu.be/5C-Wyy\\_IPNk](https://youtu.be/5C-Wyy_IPNk)

# How will we teach behavior?

## When will we teach behavior?

### Kick-off events

- Teaching staff, students and families the expectations and rules

### On-going Direct Instruction

- Data-driven and scheduled designed lessons
- Pre-correction
- Re-teaching immediately after behavioral errors

### Embedding into curriculum

### Booster trainings

- Scheduled and data-driven

### Continued visibility

- Visual Displays – posters, agenda covers
- Daily announcements
- Newsletters



The Husky Way - Cafeteria		
Be Safe	Be Kind	Be Productive
 Walk	 Eat your own food	 Clean up
	 Be Quiet	 Recycle your own tray

# Plan for Teaching Expectations



What will be done?	How will it be done?	When will it be done?
Introduce the expectations		
Create/Post the Matrix		
Establish a signal for obtaining class attention & transitions		
Model what the expectations look like		
Practice with students		
Provide specific feedback		
Acknowledge students who demonstrate the expected behavior		
Pre-correct and Review often		

Workbook: TFI 1.4 Activity 2

# Plan for Teaching Expectations Cont.



What will be done?	How will it be done?	When will it be done?
Introduce the expectations	Expectations will be reviewed and posted in classroom.	Start of the school year Start of each quarter Before/after breaks
Create/Post the Matrix	Teacher will create and it will be posted in the classroom.	Before the school year begins.
Establish a signal for obtaining class attention & transitions	Teacher will choose and teach a signal for obtaining class attention.	Beginning of the school year.
Model what the expectations look like	Teacher will create behavior lesson plans to teach matrix.	Start of the school year Start of each quarter Before/after breaks
Practice with students	The teacher will plan several sessions for students to have the opportunity to role play the expectations and rules.	Start of the school year Start of each quarter When data indicates it is needed
Provide specific feedback	When a student displays the appropriate behavior the teacher will acknowledge the student's behavior.	As soon as students are taught the matrix and the expectations.
Acknowledge students who demonstrate the expected behavior	Students will be verbally acknowledged immediately and acknowledgements will be distributed when it is appropriate. (Always giving the reason for student receiving acknowledgement)	As soon as possible, when students are demonstrating appropriate behavior.
Pre-correct and Review often	Teacher will precorrect or remind students of expectations as often as possible.	Before leaving the classroom, before a different teacher enters the classroom, before dismissal, before walking down the hall etc....

# TFI 1.4: Teaching Expectations

## ACTION PLANNING

1. Add action items to Action plan
2. Plan for PD
3. Add to your Staff Presentation PPT



# PBIS Cultural Responsiveness Field Guide

## Task: 1.4 Teaching Expectations

**Team:** Use this companion guide throughout the action planning process for each TFI feature to ensure that your PBIS system is culturally responsive.

The screenshot shows a page from the PBIS Cultural Responsiveness Field Guide. At the top right is the PBIS logo with the text "Positive Behavioral Interventions & Supports" and "107-10000-100000-10000". The page title is "1.4 Teaching Expectations". Below the title is the "CR Concept: SITUATIONAL APPROPRIATENESS". The "SWPBIS Big Idea" is "Active and explicit teaching of school-wide expectations clarifies concepts for students and adults, allows for practice and performance feedback, and reduces misunderstandings regarding what is appropriate at school." The "Culturally Responsive Elaboration" section states that teams ensure school staff understand that all students need explicit teaching about expected behavior at school, have a process and procedures for staff to teach students the behaviors necessary to be successful in the school setting regardless of previous learning and without disrespecting families' beliefs, and when expectations differ between home or community and school, staff explicitly teach the differences (i.e., code-switching), the purpose of having the expectation at school, and provide additional practice until students demonstrate the behavior fluently. The "Non-examples" section lists four items: school staff reminding students about expectations without explicit instruction; school staff teaching behaviors that are inappropriate in school as "wrong" even when they may be appropriate in other settings; school staff delivering corrective consequences without first engaging in explicit instruction; and school staff providing a completed home matrix for families and expecting them to teach predefined rules. The "Examples" section lists eight items: teams and school staff incorporating real life experiences or values of students into expectation lessons; teams examining rules for reflection of dominant cultural values that may need explicit teaching and, if found, defining the necessity of that skill and a plan for explicitly teaching it to all students; teams providing opportunities for students to articulate their expectations at home and to discuss similarities and differences (e.g., personal matrix, see Appendix C); staff actively teaching and providing opportunities to practice code-switching to all students; teams seeking feedback on lesson plans from school staff, students, families, and community members; teams including family and community members as teachers of behavior expectations; school staff using the Validate, Affirm, Build, and Bridge approach (VABB, see Appendix I) or other specific strategies to acknowledge students' prior learning; and teams and school staff providing materials for families so that they can define and teach behavior expectations in the home in ways that fit their needs. The "Resources" section lists four items: an activity: Personal matrix activity (Appendix G); a sample lesson plan: Code-switching (Appendix I); a sample lesson plan: Code-switching: [www.teachmean.com/2011/01/12/lesson-plan-urban-identity](http://www.teachmean.com/2011/01/12/lesson-plan-urban-identity); and a sample lesson plan: Student experiences regarding important events: [www.listencurrent.com/current\\_events/263-ferguson-protests](http://www.listencurrent.com/current_events/263-ferguson-protests). The page footer contains "PBIS Cultural Responsiveness Field Guide" and the page number "10".

# Action Items and Planning



1. Identify action items below needed for full implementation
2. Add action items to the Action Plan in your workbook

TFI	Action Item. <i>(Not In Place; Partially; Fully In Place -&gt;)</i>	NI	PI	FI
1.4	A behavioral curriculum includes teaching expectations and rules for each location in the school			
1.4	Lessons include examples and non-examples			
1.4	Lessons use a variety of teaching strategies			
1.4	Lessons are embedded into subject area curriculum that are blended with cultural norms and values			
1.4	Lessons will be taught and re-taught throughout the school year			
1.4	Staff and students are involved in development & delivery of behavioral curriculum			
1.4	Strategies to share key features of PBIS program with families/community are developed and implemented			
1.4	Identify dates on the school's professional development calendar when the expectations will be formally taught to all students			

# Action Items and Planning cont...



TFI	Action Item. <i>(Not In Place; Partially; Fully In Place -&gt;)</i>	NI	PI	FI
1.7	Identify dates on the school's professional development calendar when the plans for teaching expectations will be shared with staff			
1.8	Expected classroom behaviors and routines are taught			
1.4 & 1.8	Explicitly teach students when they can engage in the normative behaviors specific to their culture (e.g., voice levels, movement, eye contact, independent vs. group work, etc.) and when they must follow the more culturally homogeneous behavioral guidelines of the school			

# Questions?





THANK YOU!

# Appreciation is given for the contributions to this Professional Learning

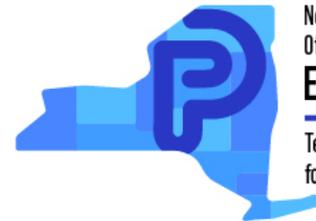




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