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
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.
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

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>✷ Take care of your personal needs&lt;br&gt;✷ Return on time and quietly&lt;br&gt;✷ Sign attendance sheets / complete eval. form&lt;br&gt;✷ Use electronic devices when necessary</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>✷ Put cell phones to “off” or “vibrate”&lt;br&gt;✷ Listen to others attentively&lt;br&gt;✷ Honor confidentiality when applicable&lt;br&gt;✷ Stay on topic</td>
</tr>
<tr>
<td>BE ENGAGED</td>
<td>✷ Be an active participant&lt;br&gt;✷ Participate with an open mind&lt;br&gt;✷ Take notes&lt;br&gt;✷ Make plans to stay until training dismissal</td>
</tr>
</tbody>
</table>
## Virtual Training Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>BEHAVIOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE RESPONSIBLE</td>
<td>✧ Take care of your personal needs</td>
</tr>
<tr>
<td></td>
<td>✧ Return on time and quietly</td>
</tr>
<tr>
<td></td>
<td>✧ Sign attendance sheets / complete eval. form</td>
</tr>
<tr>
<td></td>
<td>✧ Use electronic devices when necessary</td>
</tr>
<tr>
<td>BE RESPECTFUL</td>
<td>✧ Put cell phones to “off” or “vibrate”</td>
</tr>
<tr>
<td></td>
<td>✧ Listen to others attentively</td>
</tr>
<tr>
<td></td>
<td>✧ Honor confidentiality when applicable</td>
</tr>
<tr>
<td></td>
<td>✧ Stay on topic</td>
</tr>
<tr>
<td>BE ENGAGED</td>
<td>✧ Be an active participant</td>
</tr>
<tr>
<td></td>
<td>✧ Participate with an open mind</td>
</tr>
<tr>
<td></td>
<td>✧ Take notes</td>
</tr>
<tr>
<td></td>
<td>✧ Make plans to stay until training dismissal</td>
</tr>
</tbody>
</table>
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

- Activity
- Handout
- Poll
- Discussion
- Reflection

- Action Plan
- Vetted/Policy
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 times (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

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

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>SETTING</th>
<th>CAFETERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hallways</td>
<td>Respectful</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Keep hands feet and other objects to self</td>
<td>- Be on time</td>
</tr>
<tr>
<td></td>
<td>Library/Computer Lab</td>
<td>- Keep my area clear</td>
</tr>
<tr>
<td></td>
<td>Bus</td>
<td>- Keep my place in line</td>
</tr>
<tr>
<td></td>
<td>Cafeteria</td>
<td>- Say “Thank You”</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Study, read, compute</td>
<td>Responsible</td>
</tr>
<tr>
<td></td>
<td>Watch for your stop</td>
<td>- Dispose of food and trash in the proper manner</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Push in chairs. Treat books carefully.</td>
<td>- Pay for my food</td>
</tr>
<tr>
<td></td>
<td>Wipe your feet Sit appropriately</td>
<td>Safe</td>
</tr>
<tr>
<td>Conditions for Learning</td>
<td>Stand in hail during passing periods</td>
<td>- Listen to announcements</td>
</tr>
<tr>
<td></td>
<td>Instruct from back to keep eyes on all screens</td>
<td>- Be prepared to leave on time</td>
</tr>
<tr>
<td></td>
<td>Ensure students enter bus calmly</td>
<td>Supervise student lines until they are fully in cafeteria</td>
</tr>
</tbody>
</table>
Teaching Academics

TFI 1.4: Teaching Expectations
Teaching Behavior

TFI 1.4: Teaching Expectations

BE CONSISTENT

- Define (Tell): Simplify
- Model (Show)
- Practice: In setting
- Monitor
- Adjust (Reteach): For efficiency
Example: Teaching students how to stop their behavior when asked (showing respect)
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 desk.

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

TFI 1.4: Teaching Expectations
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
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
Plan for Teaching Expectations

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

Workbook: TFI 1.4 Activity 2
## Plan for Teaching Expectations Cont.

<table>
<thead>
<tr>
<th>What will be done?</th>
<th>How will it be done?</th>
<th>When will it be done?</th>
</tr>
</thead>
</table>
| 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   | Teacher will choose and teach a signal for obtaining class attention.                | Beginning of the school year.                                                        |
| attention & transitions                  |                                                                                     |                                                                                     |
| 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
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.
Action Items and Planning

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

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

<table>
<thead>
<tr>
<th>TFI</th>
<th>Action Item.</th>
<th>(Not In Place; Partially; Fully In Place -&gt;)</th>
<th>NI</th>
<th>PI</th>
<th>FI</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.7</td>
<td>Identify dates on the school's professional development calendar when the plans for teaching expectations will be shared with staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8</td>
<td>Expected classroom behaviors and routines are taught</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 &amp; 1.8</td>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Questions?
Appreciation is given for the contributions to this Professional Learning.
Thank You!