



New York State Education Department
Office of Special Education
Educational Partnership





PBIS Tier 1 Team Training

Positive Behavior Interventions & Supports

TFI 1.3: Behavioral 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.

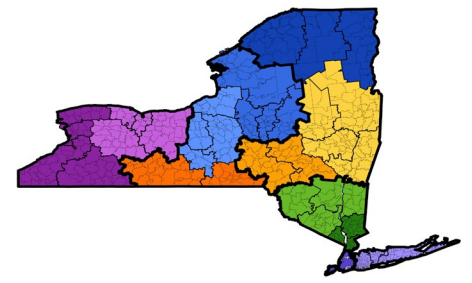


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Disclaimer

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

Virtual Training Expectations

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

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



Tier 1: Professional Learning Roadmap

TFI Sub-Scale #	Team Components
TFI 1.1	Team Composition
TFI 1.2	Team Operating Procedures

TFI Sub-Scale #	Implementation Components
TFI 1.3	Behavioral Expectations
TFI 1.4	Teaching Expectations
TFI 1.5	Problem Behavior Definitions
TFI 1.6	Discipline Policies
TFI 1.7	Professional Development
TFI 1.8	Classroom Procedures
TFI 1.9	Feedback and Acknowledgement
TFI 1.10	Faculty Involvement
TFI 1.11	Student/Family/Community Involvement

TFI Sub-Scale #	Evaluation Components
TFI 1.12	Discipline Data
TFI 1.13	Data-based Decision Making
TFI 1.14	Fidelity Data
TFI 1.15	Annual Evaluation

TFI 1.3 Purpose & Outcomes

Purpose:

Prepare and plan for facilitating implementation of development of School-wide Expectations & Rules

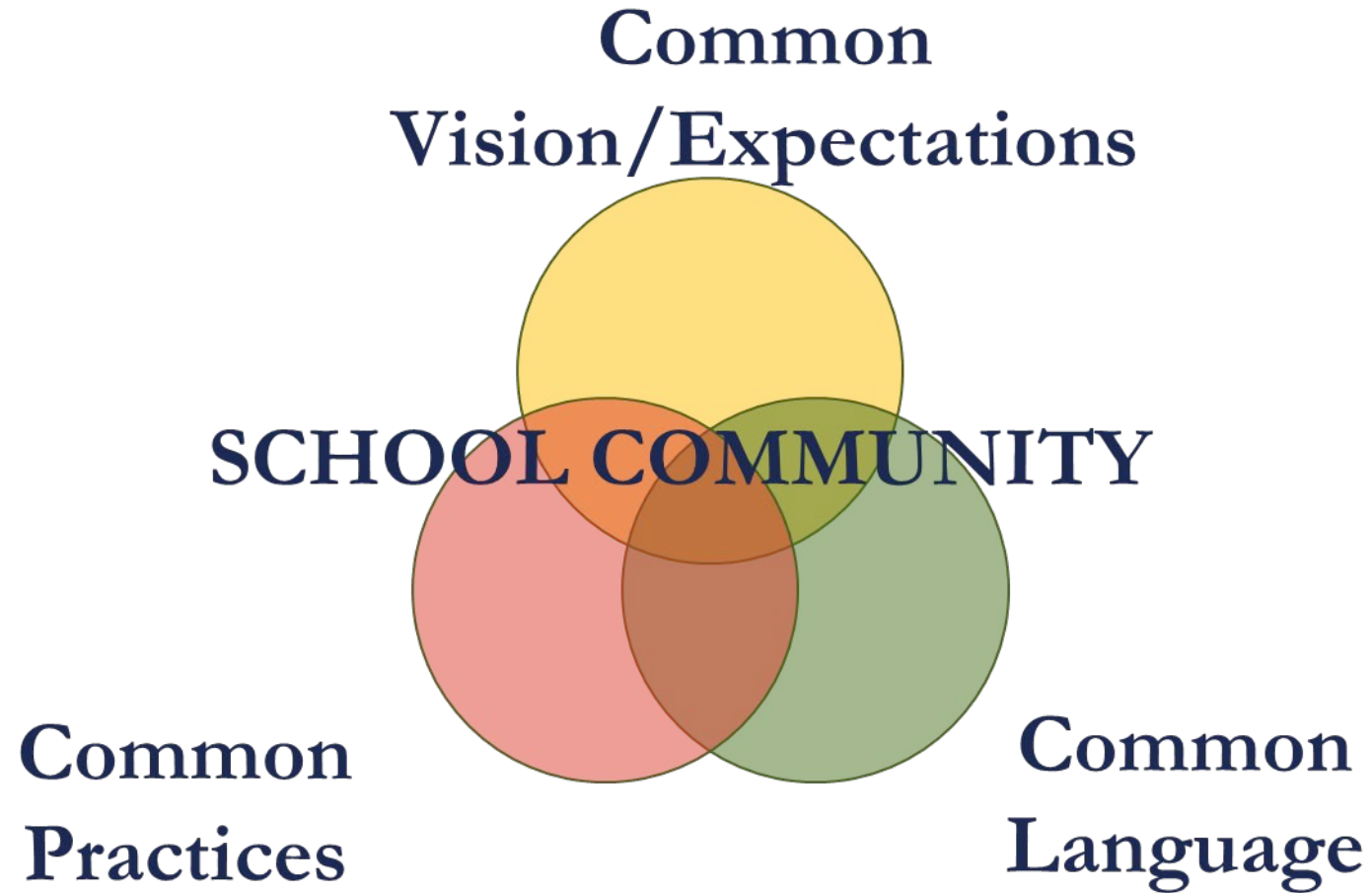
Outcomes:

TFI 1.3: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (e.g., school teaching matrix) defined and in place.

TFI 1.8: Classroom rules and routines are defined, aligned to expectations, and in place.



Why?... Consistency Matters



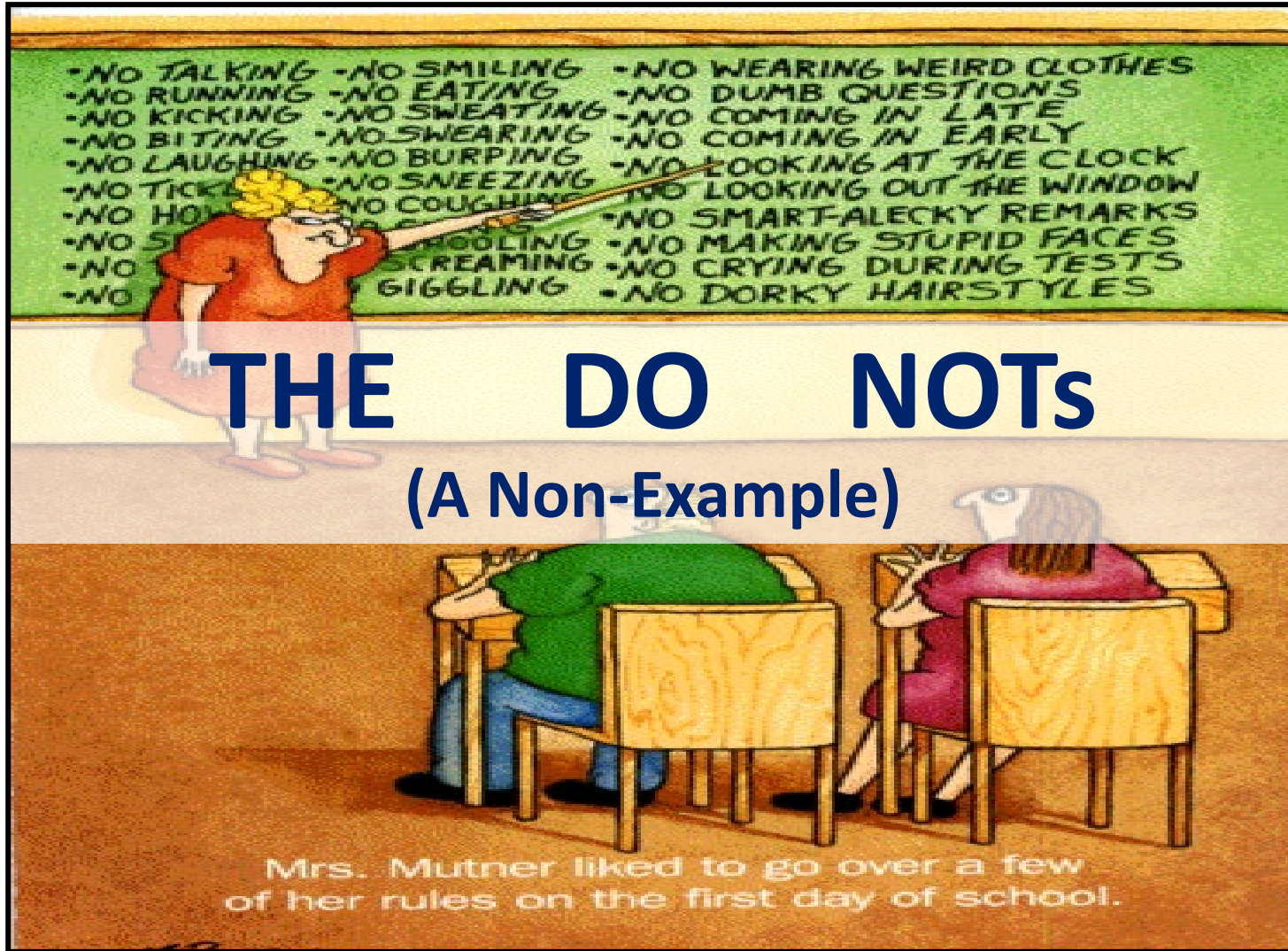
(USDOE OSEP PBIS TA Center, 2010)

Consistency with our language

Expectations	3-5 overarching school-wide expectations
Behaviors/ Rules	specific tasks students are to do to achieve the school-wide expectations
Routines/ Procedures	<p>Procedures are methods for accomplishing tasks in the classroom</p> <p>Procedures form routines that help students meet classroom expectations and rules/behaviors</p>

Common Language: Expectations

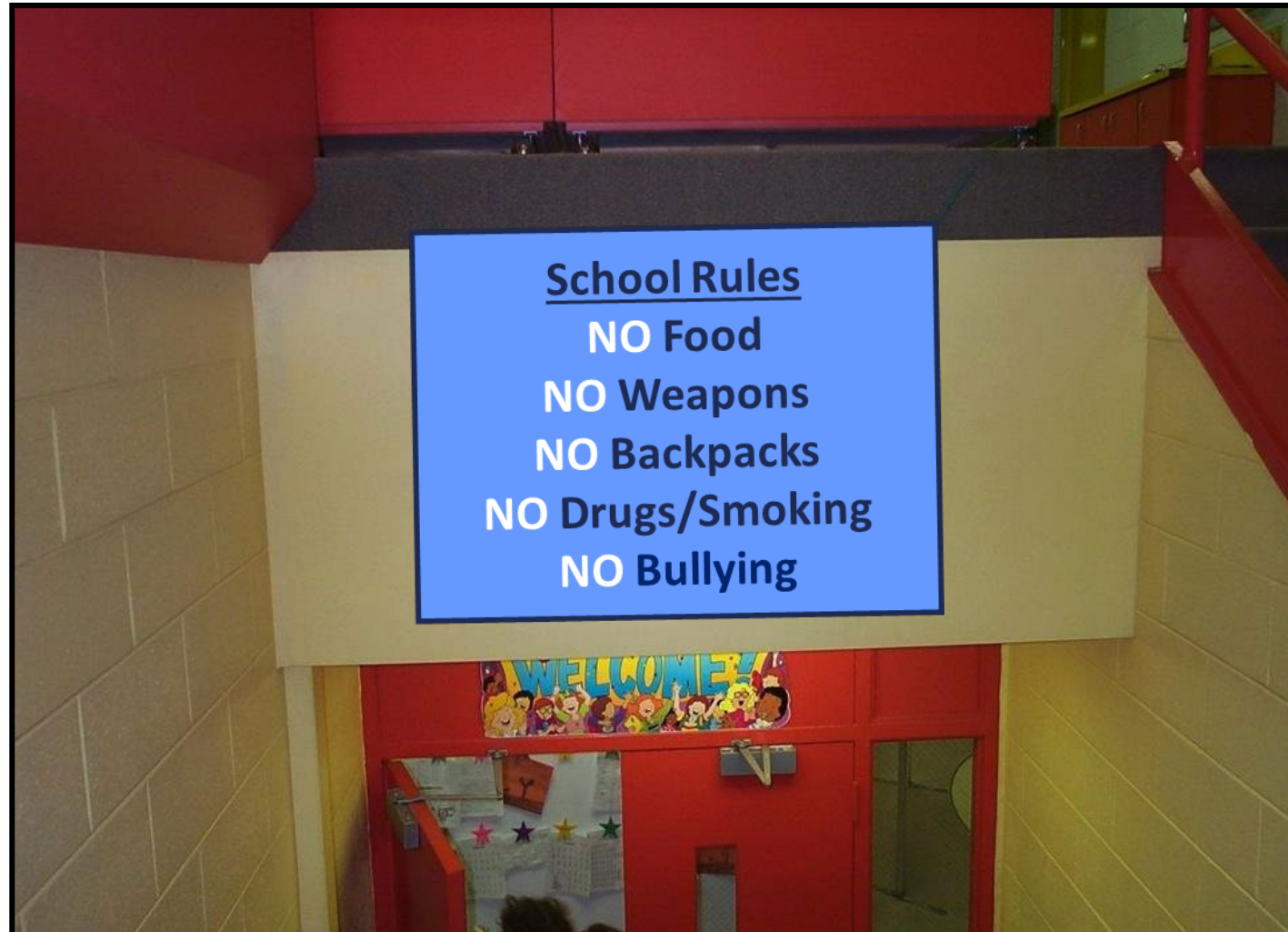
Common Language: Expectations
Broadly stated and easy to remember
3-5 positively stated behaviors
Consistent with school's mission statement
Expected of all staff/students



Example



Redesign the Learning Environment



Why Focus on Expectations and Rules?

- This information has been found to be reliable whether we are talking about academics and/or behavior...
- Clearly stated expectations and consistently supporting them lends credibility to a teacher's authority.
(Good & Brophy, 2000)
- It has been found that what actually communicates expectations to students is teacher behavior.
(Marzano, Education Leadership, September 2010)
- Teaching rules, reviewing expectations and providing feedback is associated with an increase in academic engagement, leadership skills and conflict resolution.
(Johnson & Stoner, 1996; Sharpe, Brown, & Cider, 1995; Rosenberg, 1986)

School-wide Behavior Expectations

Non-example

Exhibit respect for yourself and others.

Accept responsibility.

Give your best effort.

Look, listen, and learn to

Exceed expectations and

Soar to success.

Elementary School Examples



Elementary School Examples Continued

L. B. Johnson High School
Wolf Pack 

Preparation

- Have homework ready.
- Listen to announcements.

Responsibility

- Arrive on time to your destination.
- Follow dress code.

Integrity

- Enter building in an orderly manner.

Dedication

- Attend school daily.

Etiquette

- Greet peers and staff.
- Say “hello” and “excuse me”.

Arrival Expectations



Expectation and Rule Setting Tool



CREATING A TEACHING MATRIX

Gather Feedback from all Stakeholders



Build Your 3-5 School-wide Expectations



- Think school vision statement
 - Think School Improvement Plan
 - Think data: what is showing up in your school?
 - Think about what you already have in your school
 - Get input from stakeholders
 - What words describe the culture you want in your school?
- Can you also come up with a name for your school-wide expectations?
 - The Wilson Way
 - Tiger ROAR
 - SOAR Expectations
 - Panther Pride
 - Bradley B's

Workbook: TFI 1.3 Activity 1

Teaching Matrix - Expectations



Expectations	SETTINGS			
?				
?				
?				

Enter your expectations
3-5 positively stated behaviors
broadly stated

Workbook: TFI 1.3 Activity 2

Locations of Behavior Problems

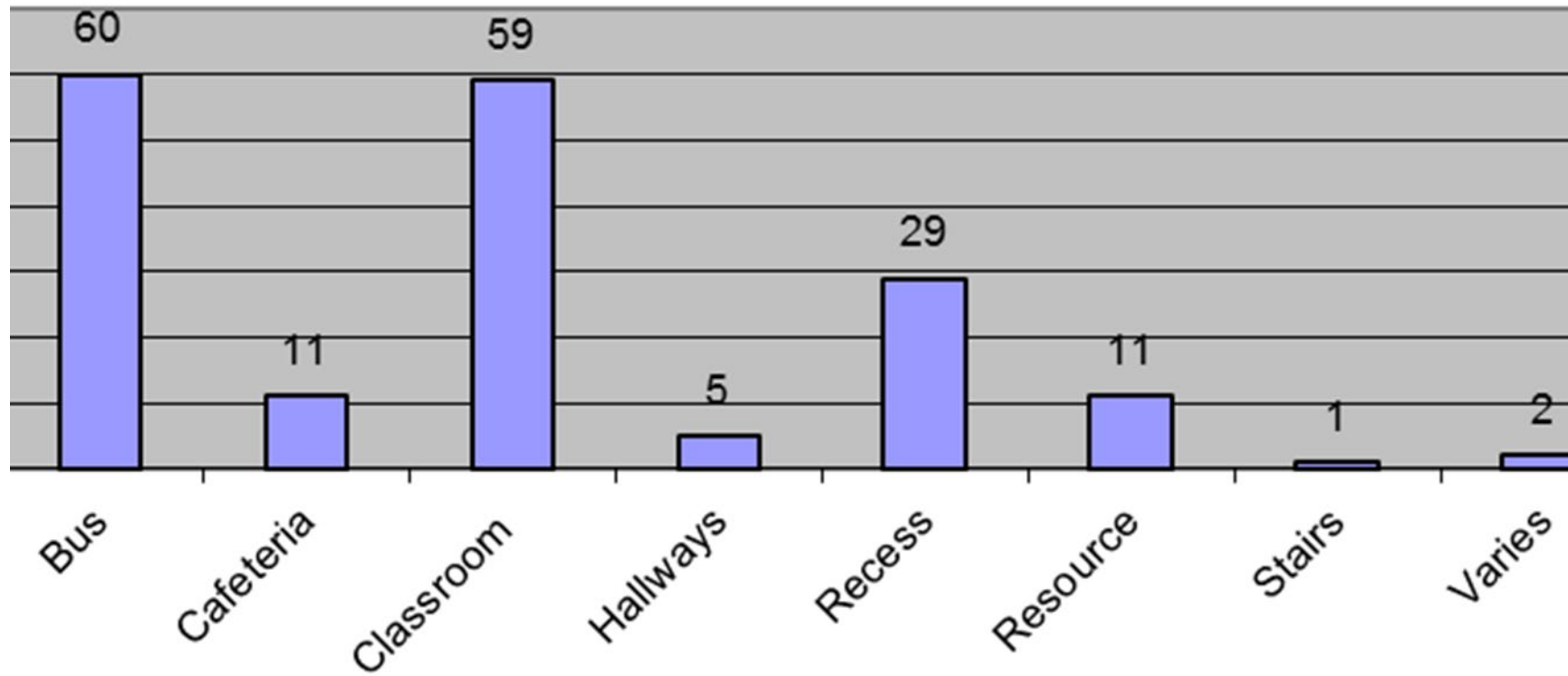


Refer to YOUR data

Where are the predictable problem behaviors you want to change at your school?



What Location Should We Target?



Teaching Matrix – Locations/Settings



	Hallway	Bathroom	Cafeteria	Bus
Be Respectful				
Be Responsible				
Be Safe				

Add locations/settings

Workbook: TFI 1.3 Activity 3

Consistency with our language – Behaviors / Rules

Expectations	3-5 overarching school-wide expectations
Behaviors/ Rules	specific tasks students are to do to achieve the school-wide expectations
Routines/ Procedures	<p>Procedures are methods for accomplishing tasks in the classroom</p> <p>Procedures form routines that help students meet classroom expectations and rules/behaviors</p>

What is Gained by Identifying Rules?

- ✓ Consistent instruction across multiple programs and settings within the school
- ✓ Communication among staff members and students
- ✓ Students know what to expect and what is expected in all areas
- ✓ Consistent communication with parents

5 Guidelines for Developing Rules

Guidelines	This Means	Example	Non-Example
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively Stated	I tell students what TO do.	Hands and feet to self.	No fighting.
Understandable	The vocabulary is age and grade appropriate.	Hands and feet to self.	Maintain personal space (K-1 rule)
Always Applicable	I am to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Are They Expectations or Rules?



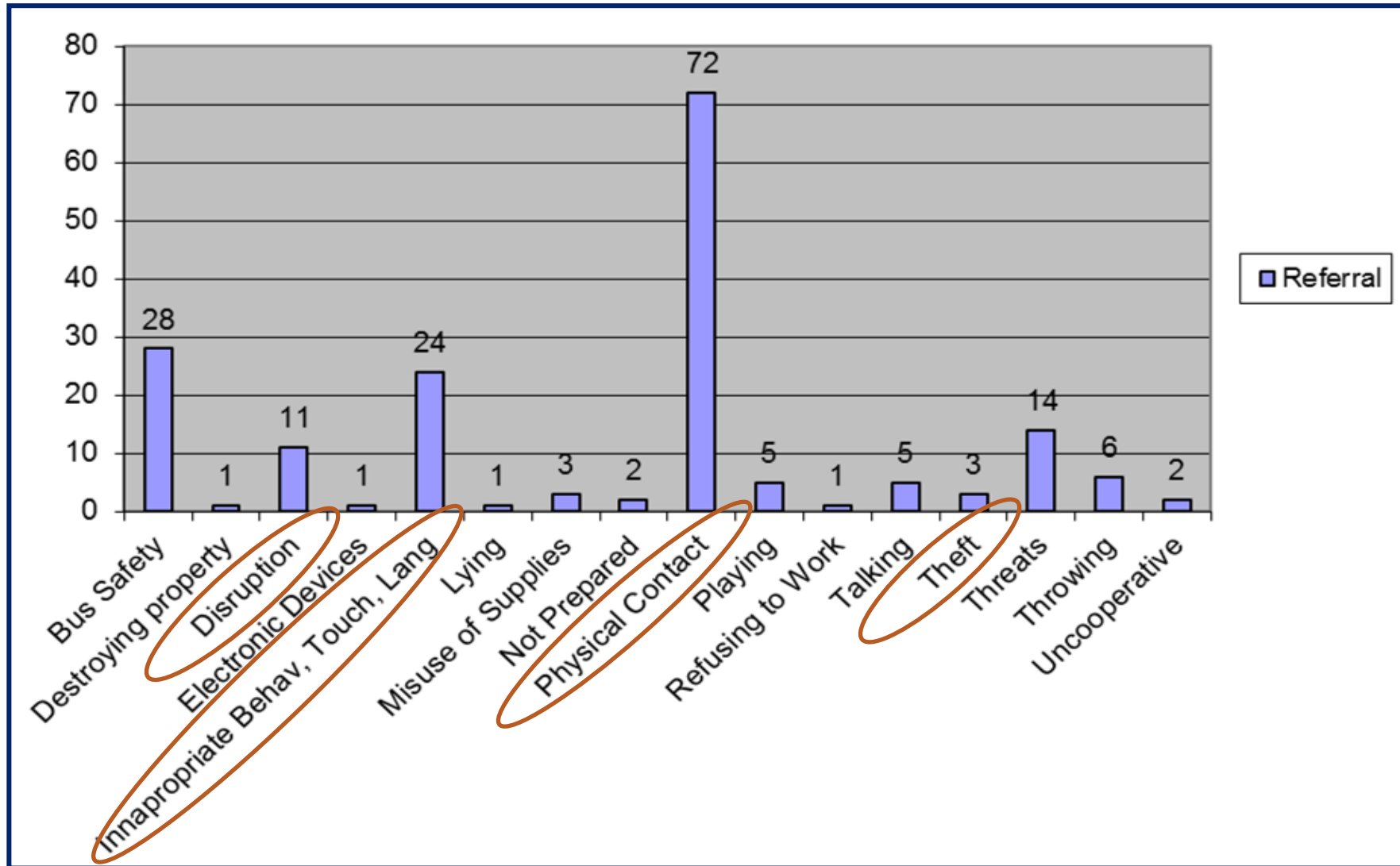
- ✓ Respect self and others
- ✓ Walk in the hallways
- ✓ Turn in completed assignment
- ✓ Be Here, Be Ready
- ✓ Keep hands and feet to self
- ✓ Don't run



Remember:

Rules must be Observable, Measurable, Positively Stated, Understandable and Always Appropriate

What are the behaviors to target? Got Data?



Including Pro-Social Skills on your Matrix

What modifications can be made to your matrix to increase the effectiveness of school-wide PBIS supports for students in your building who exhibit internalizing behaviors?

- Not talking with other children
- Being shy
- Timid and/or unassertive
- Avoiding or withdrawing from social situations
- Not standing up for one's self

Specific Behaviors + Pro-Social Skills

Specific Behaviors

- Throw paper in the waste can
- Use the right side of the stairway
- Bring all materials to class
- Keep hands, feet, and other objects to yourself

Pro-Social Skills

- Do an act of kindness
- Pick up trash even if it isn't yours
- Use encouraging words with others
- Tell peer they did a good job

Examples of Pro-Social Skills

Examples of Pro-Social Skills

	<i>Morning Arrival</i>	<i>Morning Check-In</i>	<i>Morning Class Time</i>	<i>Lunch</i>	<i>Recess</i>	<i>Specials</i>	<i>Afternoon Class Time</i>	<i>Afternoon Check-Out</i>
<i>We Respect Ourselves</i>	Say good morning to teacher	Say good morning to motivator	Contribute in class; raise hand to volunteer answer	Sit next to a different peer	Play a new game	Volunteer when asked to help	Participate in group work; ask for help if needed	Say good afternoon to motivator; share something good from the day
<i>We Respect Others</i>	Say good morning to peer; tell them to have a good day	Tell CICO peer or motivator to have a good day; remind peer of expectations	Choose group work if that is an option; participate	Have conversation with friend	Play with group of students at recess	Encourage others in gym class; tell peer they did a good job	Help out neighbor if they need it	Engage in conversation with motivator
<i>We Respect Property</i>	Take attendance sheet to office; say hello to Neddy or Lorena	Fill out name and date on point sheet	Do best work on assignments; help peer be organized	Help peer carry lunch tray	Return lost coat or glove to peer or teacher	Help pass out materials; keep yourself organized	Classroom jobs, like holding soap dispenser	Bring point sheet to motivator
<i>We Respect Quiet Zones</i>	Wave hello to students or staff	Remember to check in with motivator	Using "quiet sign" in hallway	Help class earn lunchroom star	Help keep line quiet; remind peers to be quiet	Be line leader in hallway; wave hello to teacher	Smile at staff member in hallway	Remember to check out with motivator



Create Developmentally Appropriate Rules

Teaching Matrix – Rules / Specific Behaviors





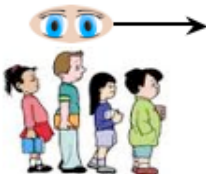



	Hallway	Bathroom	Cafeteria	Recess
Be Respectful				
Be Responsible				
Be Safe				

How will you operationally define your expectations (rules / specific behaviors)?

Workbook: TFI 1.3 Activity 4

Example of Rules for in the Hallway

	The Hallway	
<p>👋 1. Keep hands and feet to <u>yourself</u>.</p>		
<p>👋 2. Stand tall, off the wall.</p>		
<p>❤️ 3. "Catch a bubble."</p>		
<p>🛑 4. Eyes look ahead. Keep <u>the line</u> together.</p>		
<p>🛑 5. Use walking feet.</p>		



Create Culturally Appropriate Rules

Matrix Reflective of the School

<u>Pitapanukiw</u>		Classroom Matrix Menominee Language			
Expectation	Prayer	Menominee thinking mode time	Whole Class Activities	Small Group Activities	Transitions
Be Safe	Helper opens door for those making the offering of tobacco outside.	Line up with chair quietly Bring chair to Menominee area quietly	Enter room walking quietly Keep hands to yourself	Sit quietly on floor during story time. Stay in your own space Zero voices during story	Line up quietly behind door Wait for teacher to dismiss you. Push in your chairs
Be Respectful	All participate Handle medicines appropriately Listen to directions When one person saying prayer, zero voices.	No English during Menominee thinking mode Listen to direction Respect what we learn in this room Listen to others in class.	Listen to Teachers direction Raise hand if you want to talk	Listen to others speaking	Knock on door before entering Enter room only if teacher is in room Wait for other class to be dismissed before you enter
Be Responsible	Place Tobacco by tree Place tobacco in Shell	Participate during class			Line up quietly Push in Chair Stay in line Stay in own space.

Team Time

Continue creating or improving your matrix and plan for engaging the school community (staff, students, families)

Prepare to share one location

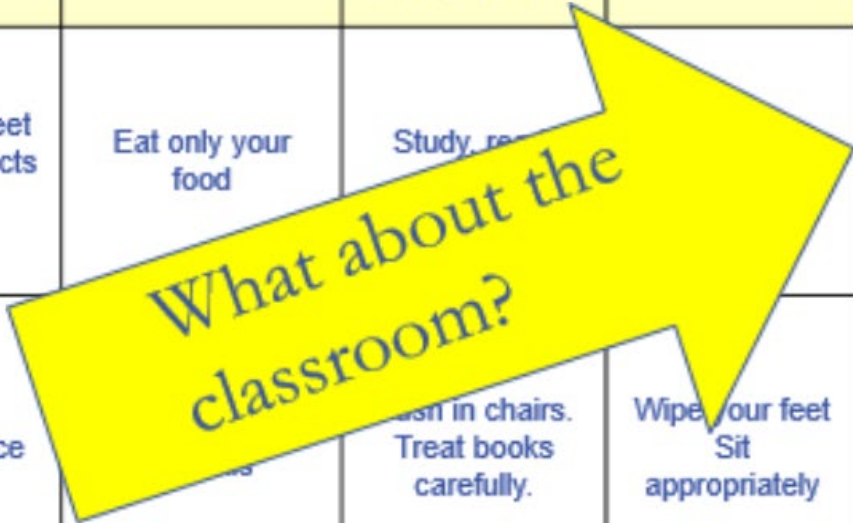


Workbook: TFI 1.3 Activity 5

What About the Classroom?



Teaching Matrix		SETTING				
		Hallways	Cafeteria	Library/ Computer Lab	Bus	Classroom
Expectations	Be Respectful	Keep hands feet and other objects to self	Eat only your food	Study, re		
	Be Responsible	Use quiet voice		Don't sit in chairs. Treat books carefully.	Wipe your feet Sit appropriately	
	Be Safe	Maintain your own physical space Stay to the right	Clean up your eating area	Whisper. Return books	Use a quiet voice Stay in your seat	



Creating Classroom Rules

Staff members should use the School-wide Expectations as the foundation for their classroom rules. It will be less confusing for the students and should be easy for the teachers to show the connection from the expected school-wide behavior to what is always expected in the classroom.



Classroom Specific Matrix



- The School-wide matrix includes the rules for classrooms.
- Classrooms then expand their matrix to also include the routines/procedures for common routines (mapped to the school-wide expectations).

What rules are used daily
in your classroom?

What are Procedures & Routines?

Procedures explain the accepted process for carrying out a specific activity such as

- walking in the hallway
- using lockers
- sharpening pencils
- attending an assembly
- going to the restroom

Classroom procedures are patterns for accomplishing classroom tasks

Procedures form routines when practiced and help students meet expectations stated in the rules

Research Studies Found...

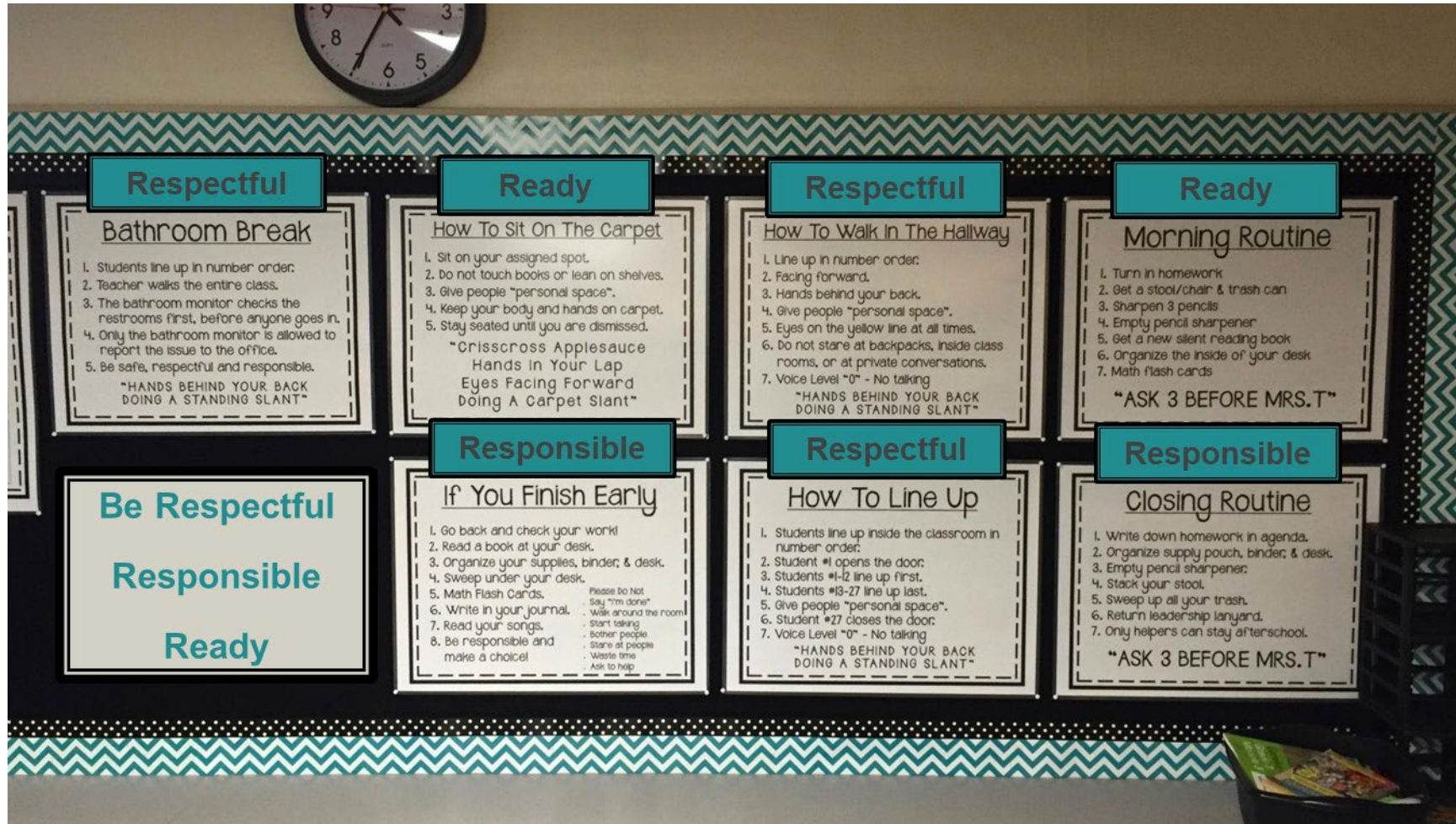
Having Procedures and Routines in place will:

- Increase instructional time by preventing problem behavior
- Free teachers from correcting misbehavior
- Improve classroom climate
- Create shared ownership of the classroom
- Develop self-discipline

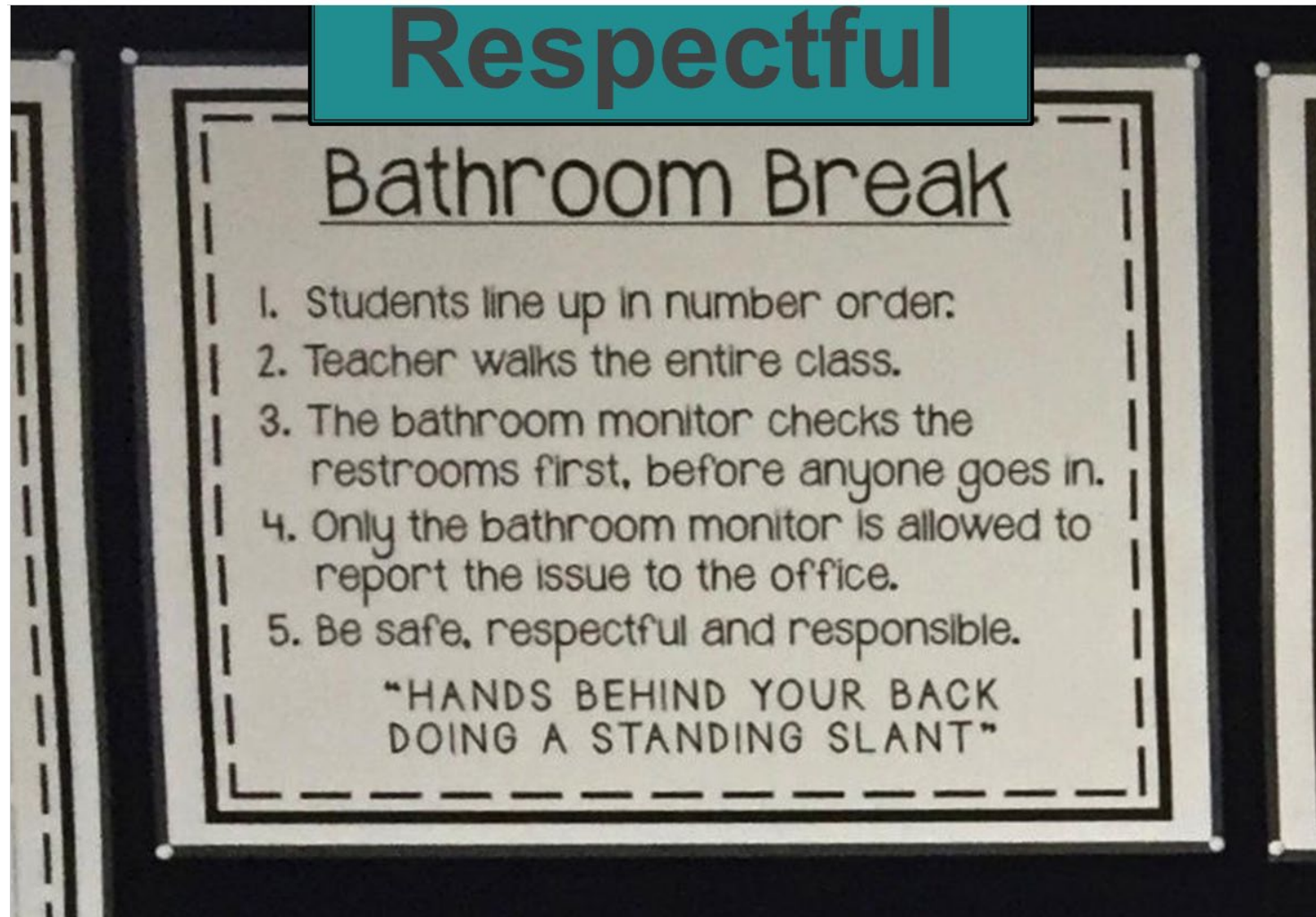
Effective teaching includes teaching functional routines and procedures to students at the beginning of the year and using these routines to efficiently move through the school day. (Leinhardt, Weidman, & Hammond, 1987)

As students become more familiar with classroom routines and procedures, additional instructional formats and more challenging work can be incorporated. (Evertson, Emmer, & Worsham, 2003; Good & Brophy, 2003)

Classroom Routines



Classroom Routines - Respectful



Example of Classroom Matrix

The Wilson Way	Classroom Rules	Classroom 214 Routines			
		Morning Routine	If You Finish Early	How to Transition/ Line Up	Small Group Work
Be Responsible	<ul style="list-style-type: none"> Stay on task Clean up area Apologize for mistakes 	<ol style="list-style-type: none"> Turn in homework Put instructional materials in desk Begin morning work 	<ol style="list-style-type: none"> Re-check your work Read a book Organize supplies Journal Math flash cards 	<ol style="list-style-type: none"> Put materials away Get materials ready for next activity 	<ol style="list-style-type: none"> Do your fair share Manage time carefully
Be Respectful	<ul style="list-style-type: none"> Raise hand Listen to speaker Follow directions 	<ol style="list-style-type: none"> Say “good morning” to teacher and classmates Talk in soft voices 	<ol style="list-style-type: none"> Be quiet Allow others to complete their work 	<ol style="list-style-type: none"> Listen for direction to next activity 	<ol style="list-style-type: none"> Listen to your peers Take turns speaking Say “I like that idea, AND...”
Be Safe	<ul style="list-style-type: none"> Walk quietly Keep hands and feet to self 	<ol style="list-style-type: none"> Put personal belongings in designated areas Take your seat 	<ol style="list-style-type: none"> Sweep under your desk Clean 	<ol style="list-style-type: none"> Stand up Push in chair Wait for group to be called to line up 	<ol style="list-style-type: none"> Clean up area when time is up

TFI 1.3: Behavioral Expectations

ACTION PLANNING

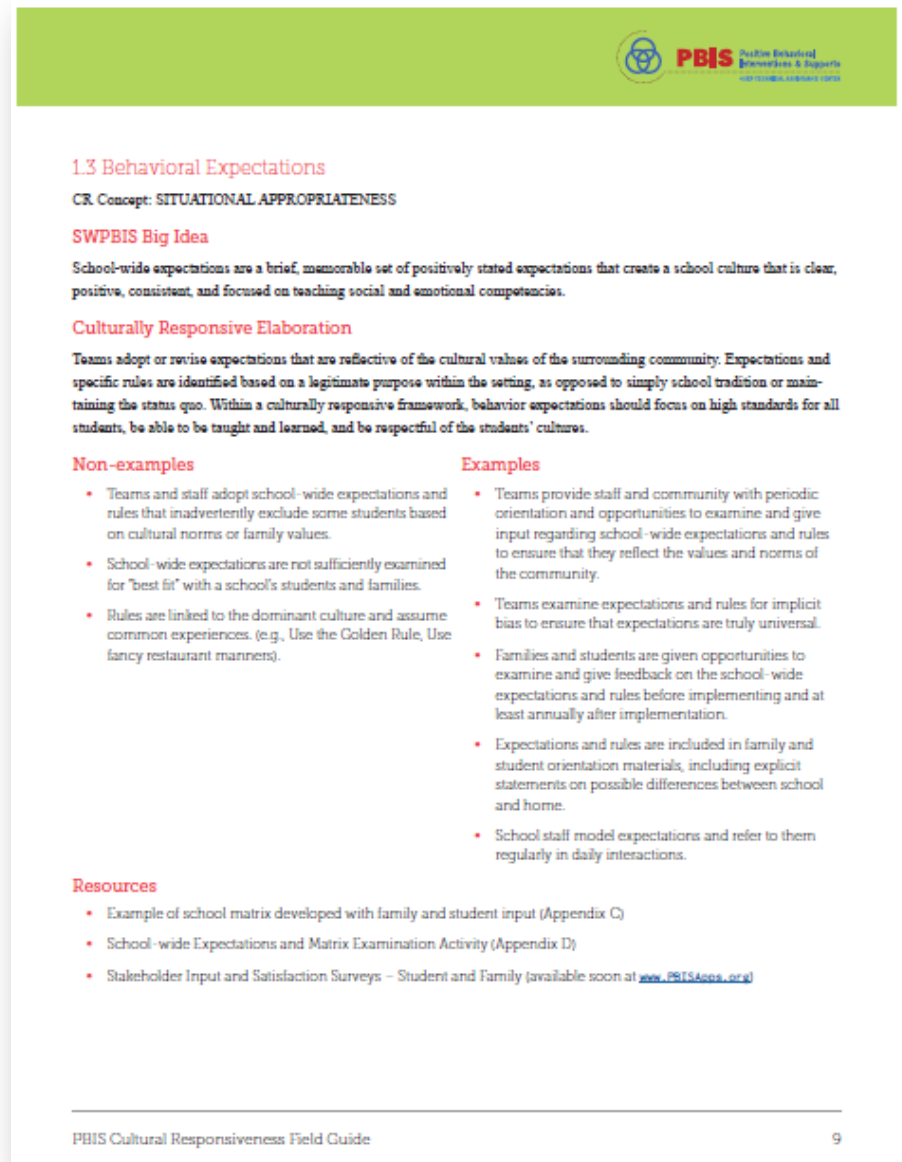
1. Add action items to Action plan
2. Plan for PD
3. Add to your Staff Presentation PPT



PBIS Cultural Responsiveness Field Guide

Task: 1.3 Behavioral 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 image shows a page from the PBIS Cultural Responsiveness Field Guide. At the top right, there is a logo for PBIS (Positive Behavioral Interventions & Supports) with the text "PBIS Positive Behavioral Interventions & Supports" and "www.pbis.org". The page title is "1.3 Behavioral Expectations". Below the title, it says "CR Concept: SITUATIONAL APPROPRIATENESS". The "SWPBIS Big Idea" section states: "School-wide expectations are a brief, memorable set of positively stated expectations that create a school culture that is clear, positive, consistent, and focused on teaching social and emotional competencies." The "Culturally Responsive Elaboration" section states: "Teams adopt or revise expectations that are reflective of the cultural values of the surrounding community. Expectations and specific rules are identified based on a legitimate purpose within the setting, as opposed to simply school tradition or maintaining the status quo. Within a culturally responsive framework, behavior expectations should focus on high standards for all students, be able to be taught and learned, and be respectful of the students' cultures." There are two columns of bullet points: "Non-examples" and "Examples". The "Non-examples" column lists three items: 1. Teams and staff adopt school-wide expectations and rules that inadvertently exclude some students based on cultural norms or family values. 2. School-wide expectations are not sufficiently examined for "best fit" with a school's students and families. 3. Rules are linked to the dominant culture and assume common experiences. (e.g., Use the Golden Rule, Use fancy restaurant manners). The "Examples" column lists five items: 1. Teams provide staff and community with periodic orientation and opportunities to examine and give input regarding school-wide expectations and rules to ensure that they reflect the values and norms of the community. 2. Teams examine expectations and rules for implicit bias to ensure that expectations are truly universal. 3. Families and students are given opportunities to examine and give feedback on the school-wide expectations and rules before implementing and at least annually after implementation. 4. Expectations and rules are included in family and student orientation materials, including explicit statements on possible differences between school and home. 5. School staff model expectations and refer to them regularly in daily interactions. The "Resources" section lists three items: 1. Example of school matrix developed with family and student input (Appendix C). 2. School-wide Expectations and Matrix Examination Activity (Appendix D). 3. Stakeholder Input and Satisfaction Surveys - Student and Family (available soon at www.pbis.org). At the bottom of the page, it says "PBIS Cultural Responsiveness Field Guide" and "9".

1.3 Behavioral Expectations

CR Concept: SITUATIONAL APPROPRIATENESS

SWPBIS Big Idea

School-wide expectations are a brief, memorable set of positively stated expectations that create a school culture that is clear, positive, consistent, and focused on teaching social and emotional competencies.

Culturally Responsive Elaboration

Teams adopt or revise expectations that are reflective of the cultural values of the surrounding community. Expectations and specific rules are identified based on a legitimate purpose within the setting, as opposed to simply school tradition or maintaining the status quo. Within a culturally responsive framework, behavior expectations should focus on high standards for all students, be able to be taught and learned, and be respectful of the students' cultures.

Non-examples	Examples
<ul style="list-style-type: none">• Teams and staff adopt school-wide expectations and rules that inadvertently exclude some students based on cultural norms or family values.• School-wide expectations are not sufficiently examined for "best fit" with a school's students and families.• Rules are linked to the dominant culture and assume common experiences. (e.g., Use the Golden Rule, Use fancy restaurant manners).	<ul style="list-style-type: none">• Teams provide staff and community with periodic orientation and opportunities to examine and give input regarding school-wide expectations and rules to ensure that they reflect the values and norms of the community.• Teams examine expectations and rules for implicit bias to ensure that expectations are truly universal.• Families and students are given opportunities to examine and give feedback on the school-wide expectations and rules before implementing and at least annually after implementation.• Expectations and rules are included in family and student orientation materials, including explicit statements on possible differences between school and home.• School staff model expectations and refer to them regularly in daily interactions.

Resources

- Example of school matrix developed with family and student input (Appendix C)
- School-wide Expectations and Matrix Examination Activity (Appendix D)
- Stakeholder Input and Satisfaction Surveys - Student and Family (available soon at www.pbis.org)

PBIS Cultural Responsiveness Field Guide 9

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 ->)</i>	NI	PI	FI
1.3	Staff, students, and families provide input and are involved in development of expectations and rules to ensure appropriate messaging related to cultural groups			
1.3	3-5 positively stated school-wide expectations, in the language(s) of students and families, are posted around school			
1.3	A school-wide teaching matrix is developed to identify rules linked to expectations in various areas in the school			
1.3	Rules are posted in specific settings/locations			
1.3	Expectations apply to both students and staff			
1.8	Classroom rules are defined, aligned to school-wide expectations, and are posted in classrooms.			
1.8	Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)			

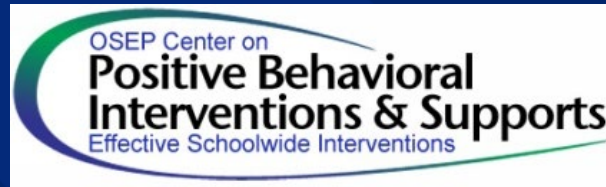
Questions?





THANK YOU!

Appreciation is given for the contributions to this Professional Learning



Contact Us



New York State
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Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Behavior



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