



# Step 3: Behavioral Expectations Snapshot

*"Simply put, if the staff expects students to achieve and behave appropriately, they will. Conversely, if the staff expects the students to underachieve and behave inappropriately, they will."*  
 -Geoff Colvin

## SWPBIS Tiered Fidelity Inventory

### TFI 1.3 Behavior Expectations:

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

- ▲ Has the team identified five or fewer behavioral expectations?
- ▲ Do they include examples by location / setting?
- ▲ Are they posted publicly throughout the school?



### CHECKLIST

- ✓ Linked to social culture of school
- ✓ Positively stated
- ✓ 3 to 5 in number
- ✓ 1 to 3 words per expectation
- ✓ Contextually, culturally and developmentally appropriate
- ✓ Supportive of academic achievement outcomes
- ✓ Mutually Exclusive
- ✓ Exhaustive in Nature

### Cultural Responsiveness

<http://www.pbis.org/school/equity-pbis>

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, able to be taught and learned, and be respectful of the students' cultures.

### Words Matter

- Excerpt from "Words Can Change Your Brain" by Andrew Newberg, M.D. and Robert Walden

As children grow, they are establishing fundamental neural connections. When there are more positive ideas written into the brain, it changes the actual set point in the brain in terms of how we regulate our emotional responses and how our body responds. If you're always emotionally stressed as a child, you become more easily stressed and more anxious throughout the rest of your life. Those early childhood years are essential for trying to create connections in the brain that foster more compassion, love and forgiveness and less fear and anxiety. Studies show the more positive and enriching an environment you have, the more neural connections you make; the brain itself is just more highly connected and more able to be creative. "

**What would you say instead of ...** Don't run! Stop griping! Quit yelling! No skateboarding!

### Building Consensus

Before deciding on your acronym, reach consensus of staff, student & community on your expectations. Start by asking: "What behaviors do we expect our students to demonstrate in a positive social culture?" or "What behaviors reflect the values of our community, our families and our school." Or "What behaviors do we expect our students to demonstrate to meet our Behavioral Statement of Purpose?"

Once agreed upon, become creative with acronyms and making connections to school logo or mascots. Make your expectations MEMORABLE.... they are the foundation for change.

### Student Voice

When developmentally appropriate, facilitate student autonomy, opportunities for choice and a sense of school community by inviting participation in the "Student Voice" process (identifying behavioral, social and learning expectations). Once identified, have students involved with **BRANDING** expectations (design competitions, posters, surveys, etc.)

### Bully Prevention

Focus on behavior from a positive perspective and proactive approach reflecting safety, respect and/or responsibility. Bully Prevention within the SWPBIS framework includes redefining the bullying construct by establishing "Respectful" routines for responding to "Disrespectful" behaviors. "Respectful" routines are aligned with schoolwide behavioral expectations.

**C**

Care for Others



**U**

Use Language



**B**

Build Friendships

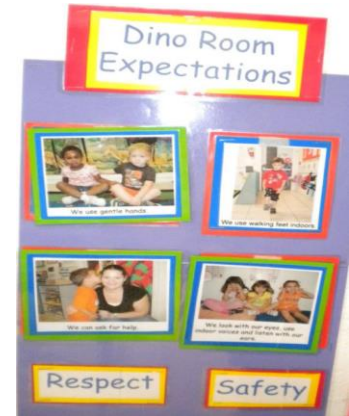


**S**

Stay Safe



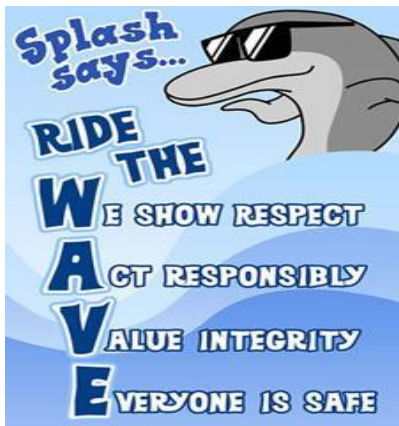
### Early Childhood Examples



### Elementary Examples



### Middle School Examples



### High School Examples

# CREEKSIDE PRIDE



### Irvine High School



Positive Attitude | Respect | Integrity  
Dependability | Effort Towards Graduation

#creeksidepride

# Consensus Building Protocol

#1

Processing Activity: Focusing Four  
Foursquare Guide Page: 8

There are four steps in this protocol, and to run it successfully, there needs to be a facilitator who is knowledgeable about the protocol, and a scribe, who writes the group's ideas and choices as the meeting progresses. The documentation needs to be visible to the whole group, so this meeting needs a large board or a series of charts on which the scribe records the ideas and choices. Before you begin, the facilitator will:

- Explain each of the four steps before starting the activity and check for understanding.
- Explain the hand count or "vote" during the canvass stage will not make the final decision regarding which options to recommend. The group will decide and be guided, not bound, by the data.

## Step 1: Popcorn Brainstorm

The goal is to **brainstorm and record** all the ideas from the group. This is an unedited collection of ideas and works much like popcorn: allow the brainstorm to continue until there is not a very long gap between the previous idea and the next idea. When ideas slow down, the facilitator closes this step.

a. Ask questions; such as,

- ▲ "What behaviors do we expect our students to demonstrate in a positive social culture?"
- ▲ "What behaviors reflect the values of our community, our families and our school."
- ▲ "What behaviors do we expect our students to demonstrate to meet our Behavioral Statement of Purpose?"

b. Record brainstormed ideas on chart paper

c. Elicit ideas only

d. Discourage criticisms or questions

e. Push for between 8 – 18 ideas

## Step 2: Clarifying ideas

The goal of this step is to **gain shared understanding** about the ideas popping up in the brainstorm. Group members can query specific ideas listed on the charts or board, one at a time. When someone asks to clarify a specific idea, the author of that idea provides a brief explanation of the idea for clarification. This step continues until there are no more queries for clarification. When all in the group are satisfied they understand the brainstormed ideas, the group moves on to the next step.

a. Ask if any items need clarification.

b. The author of the idea provides clarification.

c. The facilitator observes the questioner during the clarification and stops the clarification when the questioner indicates nonverbal or verbal understanding.

## Step 3: Advocating for ideas

In this stage, group members reflect on the listed ideas and decide for themselves which ideas they might advocate. Individuals can advocate for their own or others' ideas. They raise their hands and when called on by the facilitator, they might give a **brief justification why this idea is valuable**.

a. Participants may advocate for as many items as they wish and as many times as they wish.

b. Statements of advocacy must be phrased in the positive.

c. Statements of advocacy must be brief.

d. Combine like items: check with all authors for permission to combine like items, if they don't give permission-do not combine

## Step 4: Choosing the Focus

In this stage, group members are asked to choose and **vote for a third plus one** of the listed ideas. The top one third plus one of ideas that got the highest number of votes become the focus for the group. This one-third plus one is a strategy from *Adaptive Schools*. For our purposes, if the 1/3+ formula doesn't fit the 3-5 behavior expectations we are looking for, then adjust the cut-off to meet the selection of 3-5 behavioral expectations.

a. Ask individuals in the group to identify which few ideas they feel are most important.

b. To determine what a few is, use the formula: one-third plus one.

c. Take a hand count to determine which items are of greatest interest.

d. Circle the top 3-5 ideas

e. If not clear consensus-go back to earlier steps



# What I Value Most

#2

Processing Activity: Elimination-Illumination

There are four steps in this process

- Step 1: Values List
- Step 2: Elimination
- Step 3: Reflection
- Step 4: Illumination

## Step 1: VALUES LIST

From the list of values below (both work and personal) highlight the 10 that are most important to you as components of a valued way of life.

Achievement	Democracy	Having a family	Merit	Self-respect
Advancement and Promotion	Ecological awareness	Helping other people	Nature	Self-sufficiency
Adventure	Economic security	Helping society	Nurture	Serenity
Affection	Effectiveness	High expectations	Money	Social status
Appreciation	Efficiency	Honesty	Personal development	Sophistication
Arts	Equal opportunity	Hope	Physical challenge	Spirituality
Caring	Equity	Humor	Pleasure	Stability
Celebration	Ethical practice	Independence	Positive attitude	Status
Challenges	Excellence	Influencing others	Power and authority	Supervising others
Changes and variety	Excitement	Initiative	Pride	Support
Close relationships	Expertise	Inner harmony	Privacy	Time
Collaboration	Fairness	Integrity	Public service	Togetherness
Collegiality	Fame	Intellectual status	Purity	Traditions
Communication	Fast living	Involvement	Quality	Trust
Community	Fast-paced work	Job tranquility	Quality relationships	Truth
Compassion	Financial gain	Justice	Recognition	Unity
Competition	Flexibility	Knowledge	Respect	Wealth
Confidence	Forgiveness	Leadership	Reputation	Wisdom
Cooperation	Freedom	Location	Resourcefulness	Work under pressure
Country	Friendships	Loyalty	Responsibility	Work with others
Creativity	Goals	Meaningful work	Risk taking	Working alone

## Step 2: ELIMINATION

Now that you have identified 10 values, imagine you are only permitted to have five values. Decide which five values you would keep.

List them here:

- 1.
- 2.
- 3.
- 4.
- 5.

Now imagine you are only permitted three values. Which would you keep?

List them here:

- 1.
- 2.
- 3.

## Step 3: REFLECTION

Why do I hold these values?

Where did I acquire them?

What was the setting or context?

How do I demonstrate these values when working?

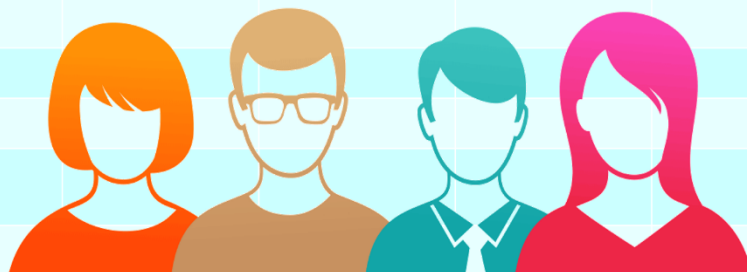
## Step 4: ILLUMINATION

How do your personal values match your schools SWPBIS Expectations and belief system?

**PBIS Cultural Responsiveness Field Guide: Resources for Trainers and Coaches.**

PBIS OSEP Technical Assistance Center, Milaney Levenson, Kent Smith, Kent McIntosh, Jennifer Rose, Sarah Pinkelman (Nov. 2016)

ELEMENTS OF CULTURE	My values growing up	My values now	What my high school values	How students & families may differ	How this difference can create conflict
LANGUAGE					
SPACE/ PROXIMITY					
ATTITUDE TOWARD TIME					
GENDER ROLES					
FAMILY ROLES					
VOICE VOLUME & TONE					
GROOMING					
AUTONOMY					
RECOGNITION FOR GOOD JOBS					
EYE CONTACT					



# Addressing Individual Perspectives

#3

Processing Activity: Discussion Method

Foursquare Guide Page: 7

- Read the excerpt of the research article below, **Addressing Individual Perspectives in the Development of School-wide Rules: A Data-Informed Process** Michael W. Valenti, PhD and Mary Margaret Kerr, EdD *Journal of Positive Behavioral Interventions and Supports* 2015 Volume 17(4) 245-253

- As a team, have a conversation using the discussion method.

- Assign a facilitator to guide the conversating using the following questions:

“What data or facts caught your attention?”

“What was your response or reaction?”

“What insights were triggered for you?”

“What questions does this raise?”

## ▲ Introduction

Successful schoolwide positive behavioral interventions and supports require shared vision and collaborative effort among staff members (Liaupsin, Jolivette, & Scott, 2004; Nelson, Martella, & Marchand-Martella, 2002). To enhance school climate and reduce discipline referrals, staff members must agree about what constitutes appropriate and inappropriate student behavior (Duda, Dunlap, Fox, Lentini & Clarke, 2004; Fenning, Theodos, Benner, & Bohanon-Edmonson, 2004; Scott & Hunter, 2001; Sugai & Horner, 2008). Implementers of SWPBIS strive for 80% agreement among staff. This “80% rule” predicts that universal behavioral standards are likely to be effective if at least 80% of staff members agree upon them (Horner et al., 2004). The assumption is that reaching a majority consensus among staff in this way increases staff buy-in and support, which should in turn lead to more consistent staff responses to rule following and infractions.

Despite the importance of such consensus, specific strategies for reaching 80% agreement among staff are “not well elucidated in the SWPBIS literature” (Feuerborn & Chinn, 2012, p.220). Indeed, as SWPBIS facilitators, we have struggled to implement SWPBIS in situations where agreement about school rules was unattainable. Accordingly, this article outlines a process we developed to support consensus building concerning rule creation. First, we review reasons why consensus may be difficult to reach. Next, we describe a process for gathering, summarizing and using data from school staff members. Third, we present two case studies to illustrate this process before offering recommendations for practice.

## ▲ Challenges to Building Consensus

Ideally, all members of a faculty would help to develop rules for behavior; yet with diverse groups and larger groups, consensus may be difficult to achieve (Scott, 2007). In fact, research has demonstrated that teachers often possess idiosyncratic standards for student behavior (Rimm-Kaufman, Storm, Sawyer, Pianta, & LaParo, 2006). Even within the same school, adults do not always have the same rules for students and may also disagree about consequences (Kerr & Zigmond, 1986, Lane, Wehby, & Cooley, 2006; Vincent, Horner, & Sugai, 2002; Walker & Rankin, 1980). Consequently, each disciplinary event is subject to the interpretations, motivations, standards, and skills of the adult(s) involved (Irvin, Tobin, Spague, Sugai, & Vincent, 2004). Thus, how educators perceive, attribute, and interpret student behavior could influence how fully they endorse and implement schoolwide systems such as school rules.

Furthermore, staff members' varied perceptions of behavior might undermine the effective implementation of rules that address behavior. As Feuerborn and Chinn (2010) noted, “tensions between teachers' perceptions of behavior and discipline may create an undercurrent of discordance that could interfere with staff cohesiveness and stymie the implementation of SWPBIS” (p.226). Simply put, a faculty divided over the school rules may react differently to students' display of positive behavior or rule violations. Because inconsistent rule enforcement is ineffective and may place students at risk for aggressive and oppositional behavior (Way, 2011), variation among staff with regard to addressing behavior is undesirable (Liaupsin et al., 2004). Conversely, individuals who agree with the rules may be more likely to reinforce positive behavior and address violations (via disciplinary response or teaching of the rules) than those who disagree with the established standards.

Scott (2007) argued that schools should integrate the opinions of their stakeholders when making “systemic decisions,” to ensure that these decisions align with the values of those operating within the environment. He added that “valuing consensus via authentic participation is key to ensuring the dignity and independence of stakeholders that is necessary for consistent implementation” (Schott, 2007 p. 107). Accordingly, a methodology for integrating staff perception data into a system of school rules is likely to help SWPBIS coaches demonstrate that the personal dignity of their stakeholders is valued.

### ▲ Reaching Consensus: A Data-Informed Process

While working as SWPBIS coaches in a large urban district, we observed many faculty discussions of proposed SW rules. Many resulted in lengthy, unfocused, and quarrelsome sessions. Consensus was sacrificed as individuals told their “war stories” about challenging students. Given the research on educators’ individualized perceptions of behaviors we thought it useful to unearth differences of opinions that might be blocking agreement on schoolwide rules. However, we did not want a time-consuming process requiring considerable external resources.

We ruled out faculty interviews because they could be arduous and would require additional staff not typically available to schools. Paper-and-pencil surveys also posed several disadvantages. Handwritten responses could be difficult to read or interpret; survey preparation (making paper copies distributing, collecting, and organizing them) and data collection (aggregating results) would be time-consuming; completed surveys might be misplaced or altered; and responses might not be anonymous if one recognized the handwriting. Accordingly, we opted for an electronic survey that offered anonymity, could be completed at home or at school, and resulted in quantifiable data that were automatically summarized.

Collecting staff perception data about school rules (a) respects and engages every staff member, (b) grounds the discussions in a contemporary portrayal of staff view (c) focuses the discussion effectively limiting the scope of the conversations and (d) saves time (a valuable commodity in any school), not only prior to establishing rules, but afterward. If staff can focus their discussions and agree on school rules, fewer revisions of the rules during the school year may be expected. Furthermore, surveys that can be completed anonymously allow each voice to be heard equally without regard to the seniority, educational status or popularity. In addition, reticent staff members who prefer not to speak in a large group can offer their opinions without fear of retribution or disparagement from peers or supervisors.

### ▲ Summary

The case study examples at Gary Middle School and Snyder k-12 demonstrated a data-based approach for creating school rules that includes all school staff-members. Although the goal was to establish schoolwide norms for behavioral supports, we must always remember that the individuals within an organization must enforce and reward these norms. Horner (2003) noted that organizations do not themselves “behave”; rather, it is the individuals within an organization who engage in behaviors. Accordingly, we argue that any system of rules and expectations should account for varying experiences, perspectives, and skill sets of the adults in a school. Collecting perspective data and involving staff members in discussions centered on rule creation is one method to achieve this goal.

Perhaps the most gratifying result of this work was the staff members’ realization that they could indeed reach consensus regarding SW rules. Prior to this exercise, many staff members in both schools had resigned themselves to conflicts about how to address challenging behaviors, while others were unaware of the different perspectives present among their colleagues. By quantifying their disagreements and highlighting their many agreements, we provided them with a structured approach that allowed them to discuss their differences dispassionately and efficiently. When discussing the data, we also observed conversations in which staff members swapped ideas for addressing particular behavior problems—a welcome (although unintended) consequence.



# Student Voice Project (SVP)

#4

Processing Activity: On-line Surveys

## Goal

- ▲ Obtain student opinions and ideas about universal positive behavior support system
- ▲ Increase investment on the part of students leading to successful outcomes
- ▲ Addressing the cultural shift from *what we do to our kids* to *what we do with our kids*



## Focus Areas

- ▲ Positive Behavioral Expectations
- ▲ Teaching Expected Behaviors
- ▲ Recognizing Expected Behaviors
- ▲ Community Awareness

## SVP Student Panel

- ▲ Diversity (gender, socioeconomic, ethnicity, clubs, sports, fine arts)
- ▲ Characteristics (Works well with others, Not over committed, Creative, Leadership potential, Not just the "good/smart/popular" kids, Innovative, Willing to be involved)
- ▲ Nomination Application (Faculty/Student)

## Surveys

- ▲ Interview and create an SWPBIS Student Survey ([www.surveymonkey.com](http://www.surveymonkey.com), or other web-based surveys) with the Student Panel for student perception and opinions.
- ▲ Encourage participation for ALL students by having all the Student Panel participate in a contest to see who could get the most friends to visit the survey and answer the questions.
- ▲ Student Panel will solicit other students from their school to complete the survey. Small cards can be passed out with survey link information. All students who complete the on-line survey will be entered in a drawing for a prize.
- ▲ Use existing school-student and student-student communication systems

## Survey Question Examples

### Question 1:

- ▲ Please rate the expectations using this scale:

3= All or most of the students at my school would relate to this

2= This would be okay but not the best

1= I think most of the students at my school would not like this one

### Question 2:

- ▲ What do you think is the biggest issue at our school?

### Question 3:

- ▲ Once our school determines what their 3-5 behavioral expectations should be, how should they teach the expectations to the school?

### Question 4:

- ▲ How often do you think these expectations should be revisited?

### Question 5:

- ▲ How would you like to be recognized by staff for exhibiting excellent behavior?

### Question 6:

- ▲ What would mean the world to you?
- ▲ What do students on our campus want when being acknowledged for exhibiting the positive schoolwide expectations (low or no cost)?

### Question 7:

- ▲ Would you prefer to have a menu of "prizes" or drawings for big "prizes" or a combination when we do spirit building and community around our behavior expectations?



# SW Behavioral/Social Expectations Checklist

#5

Check off all items when establishing Positive Behavioral Expectations.

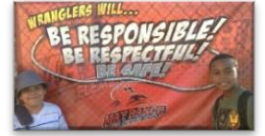
	<p><b>Linked to social culture of school</b></p> <ul style="list-style-type: none"> <li>▲ Reflect core values of the social culture</li> </ul>
	<p><b>Positively stated</b></p> <ul style="list-style-type: none"> <li>▲ Defined by what you want</li> </ul>
	<p><b>3 to 5 in number</b></p> <ul style="list-style-type: none"> <li>▲ They are easier to learn &amp; memorable</li> <li>▲ Increased generalization of expectations: Same rules can be use across staff &amp; settings</li> </ul>
	<p><b>Culturally Responsive</b></p> <ul style="list-style-type: none"> <li>▲ Reflective of the cultural values of the surrounding community.</li> <li>▲ Focus on high standards for all students, be able to be taught and learned, and be respectful of the students' cultures.</li> </ul>
	<p><b>Supportive of academic achievement outcomes</b></p> <ul style="list-style-type: none"> <li>▲ Support behaviors for successful academic self-managers</li> </ul>
	<p><b>Defined with input from faculty, families and students</b></p> <ul style="list-style-type: none"> <li>▲ Voice represented through consensus building and/or inventories</li> </ul>
	<p><b>Defined as observable behaviors</b></p> <ul style="list-style-type: none"> <li>▲ State what you DO, not who you ARE</li> </ul>
	<p><b>Mutually exclusive</b></p> <ul style="list-style-type: none"> <li>▲ Clearly defined with little to no overlap in meaning</li> </ul>
	<p><b>Exhaustive in nature</b></p> <ul style="list-style-type: none"> <li>▲ Enough breadth in the 3-5 behavioral expectations to address all behavior</li> </ul>



# Tiered Fidelity Inventory Action Planning Items

## TFI 1.3 Behavior Expectations

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



## TFI 1.4 Teaching Expectations

Expected academic and social behaviors are taught directly to all students in classroom and across other campus settings/locations.

TFI	Action Items <i>(Not in Place; Partially; Fully in Place)</i>	NI	PI	FI
1.3	Team has facilitated a Consensus Building activity for staff, student and family involvement for selection of schoolwide positive behavioral expectations.			
1.3	Students have developed and administered a Student Survey for selection of schoolwide positive behavioral expectations.			
1.3	Team completes the Behavioral Expectation checklist.			
1.3	Expectations and schoolwide matrix are Posted in non-classroom settings.			
1.4	Map It activity is completed with staff and students.			
1.4	Staff and students chart desired behaviors using the Define It activity.			
1.4	Team re-classifies desired behaviors from charts using the Make it a Matrix activity. Team presents matrix to staff and students for input.			
1.4	Team and students design lesson plans using the Bring it to Life activity.			
1.4	Lessons are embedded into subject area curriculum.			
1.4	Team develops a plan for teaching expectations which include: <i>What will be done? How will it be done? When will it be done? Who will be involved?</i>			
1.4	Team develops a Resource Bank of lesson plans for non-classroom settings and non-negotiable classroom social skills.			
1.4	College and Career Readiness features are incorporated into schoolwide teaching matrix. (High School)			
1.4	Team, students and parents use the lens of cultural responsiveness to Re-Examine the matrix.			
1.4	Students create a Personal Matrix with classroom teachers.			

## ACTION PLANNING

What? Who?	By When?

What? Who?	By When?