



# Step 4: Teaching Expectations

## Snapshot

"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?  
 Tom Herner, 1998

### SWPBIS Tiered Fidelity Inventory

#### TFI 1.4 Teaching Expectations:

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

- ▲ Are regularly scheduled times identified for teaching expectations at least once per school year?
- ▲ Is there a documented teaching schedule?
- ▲ Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)?



### ABC's of Behavior

ANTECEDENTS "PREVENT"	BEHAVIOR "TEACH"	CONSEQUENCES "REINFORCE"
<b>Design</b> supportive environments using antecedent strategies promoting a positive, predictable and safe school climate for ALL students	<b>Teach</b> positive expectations, self-management and socially appropriate peer interactions supporting a positive and safe school climate for ALL students.	<b>Provide</b> specific performance feedback and continuum of positive reinforcements that intrinsically motivate ALL students to engage in socially appropriate behaviors.

### What We Already Know

- ▲ Students are not born with bad behaviors.
- ▲ Students do not learn better ways of behaving when only given aversive consequences.
- ▲ To learn better ways of behaving, students must be directly taught the expected behaviors.
- ▲ To retain new behaviors, students must be given specific, positive feedback and opportunities to practice in a variety of settings where the behaviors should be used.

### Teaching Expected Behaviors

- ▲ Increase structure and predictability by explicitly teaching behavioral expectations and routines
- ▲ Reduce the mystery and chaos by making expectations explicit through formal teaching
- ▲ Develop a "united front" across all staff through consistent language & expectations

Increased Structure  
 =  
 Decreased Chaos  
 =  
 Fewer Problems

**"School-wide PBIS is not about controlling students; it's about empowering them."**

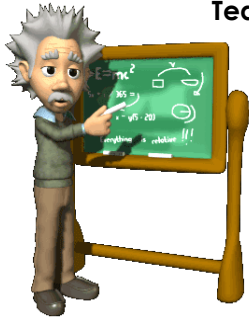
-Rob Horner, Ph.D.

### Why Teach?

- ▲ Behaviors are prerequisites for academics.
- ▲ Procedures and routines create structure.
- ▲ Repetition is key to learning new skills.
- ▲ For students to learn something new, it needs to be repeated on average **8** times, for adults an average of **25** times (Joyce and Showers, 2006)
- ▲ For students to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average **28** times. (Harry Wong, 2005)

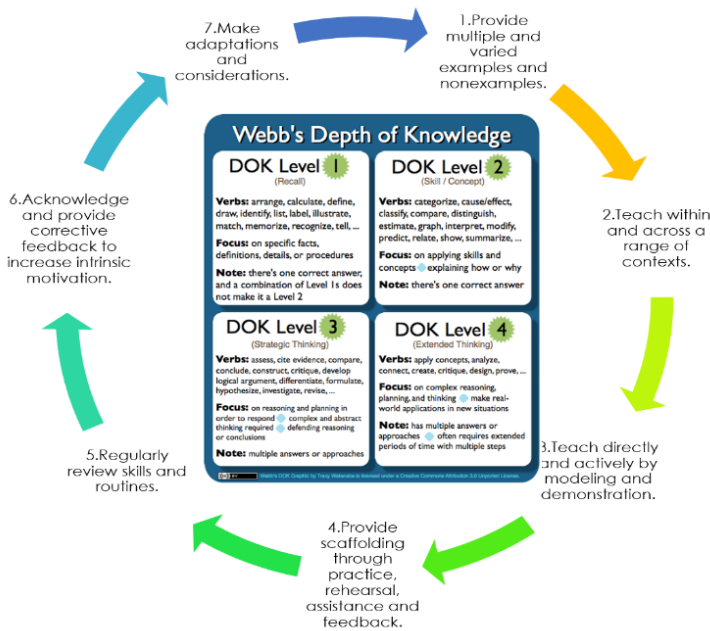
## Teaching Behavioral Expectations

**Teaching** social skills is integral to the implementation of SW-PBIS. The common assumption that students know how to behave in schools may be inaccurate. It may be safer to assume students need instruction regarding appropriate social behavior; a way to provide this instruction is through school-wide teaching of social skills.



**Teaching** expected behaviors means ALL staff demonstrate, explain and practice social skills within and across multiple school settings. The biggest paradigm shift is we **teach social behavior just like we teach academic skills.**

"A behavior is a behavior" regardless of whether it is an academic or social skill. As such, whether teaching an academic skill or concept, a social skill, or a character trait, the basic instructional process is the same (Algozzine, Wang & Violette; 2011).



## Phases of Teaching and Learning

Teaching and learning academic, social, and behavior skills occurs in phases with different teaching emphases.

PHASES of TEACHING AND LEARNING	EXPLANATION	TEACHING EMPHASIS		
		Before	During	After
<b>Acquisition</b>	Doing it accurately	Show, model, & demonstrate with range of <u>place</u> & <u>behavior</u> examples	Guide & assist	Restate, reteach, acknowledge, praise (Continuous)
<b>Fluency</b>	Doing it smoothly & at correct pace or speed	Remind, prompt, & pre-correct	Monitor	Restate, reteach, acknowledge, praise (Continuous to Intermittent)
<b>Maintenance</b>	Keep doing it after teaching	Remind	Monitor	Restate, reteach, acknowledge, praise (Intermittent)
<b>Generalization</b>	Keep doing it in similar places	Show, model, demonstrate with range of <u>new place</u> examples	Guide & monitor	Restate, reteach, acknowledge, praise (Intermittent)
<b>Adaptation</b>	Adjust doing it to fit new & different places	Show, model, & demonstrate with range of <u>new place</u> & <u>behavior</u> examples	Guide & monitor	Restate, reteach, acknowledge, praise (Intermittent)

### Primer on Best Preventive Behavior Management Practices

George Sugai, Brandi Simonsen, Jen Freeman, and Susannah Everett  
Centers for Behavioral Education and Research and on Positive Behavioral Interventions and Supports  
University of Connecticut  
April 2015

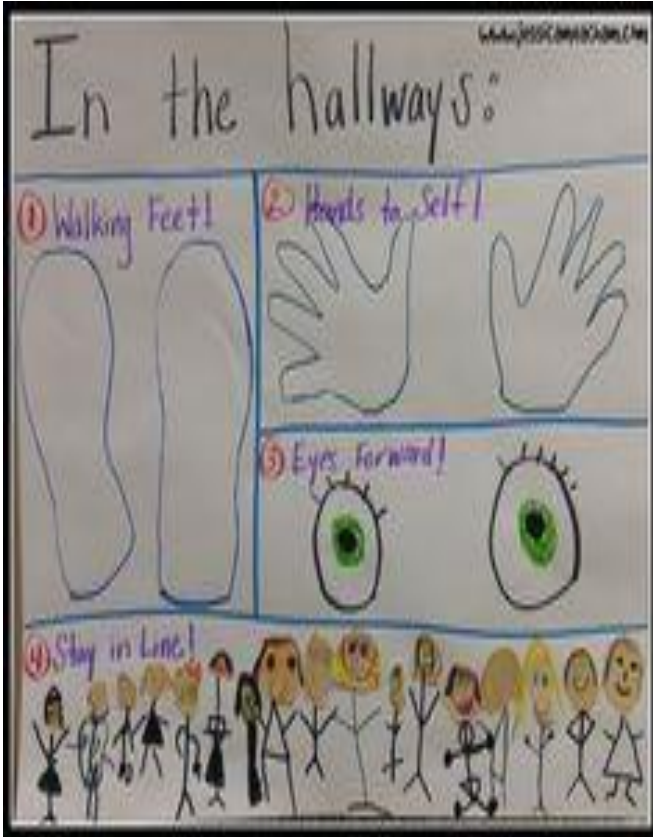
## Teaching Social Skills Like Academic Skills

Like academic skills learned initially, social skills must be practiced regularly and acknowledged and reinforced frequently for mastery, sustained use, and generalized applications to be realized. If a student has a firmly learned problem behavior, then formally and continually prompting, practicing, and reinforcing the desired alternative becomes especially important and necessary.

- ▲ Academic skills and pro-social behavior are interrelated, reciprocal, and equally essential for school success.
- ▲ When students demonstrate appropriate pro-social skills, their ability to learn academic skills increases.
- ▲ Academic difficulties can cause behavior problems, which contribute to a student's risk for disengagement and dropping out of school.
- ▲ Both are essential for school success; a weakness in either academic or behavioral skills has the potential to negatively effect the other. When both are taught explicitly, student outcomes improve.

Teaching Matrix	Natural Context Or Routine	Natural Context Or Routine
School-wide Expectations/ Social Skill	Operationalized Behavior	Operationalized Behavior
School-wide Expectations/ Social Skill	Operationalized Behavior	Operationalized Behavior
School-wide Expectations/ Social Skill	Operationalized Behavior	Operationalized Behavior

# Early Childhood Examples



## Hallway Pasillo

**Listen and follow directions**  
Escucha y sigue las instrucciones

**Use walking feet**  
Habla pies caminantes





**Use quiet voice**  
Habla quietamente

**We use gentle touches**  
Usamos toques suaves

## Early Childhood Learning Center

Where Little is Great!

### Behavior Expectations

	Classroom/Playground	Inside the Building	Parking Lot
<b>C</b> Care for Others 	<ul style="list-style-type: none"> <li>• Help</li> <li>• Share</li> <li>• Listen</li> </ul>	<ul style="list-style-type: none"> <li>• Hands &amp; feet to self</li> <li>• Inside voices</li> </ul>	<ul style="list-style-type: none"> <li>• Listen</li> </ul>
<b>U</b> Use Language 	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Ask for help</li> <li>• Talk to friends</li> </ul>	<ul style="list-style-type: none"> <li>• Greet others</li> <li>• Ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• Ask permission</li> </ul>
<b>B</b> Build Friendships 	<ul style="list-style-type: none"> <li>• Play together</li> <li>• Take turns</li> </ul>	<ul style="list-style-type: none"> <li>• Hold hands</li> <li>• Help each other</li> </ul>	<ul style="list-style-type: none"> <li>• Greet others</li> </ul>
<b>S</b> Stay Safe 	<ul style="list-style-type: none"> <li>• Hands &amp; feet to self</li> <li>• Follow directions</li> </ul>	<ul style="list-style-type: none"> <li>• Walk</li> <li>• Stay with adult</li> </ul>	<ul style="list-style-type: none"> <li>• Hold adult hand</li> <li>• Walk</li> <li>• Watch for cars</li> </ul>

## Elementary Examples

# Cafeteria

<h2>Respectful</h2>	<ul style="list-style-type: none"> <li>• Use hand signals</li> <li>• Be polite</li> </ul>				
<h2>On-Task</h2>	<ul style="list-style-type: none"> <li>• Bags and Tags</li> <li>• Tummy to table, feet on the floor</li> </ul>				
<h2>Loyal</h2>	<ul style="list-style-type: none"> <li>• Leave no trace</li> </ul>				
<h2>Leaders</h2>	<ul style="list-style-type: none"> <li>• Level 0 in serving line</li> <li>• Level 2 at tables</li> </ul> <div style="float: right; border: 1px solid black; padding: 2px;"> <table style="font-size: 0.8em;"> <tr> <td style="background-color: green; color: white; padding: 2px;">0</td> <td style="padding: 2px;">no talking</td> </tr> <tr> <td style="background-color: yellow; padding: 2px;">2</td> <td style="padding: 2px;">table talk</td> </tr> </table> </div>	0	no talking	2	table talk
0	no talking				
2	table talk				

# #bemooore

### Elbert County Elementary Behavior Matrix

E.C.E.S. Eagles Make Good Choices to be R.E.A.L.



	Classrooms	Bathrooms	Cafeteria	Playground	Hallways	Bus Riders	Car Riders
<h1>R</h1> Responsible	<ul style="list-style-type: none"> <li>• Follow all directions the first time given.</li> <li>• Take care of your stuff.</li> <li>• Clean up after yourself.</li> <li>• Be prepared.</li> </ul>	<ul style="list-style-type: none"> <li>• Report problems.</li> <li>• Voices off.</li> <li>• Be conservative.</li> </ul>	<ul style="list-style-type: none"> <li>• Get all items</li> <li>• Wait in line quietly.</li> <li>• Keep all food in the cafeteria unless it is unopened or a piece of fruit for recess.</li> </ul>	<ul style="list-style-type: none"> <li>• Report problems</li> <li>• Use equipment for purpose</li> <li>• Share and take turns.</li> </ul>	<b>1<sup>st</sup> white block, 1 straight line, Peace &amp; Quiet</b>	<b>Look, listen, and stay in the safety zone. Seat to seat, back to back, hands to self.</b>	<b>Look, listen, and stay in the safety zone.</b>
<h1>E</h1> Engaged	<ul style="list-style-type: none"> <li>• Stay on task.</li> <li>• Listen to the ideas of others.</li> <li>• Share what you know.</li> </ul>	<ul style="list-style-type: none"> <li>• Use It!</li> <li>• Flush It!</li> <li>• Wash It!</li> </ul>	<ul style="list-style-type: none"> <li>• Eat more, talk less.</li> <li>• Stay seated.</li> <li>• Get It, Eat It, Clean It</li> </ul>	<ul style="list-style-type: none"> <li>• Be safe</li> </ul>			
<h1>A</h1> Accountable	<ul style="list-style-type: none"> <li>• Complete your work carefully.</li> <li>• Do your best.</li> <li>• Show respect for others and school property.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently.</li> <li>• Be quick.</li> <li>• Leave no trace.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow directions</li> <li>• Think, Raise, Wait</li> <li>• Red cup, Blue cup</li> </ul>	<ul style="list-style-type: none"> <li>• Line up quickly, quietly, and safely.</li> </ul>			
<h1>L</h1> Leader	<ul style="list-style-type: none"> <li>• Use kind words.</li> <li>• Set a good example.</li> <li>• Keep hands, feet, and objects to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect the privacy of others.</li> <li>• Keep bathrooms clean.</li> <li>• Maintain self-control.</li> </ul>	<ul style="list-style-type: none"> <li>• Use good manners.</li> <li>• Leave no trace.</li> <li>• Maintain self-control.</li> </ul>	<ul style="list-style-type: none"> <li>• Practice good sportsmanship.</li> <li>• Invite others to play.</li> <li>• Maintain self-control.</li> </ul>			

## Middle School Examples

Media Center/Computer Lab

EXPECTATIONS

Be Respectful

- Quiet conversation.
- Be courteous to media staff.
- Please and thank you.

Take Ownership

- Follow book checkout procedures.
- Treat equipment appropriately.

Be Accepting

- Listen to directions.
- Limit time on computers.
- Share as needed.

Be Responsible

- Push in chairs.
- Return materials to appropriate areas.

Lefler Middle School

Arrival Expectations

## United Middle School Manners

Use kind words like "good morning", "please", "thank you", & "excuse me".

## Achievement

Promptly report to designated waiting area & enter building in an orderly manner when directed.

## Values

Report to school/class on time & be ready to work, participate, & learn.

## Safety

Safely & quickly exit vehicle/bus. Use designated crossing areas. Follow all staff directives.

Show Your Maverick Pride!

	All Settings	Before & After School	Hallways and Stairs	Cafeteria	Auditorium	Bathrooms	Field Trips
Be Respectful	Keep hands and feet to yourself  Follow the designated noise limits (0-5)  Follow dress code  Use positive language and actions	Stay on sidewalks  Use crosswalks	Follow the designated noise limit (0-2)  Respectfully observe hall decorations and displays  Treat lockers with care	Use table manners  Follow the designated noise limit (0-2)  Stay in your seat  Follow cafeteria procedures	Show enthusiasm with applause only  Allow the speaker to be heard (noise limit 0-1)	Treat school property with care  Respect other's privacy	Actively listen  Participate when invited  Represent Urban Middle School in a positive way  Follow the designated noise limit
Be Responsible	Follow adult directions  Keep area clean	After leaving the building report to riding zone or walk home	Use your own locker  Lock your locker  When in the hallway during class time, carry a planner with the appropriate pass	Have sufficient funds prior to lunch  Discard garbage in trash cans and stack trays  Follow bathroom procedures	Report to designated area and sit quietly	Promptly report safety and/or cleanup issues to an adult at school  Remember to flush	Follow all bus rules (stay seated, keep area clean, observe noise limit...etc.)  Return field trip slips on time
Be Safe	Walk at all times  Report safety issues to adult	Use crosswalks safely  Carry skateboards/longboards when on school property	Stay to the right in the hallways and on the stairs	Eat your own food  Clean up spills and messes; report major spills to an adult  Stay in line	Enter and exit quietly  Leave belongings in classroom or locker during school day performances	Wash your hands  Dispose of items properly	Stay with designated chaperone  Follow the rules of the area you're visiting
Be Productive	Be here, on time, and prepared  Stay on task and use time wisely	Before school, gather materials, report to first hour classroom immediately and stay there  After school, gather materials and promptly report to a supervised area or leave the building	Keep your locker clean and organized  Move directly to destination  Use designated stairwells and hallways	Bring healthy food and drinks  Take only what you will eat  Food and drink are to be consumed or thrown away	Actively listen  Participate when invited	Use designated bathroom  Use bathroom for intended use	Follow timelines  Make connections to your academic classes

5

Calling for help in an emergency situation/ Danger

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4

Cheering at a sporting event or directing a teammate in a gym activity

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3

Speaking so everyone in the classroom can hear you. Use your presenter voice.

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2

Speaking so only a small group of 3-4 can hear you

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1

Speaking so only the person next to you can hear you

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0

Staying silent

## High School Examples

# PBIS at Pinecrest High School is **Green & G.O.L.D!**

	Classroom	Public Areas & Cafeteria	Parking Lots	School Events and Activities
<b>Goal to Graduate</b>	<ul style="list-style-type: none"> <li>•Keep good Attendance</li> <li>•Meet with your counselor often</li> <li>•Maintain good grades</li> </ul>	<ul style="list-style-type: none"> <li>•Help others in need</li> <li>•Properly respond to authority figures</li> <li>•Follow the rules</li> </ul>	<ul style="list-style-type: none"> <li>•Follow safety rules when driving</li> <li>•Park in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>•Show PHS spirit</li> <li>•Respect visiting teams</li> <li>•Support our teams</li> </ul>
<b>Own Your Behavior</b>	<ul style="list-style-type: none"> <li>•Use respectful language</li> <li>•Treat others as you wish to be treated</li> <li>•Follow classroom rules</li> </ul>	<ul style="list-style-type: none"> <li>•Share the common space</li> <li>•Avoid confrontation</li> <li>•Respect others</li> </ul>	<ul style="list-style-type: none"> <li>•Report suspicious behavior</li> <li>•Drive safely</li> <li>•Be aware of your surroundings</li> </ul>	<ul style="list-style-type: none"> <li>•Be kind to others</li> <li>•Give speakers your full attention</li> <li>•Follow staff directions</li> </ul>
<b>Lead by Example</b>	<ul style="list-style-type: none"> <li>•Be prepared</li> <li>•Turn in assignments on time</li> <li>•Do More to Achieve More</li> </ul>	<ul style="list-style-type: none"> <li>•Keep PHS clean</li> <li>•Throw away trash</li> <li>•Respect other's property</li> </ul>	<ul style="list-style-type: none"> <li>•Help maintain a clean bus and parking lot</li> <li>•Keep a positive attitude</li> <li>•Drive with patience</li> </ul>	<ul style="list-style-type: none"> <li>•Be a SuperFan for PHS</li> <li>•Participate in sports, clubs, and other PHS activities</li> <li>•Help guide new students</li> </ul>
<b>Display Respect</b>	<ul style="list-style-type: none"> <li>•Speak with Respect</li> <li>•Actively listen</li> <li>•Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>•Use appropriate language</li> <li>•Keep your voice at a respectful level</li> <li>•Report vandalism</li> </ul>	<ul style="list-style-type: none"> <li>•Follow bus driver's directions</li> <li>•Park in designated areas</li> <li>•Allow pedestrians the right-of-way</li> </ul>	<ul style="list-style-type: none"> <li>•Respect visitors on campus</li> <li>•Enter and exit rooms quietly</li> <li>•Be courteous</li> </ul>



## The Cerritos Way



**At Cerritos High School Everyone Matters!**  
*Students, Staff and Parents Experience Success in an Engaging Environment that Promotes Connection, Compassion & Collaboration.*

WHAT DOES IT MEAN TO BE READY, RESPECTFUL AND REAL IN THE FOLLOWING COMMON AREAS OF CERRITOS HIGH SCHOOL?

	LIBRARY	QUAD	HALLWAYS	ASSEMBLY	PARKING LOT	OFFICE	FOOD LINES
<b>R E A D Y</b>	<ul style="list-style-type: none"> <li>•Hang up back packs</li> <li>•Have ID ready</li> <li>•Enjoy food and drinks outside</li> </ul>	<ul style="list-style-type: none"> <li>•Participate</li> <li>•Move when bell rings</li> <li>•Keep track of belongings</li> </ul>	<ul style="list-style-type: none"> <li>•Walk with purpose</li> <li>•Get to class on time</li> </ul>	<ul style="list-style-type: none"> <li>•Find seat quickly</li> <li>•Be Attentive</li> <li>•Proceed in orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>•Keep traffic moving</li> <li>•Arrive on time to avoid unsafe conditions</li> </ul>	<ul style="list-style-type: none"> <li>•Have ID ready</li> <li>•Have forms ready</li> <li>•Know why you are in the office and who to speak to</li> </ul>	<ul style="list-style-type: none"> <li>•Have ID ready</li> <li>•Be ready for your purchase</li> </ul>
<b>R E S P E C T F U L</b>	<ul style="list-style-type: none"> <li>•Enter Quietly</li> <li>•Use Computers properly</li> <li>•Focus on work</li> </ul>	<ul style="list-style-type: none"> <li>•Engage in positive behavior and appropriate language</li> <li>•Keep campus clean</li> <li>•Follow adult direction</li> <li>•Hands to yourself</li> </ul>	<ul style="list-style-type: none"> <li>•Observe personal space</li> <li>•Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>•Show positive and support spirit</li> <li>•Respond appropriately</li> </ul>	<ul style="list-style-type: none"> <li>•Follow traffic laws</li> <li>•Be Patient</li> <li>•Allow Pedestrians right-of-way</li> </ul>	<ul style="list-style-type: none"> <li>•Speak in appropriate tone</li> <li>•Display appropriate manners</li> </ul>	<ul style="list-style-type: none"> <li>•Observe line etiquette</li> <li>•Display appropriate manners</li> </ul>
<b>R E A L</b>	<ul style="list-style-type: none"> <li>•Pay obligations</li> <li>•Honor AUP</li> <li>•Own up to damage done to books or lost books</li> </ul>	<ul style="list-style-type: none"> <li>•Follow rules when engaging in school spirit competitions</li> <li>•Speak up for others</li> </ul>	<ul style="list-style-type: none"> <li>•Maintain integrity of school property</li> <li>•Behave in mature, respectful manner</li> <li>•Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>•Enter/Exit through appropriate routes</li> </ul>	<ul style="list-style-type: none"> <li>•Report violations</li> <li>•Park in designated areas</li> </ul>	<ul style="list-style-type: none"> <li>•Take responsibility for your actions</li> </ul>	<ul style="list-style-type: none"> <li>•Take only purchased items</li> <li>•Use your own \$\$ and ID</li> </ul>

## Family Examples



# ROAR...ing Behavior At Home!



<b>Expectations</b>	<b>Morning</b>	<b>Daily</b>	<b>Bedtime</b>	<b>All The Time!!!</b>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Play quietly until all family members get up</li> </ul>	<ul style="list-style-type: none"> <li>Play cooperatively</li> <li>Get permission to use others' things</li> <li>Take care of others' things</li> </ul>	<ul style="list-style-type: none"> <li>Go to bed on time</li> </ul>	<ul style="list-style-type: none"> <li>Listen to my parents</li> <li>Speak nicely to others</li> <li>Make eye contact when talking to others</li> <li>Use good manners</li> </ul>
<b>Take Ownership</b>	<ul style="list-style-type: none"> <li>Make my bed</li> <li>Brush my teeth</li> </ul>	<ul style="list-style-type: none"> <li>Put away my toys, clothes, etc.</li> <li>Keep my room &amp; bathroom clean</li> <li>Clear my place after meals</li> </ul>	<ul style="list-style-type: none"> <li>Take my clothes out for next day</li> <li>Complete my bedtime activities</li> </ul>	<ul style="list-style-type: none"> <li>Be truthful</li> <li>Follow my parents' directions</li> <li>Always try my best</li> </ul>
<b>Be Accepting</b>	<ul style="list-style-type: none"> <li>Accept changes in your daily routine (be flexible)</li> </ul>	<ul style="list-style-type: none"> <li>Play cooperatively with all others</li> <li>Consider others' when acting and speaking</li> <li>Respect privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Accept changes in your daily routine (be flexible)</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Treat others as you would like to be treated</li> <li>Be kind</li> </ul>
<b>Be Ready</b>	<ul style="list-style-type: none"> <li>Get up and get ready for the day on time</li> </ul>	<ul style="list-style-type: none"> <li>Finish work, chores, homework, etc. on time</li> <li>Read, read, read!</li> </ul>	<ul style="list-style-type: none"> <li>Prepare my backpack for the next day</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> <li>Use time appropriately</li> <li>Be prepared</li> </ul>

	<b>Getting up in the morning</b>	<b>Getting to school</b>	<b>Clean-up time</b>	<b>Time to relax</b>	<b>Homework time</b>	<b>Mealtime</b>	<b>Getting ready for bed</b>
<b>H HELP OUT</b>	<ul style="list-style-type: none"> <li>Make Your bed</li> <li>Clothes in hamper</li> </ul>	<ul style="list-style-type: none"> <li>Have your back pack, lunch, notes, keys</li> </ul>	<ul style="list-style-type: none"> <li>Do your chores</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Play quietly</li> </ul>	<ul style="list-style-type: none"> <li>Put your things in your backpack when finished</li> </ul>	<ul style="list-style-type: none"> <li>Set the table</li> <li>Put dishes away</li> </ul>	<ul style="list-style-type: none"> <li>Brush your teeth</li> <li>Dirty clothes away</li> </ul>
<b>O OWN YOUR BEHAVIOR</b>	<ul style="list-style-type: none"> <li>Get up on time</li> <li>Get cleaned up and dressed on time</li> </ul>	<ul style="list-style-type: none"> <li>Be ready to leave on time</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Ask before you borrow</li> <li>Ask to change stations</li> </ul>	<ul style="list-style-type: none"> <li>Complete your homework on time</li> <li>Do your best!</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words and "I statements"</li> <li>Recognize mistakes and apologize</li> </ul>	<ul style="list-style-type: none"> <li>Get to bed on time!</li> </ul>
<b>M MANNERS COUNT</b>	<ul style="list-style-type: none"> <li>Try a morning SMILE!</li> <li>Thank your parents for helping.</li> </ul>	<ul style="list-style-type: none"> <li>"Thanks for the ride"</li> <li>"Have a nice day"</li> </ul>	<ul style="list-style-type: none"> <li>Ask politely for help</li> </ul>	<ul style="list-style-type: none"> <li>Respect others things</li> <li>Offer to share</li> </ul>	<ul style="list-style-type: none"> <li>Ask for help respectfully</li> <li>"Thanks for the help"</li> </ul>	<ul style="list-style-type: none"> <li>Please and thank you</li> <li>Use your napkin</li> </ul>	<ul style="list-style-type: none"> <li>End the day with nice words and thoughts</li> </ul>
<b>E</b>	<b>V</b>	<b>E</b>	<b>R</b>	<b>Y</b>	<b>D</b>	<b>A</b>	<b>Y</b>

## Cultural Responsive Examples

*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)

This classroom matrix shows how Menominee Nation family, community and tribal values can be incorporated into the classroom. Specifically of note is the use of tobacco in the school setting, how traditional language is promoted and how traditional belief systems are incorporated into the classroom.


Expectation	Prayer	Menominee thinking mode time	Whole Class Activities	Small Group Activities	Transitions
<b>Be Safe</b>	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
<b>Be Respectful</b>	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
<b>Be Responsible</b>	Place Tobacco by tree  Place tobacco in Shell	Participate during class			Line up quietly  Push in Chair  Stay in line  Stay in own space.

This middle school-wide matrix example shows how family and student voice are incorporated into the expectations. Based on their discipline data and feedback from their staff-at-large, the school PBIS team modified their original matrix into SWAG. The school then continued to monitor their discipline data through monthly PBIS team meetings with teachers and staff from each grade level. The school also incorporates student focus groups to provide feedback to the administrative team.

TEACHING MATRIX

# C. Alton Lindsay Middle School

## SCHOOL-WIDE BEHAVIOR EXPECTATIONS



	Arrival & Dismissal	Hallway & Transitions	Bathroom	Cafeteria	Classroom
S afety First	<ul style="list-style-type: none"> <li>Walk directly to my designated area</li> <li>Stay in my area</li> <li>Talk softly</li> <li>Keep hands, feet, and belongings to myself</li> </ul>	<ul style="list-style-type: none"> <li>Walk directly to my designated area</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, and belongings to myself</li> <li>Allow for the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit with a pass or my teacher</li> <li>Throw away my trash and tray</li> <li>Clean up after myself</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Follow directions the first time given</li> <li>Ask appropriately for help</li> <li>Clean up after myself</li> <li>Follow lab rules and procedures</li> </ul>
W ork Together Respectfully	<ul style="list-style-type: none"> <li>Respect the space of others</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly in a single, straight, and silent line so that others can continue learning and working</li> <li>Walk to the right side of the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Conserve supplies:                             <ul style="list-style-type: none"> <li>- 2 squirts of soap</li> <li>- 2 pushes/turns on the paper towel dispenser</li> </ul> </li> <li>Dispose of trash in the trash can</li> </ul>	<ul style="list-style-type: none"> <li>Move away from conflict or distractions</li> <li>Ask for help when needed</li> <li>Be patient</li> <li>Stay in line</li> </ul>	<ul style="list-style-type: none"> <li>Accept feedback and discipline from staff by listening, asking questions, and following directions the first time.</li> <li>Be ready to learn</li> <li>Be present and focused</li> <li>Encourage others</li> </ul>
A ccept Responsibility	<ul style="list-style-type: none"> <li>Keep to your own business</li> </ul>	<ul style="list-style-type: none"> <li>Remain quiet in QUIET ZONES</li> <li>Carry my own belongings</li> <li>Keep lockers locked</li> <li>Walk directly to my designated area</li> </ul>	<ul style="list-style-type: none"> <li>Flush</li> <li>Wash my hands</li> <li>Use appropriate fixtures</li> <li>Go</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a clean space and conversation</li> <li>Keep food on my tray or in my mouth</li> </ul>	<ul style="list-style-type: none"> <li>Attend class daily and on time</li> <li>Clean up after myself</li> <li>Be prepared for instruction with all necessary materials</li> </ul>
G uide Me	<ul style="list-style-type: none"> <li>Teachers will supervise groups of students at all times</li> <li>Teachers will ensure that they know the location of all students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will enforce safety</li> <li>Teachers will monitor students by being at their doors and in the hallways</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will stand by bathrooms to monitor the noise and behavior from the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will arrive on time and pick up students on time</li> <li>Teachers will walk students directly into the cafeteria</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will supervise groups of students at all times</li> <li>Teachers will be prepared for class                             <ul style="list-style-type: none"> <li>- Lesson plans posted</li> <li>- Engaged and present</li> <li>- Observable outcomes</li> </ul> </li> </ul>



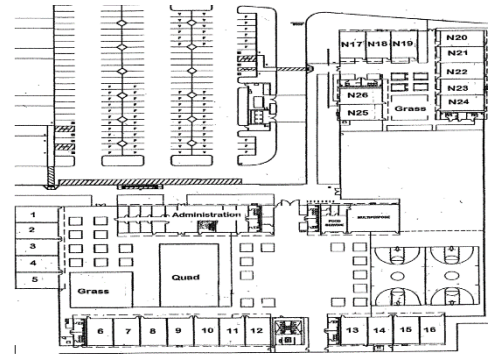
# Developing a Teaching Matrix

#1

- STEP 1: MAP IT** Identify Predictable Problem Locations
- STEP 2: DEFINE IT** Undesired vs. Desired T-Chart
- STEP 3: MAKE IT A MATRIX** Re-classify Desired Behaviors
- STEP 4: BRING IT TO LIFE** Lesson plans

## STEP 1: MAP IT Identify Predictable Problem Locations

- Draw a map/blueprint of your organization/school.
- Everyone receives a post-it notes to include drill down information for location:
  - ▲ **identify problem behaviors**
  - ▲ **identify when**
  - ▲ **identify who**
- Post notes on map location.
- ▲ **Note:** This step should be completed by ALL staff, students and parents



## STEP 2: DEFINE IT Undesired vs. Desired T-Chart

- Create a T-Chart with Undesired Behaviors and Desired Behaviors for each problem location identified.
- Place all problem behaviors on post-it notes on the Undesired Behavior side.
- Operationalize desired behaviors for each problem behavior identified.

Location:

<u>UNDESIRED BEHAVIORS</u>	<u>DESIRED BEHAVIORS</u>
Chart response from map	<p style="text-align: center;">Operationalize behaviors to teach and reinforce to increase the likelihood of student success?</p> <p style="text-align: center;">What do you see? What do you hear?</p> <div style="text-align: center;"> </div>

## STEP 3: MAKE IT A MATRIX Re-classify Desired Behaviors

- Design a School-wide PBIS matrix from the above information.
- **Natural Context:** Add locations that were identified on the map as problem areas, plus additional areas, such as classroom (non-negotiable).
- **Social Skills:** Add your 3 -5 Schoolwide Behavioral Expectations
- **Operationalized Behaviors:** Plug in the desired behaviors identified by on T-Chart, plus any other behaviors. There should be no more than 3 behavioral descriptions for each expectation/location. This is the heart of the teaching matrix as it defines for EVERYONE what will be taught and acknowledged.
- **Note:** Teams will organize the matrix and bring it back to staff and students for suggestions/approval.

Teaching Matrix	Natural Context Or Routine	Natural Context Or Routine
School-wide Expectations/ Social Skill	Operationalized Behavior	Operationalized Behavior
School-wide Expectations/ Social Skill	Operationalized Behavior	Operationalized Behavior
School-wide Expectations/ Social Skill	Operationalized Behavior	Operationalized Behavior

## Practice Making a Matrix

Teaching Matrix	Natural Context Or Routine	Natural Context Or Routine
School-wide Expectations/ Social Skill	<i>Operationalized Behavior</i>	<i>Operationalized Behavior</i>
School-wide Expectations/ Social Skill	<i>Operationalized Behavior</i>	<i>Operationalized Behavior</i>
School-wide Expectations/ Social Skill	<i>Operationalized Behavior</i>	<i>Operationalized Behavior</i>


**STEP 4: BRING IT TO LIFE** Lesson plans

**Location:**

Be Safe	Be Respectful	Be Responsible

TELL (Introduce)

SHOW (Teach and Inform)	
Looks Like	Sounds Like

PRACTICE/MODEL/ACKNOWLEDGE

**EXAMPLE**

**Location: Bathroom**

Be Safe	Be Respectful	Be Responsible
<ul style="list-style-type: none"> <li>• Wash your hands</li> <li>• Keep water in the sink</li> </ul>	<ul style="list-style-type: none"> <li>• Close the stall door</li> <li>• Flush the toilet</li> <li>• Voice Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Enter quietly</li> <li>• 2 pumps of soap</li> <li>• 3 pulls for paper towels</li> </ul>

TELL (Introduce)
<p>Objective: <i>By the end of the lesson students will be able to follow school-wide PBIS Bathroom Procedures.</i></p> <p>"Today we are going to learn about always being safe, respectful, and responsible at LMS.</p> <p style="padding-left: 40px;">Being safe always means being free from harm.</p> <p style="padding-left: 40px;">Being respectful always means being polite and cooperative.</p> <p style="padding-left: 40px;">Being responsible means being dependable and trustworthy.</p> <p>Check for student understanding.</p>

SHOW (Teach and Inform)	
Looks Like	Sounds Like
<ul style="list-style-type: none"> <li>• Students close stall doors when in use</li> <li>• Students washing hands and throwing away paper.</li> <li>• Students exiting the bathroom quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Students using the correct voice level.</li> <li>• 3 pulls for paper towels.</li> <li>• 2 pumps of soap.</li> </ul>

PRACTICE/MODEL/ACKNOWLEDGE
<p>Teachers provide practice of the Bathroom Procedures in the bathroom or with visuals of the bathroom lesson; such as, video vignettes.</p> <ul style="list-style-type: none"> <li>• Teachers and students should model: appropriate voice level, washing hands and putting paper towels in the trash.</li> <li>• Teachers should model: inappropriate voice level, leaving paper towels on the floor and not washing hands after using the bathroom.</li> </ul> <p>Students practice Bathroom Procedures with teacher giving immediate feedback and praise.</p>



# Re-Examining the Matrix

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)

#2

In SWPBIS, a core feature is to define and teach a set of positively stated expectations for all students across the various settings in the school. Creating a clear set of expectations provides language to create consistency and make explicit the hidden curriculum (i.e. unnamed assumptions about how students should behavior).

This activity is intended for school teams to examine their existing school-wide expectations and matrix for their alignment with critical features and fit with students, families, the community and staff.

**Note:** if schools have no existing expectations or matrices, they can skip to Step 4.

## Step 1: Identify Any Existing Expectations or Matrices

Find expectations, matrices, or rules for the school. These may be posted in different areas of the school or in classrooms, included in the staff or student handbook, and sent home to parents. They may include the district or school code of conduct. Students can play a role in this step through the Rules Gallery Walk activity described in Step 2. If none can be found, skip to Step 4.

## Step 2: Access Existing Expectations Based on Fit with Values and Needs of Students, Families, and the Community (Revise as Needed)

Get input from students, families and community members on what they think of the existing expectations and matrix or what they think they should be. It is important to get input beyond easily-reached groups (e.g. student council, parent-teacher organization). Students and families from marginalized groups, community agency leaders and Elders are important groups to seek out for their input. Examples of activities include focus groups, surveys, or activities such as:

**Stakeholder Input and satisfaction surveys.** The Student and Family Survey Tools are available at [www.pbisapps.org](http://www.pbisapps.org) and can be used to get input and suggested revisions for expectations.

**Specific Survey for Families/Community.** To maximize responses from busy families, it may be useful to consider a survey only addressing this topic, such as the following:

We would like your help in picking the values or rules for our school. We use a small number of positively stated expectations or rules across the whole school to make it more safe, positive and predictable. At (School Name), our current expectations are (list expectations here). To teach these expectations, we use a matrix with specific examples of how to follow the expectations around school:

Paste Matrix Here

### Please answer the following questions to help improve our expectations:

Are our school's expectations for student behavior meaningful or important to you? YES / NO  
Why or why not? \_\_\_\_\_

What do you think should be included? \_\_\_\_\_

What are the values or rules you want your children to follow at home? \_\_\_\_\_

Are there any expectations or examples (in the matrix) that go against your values at home? YES / NO  
If yes, what are they? \_\_\_\_\_

What other ideas do you have for us to teach students the expectations? \_\_\_\_\_

Thank you for your time and thoughts!

**Rules Gallery Walk.** This activity is particularly helpful for middle and high schools. It engages students in both gathering and examining rules around school.

1. Ask students to walk around the school and document (e.g., photograph) any posted "rules" they can find around the school.
2. Once collected, post the rules on the walls around a large common area (e.g., gymnasium) with a set of questions below each set of rules on flipchart paper. Examples include:
  - a. Is the rule positively stated?
  - b. What is the purpose of the rule?
  - c. What is the underlying value this rule promotes?
  - d. Is this rule necessary?
  - e. Does this rule fit within any of our school-wide expectations (if they exist)?
3. Use the results to revise expectations and rules

**"Blank Matrix" Activity.** This activity is used to get student input on the examples in the matrix and use the responses to revise expectations or examples.

1. Provide students with the existing school-wide matrix, but with the specific examples in the boxes removed.
2. Ask students to write (or draw, if younger students) specific examples for each setting for each school-wide expectation (i.e., fill in the boxes with actions).
3. Use the results as follows:
  - a. If many students cannot identify examples for particular expectations, consider revising or reteaching those expectations.
  - b. Use the student-provided specific examples in place of staff-generated ones (to make the matrix more "student friendly").

### **Step 3: Revise Expectations and Matrix Based on Feedback**

Summarize the information from Step 2 to revise the expectations and matrix. Assess whether the existing expectations are valued by stakeholders. Note, you may need to generate options for new expectations or specific examples for the matrix.

### **Step 4: Assess New Options for Expectations and Matrix Based on Critical Features of Effective Practices (Revise as Needed).**

- Has all expectations and settings in the school across top and side of matrix
- Specific examples (in the boxes) are positively stated (describe what TO DO, not what not to do)
- Examples are written in student-friendly language
- Examples are best actions for how to show the expectation in that setting
- Examples include the positive alternative to the most common unwanted behavior in that setting
- Examples are active behaviors (not "Refrain from...")
- Examples are small in number (between 2 and 5 examples per box)

### **Step 5: Agree on New Expectations and Matrix**

Seek to make decisions based on consensus. If it is difficult to find consensus, consider using input from more marginalized groups. Consider a student vote among a few possible options.

### **Step 6: (Re)Introduce, Teach, and Practice the New Expectations and Matrix with Students and Share with Families and Community Members**

Use active lessons and practice, as opposed to simply sharing the matrix with students and families.

# Personal Matrix

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

A **PERSONAL MATRIX** (or Behavior Dictionary) is a tool, classroom teachers can use to draw on student prior knowledge regarding behavior expectations (validate and affirm) and identify where connections need to be bridged and/or built. School personnel articulate expectations in the school setting, and students are asked to reflect on expectations in other settings in their lives. This dictionary can be used to help reteach and help students learn code-switching while allowing teachers to learn how the expectations may have been taught to fluency previously. This activity allows school personnel to check for prior knowledge and understand where there may be cultural gaps between home and school, and where additional instruction may be necessary.

- As a class, Schoolwide expectations are identified and operationalized in the “at school” column
- Students are then asked to complete the **At Home** and **In My Neighborhood** columns individually
- Discuss how expectations might be different at home compared to school.
- Discuss how expectations might be different in their neighborhood with their friends compared to school or home.
- Ask students to compare examples in each row and share similarities and differences in expectations across settings
- Have students practice examples at school and tell them you will remind them when to switch to school expectations if they need extra help
- Where differences are identified between school and other settings, school personnel can reflect on the following question: **Are the different school rules necessary for positive student development?**
- If NO, then change the school expectations to align them more closely with the home and neighborhood
- If YES, acknowledge these differences explicitly and provide additional teaching, practice and acknowledgement to code-switch effectively

School-wide Expectation	At SCHOOL It looks like...	At HOME It looks like...	In my NEIGHBORHOOD it looks like...
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Tell an adult if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>• Protect your friends and family</li> <li>• Don't talk back</li> </ul>	<ul style="list-style-type: none"> <li>• Stick up for your friends</li> <li>• Don't back down</li> <li>• Look the other way</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>• Treat others how you want to be treated</li> <li>• Include others</li> <li>• Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Do exactly what adults tell you to do</li> <li>• Don't stand out</li> <li>• Don't bring shame</li> </ul>	<ul style="list-style-type: none"> <li>• Text back within 30 seconds</li> <li>• Be nice to friends' parents</li> <li>• Share food</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Do my own work</li> <li>• Personal best</li> <li>• Follow directions</li> <li>• Clean up messes</li> </ul>	<ul style="list-style-type: none"> <li>• Help your family out first</li> <li>• Own your mistakes</li> <li>• Share credit for successes</li> </ul>	<ul style="list-style-type: none"> <li>• Have each other's backs</li> <li>• Own your mistakes</li> <li>• Check in about what to do</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?