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| **Implementation Snapshot**  **TFI Implementation Feature: Behavioral Expectations (1.3)** | |
| ***What is it?***  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. | |
| ***Scoring Criteria:***  0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number  1 = Behavioral expectations identified but may not include a matrix or be posted  2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (e.g. matrix) AND at least 90% of staff can list at least 67% of the expectations | ***Possible Data Sources/Implementation Products***   * TFI Walkthrough Tool * Staff handbook * Student handbook * Teaching Matrix with expectations defined based on data, feedback from faculty, staff, and families |
| ***Supporting Implementation:*** | |
| **Role of District Coordinator:**   * Provide resources for production of matrix and other visual communication tools expectations (e.g., posters) * Meet with coaches to review matrices and classroom alignment * Review opportunities for alignment with strategic planning goals and social/behavioral needs   **Role of Administrator:**   * Include time during staff or grade level/department meetings to allow coach and team to discuss expectations matrix * Include classroom alignment with school-wide expectations * Review implementation outcomes and alignment with strategic planning goals and social/behavioral needs * Review academic and social/behavioral data with RTI2-B team * Arrange for additional support as needed   **Role of Coach:**   * Attend Tier I training with team * Support team action planning * Communicate with district coordinator for necessary resources * Review TFI and relevant training tools to ensure fidelity | **Role of Team:**   * Attend Tier I Training * Draft behavioral expectations and matrix * Gather input from students and staff on behavioral expectations * Develop plan for displaying matrix and school-wide expectations in applicable locations * Plan for including matrix in school documents (e.g., family communication, student planners, school website) * Help staff align classroom rules with school-wide expectations * Plan for on-going review of matrix to meet needs of school   **Role of Staff:**   * + Participate in development of expectations matrix   + Elicit student input   + Align classroom rules/expectations with school-wide expectations and display in classroom   **Role of Student, Family, and Community**   * Be familiar with school-wide expectations * Consider use of school-wide expectations at home * Provide feedback as necessary |
| ***Additional Resources and Research*:** | |
| **Practitioner Resources**   * TBSP Videos: Focusing on Positive Behavior * TBSP Practice Briefs: RTI2-B Overview Brief, Behavioral Expectations Tip Sheet * TBSP Materials: Example Behavioral Expectations Matrix, Example Behavioral Expectations Posters   **Research**   * A dependable system of rules and procedures provides structure for students and helps them be engaged with instructional tasks (Brophy, 1998) * Clearly stating expectations and consistently supporting them lends credibility to a teacher’s authority (Good & Brophy, 2000). * Use of expectations and rules provides a guideline for students to monitor their own behavior and they remind and motivate students to meet certain standards (Newcomer, 2009) * Positive behavior support: Teaching and acknowledging expected behaviors in an urban high school (Morrissey, Bohanon, & Fenning, 2010) * Social expectations and behavioral indicators in school-wide positive behavior supports: A national study of behavior matrices (Lynass et al. 2012) * Using the schoolwide expectations survey for specific settings to build expectation matrices (Lane et al. 2018) | |