

### Tips for Teaching School-Wide Expectations

- Provide an overview of the school-wide positive behavior plan to all students (and staff):
  - Highlight the big 3-5 school-wide expectations in a fun and engaging way.
  - Set the stage for more intensive and area-specific teaching to occur in the classrooms.
  - Choose a meeting arrangement that works best for presenting information to all students: this may be in a large group or a small-group
- Emphasize the positive aspects of the plan! Make sure students leave this meeting with an understanding of how they will be recognized and acknowledged for following the expectations (e.g., rewards, tickets, activities, acknowledgements)
  - Some rewards might be as often as each class, daily, weekly, and others may occur monthly and bi-yearly.
  - Rewards should occur at the classroom-level, grade-level, in teams, and across the school.
- Make it Visual! Use an engaging method to communicate the school-wide expectations and the plan for student acknowledgments.
  - This presentation should include a power point or a video that summarizes the school-wide expectations, provides examples of behaviors, and highlight ways that students will be acknowledged for following expectations. (See example)
  - Power point and videos can be easily re-used new students enroll in the school and updated for at throughout the school-year for re-teaching.
- Get everyone on board: All staff members should be fully informed and involved in supporting the school-wide expectations and acknowledgement plan.
  - Create a substitute packet to teach subs how to maintain consistency when teachers are absent.
  - Involve families and create a new family folder for students who are new to the school or miss the beginning of the year roll-out.

### Tips for Area-Specific Lesson Plans

- Teach area-specific expectations in the classroom using a consistent lesson plan created to use across the school.
- Teach behavioral expectations as you would any curriculum standard. In the lesson plan, target the specific behavior you want to see (see plan book example):
  - Teach the expectation (use a video or visual presentation method).
  - Incorporate guided release into the plan (I Do, We Do, You Do)
    - Model non-examples and examples (clearly label the behaviors are that examples of how to act in a specific area and label behaviors are non-examples of how to act, too).
    - Provide practice with time for questions and feedback.
- Make it Visual! The behavior team can create short videos (with a smartphone) that provide clear examples and non-examples of behaviors specific to different areas in the school.
  - Staff provides the model of non-examples & students model examples.
  - Use these videos to support the “TEACH” portion of a behavior lesson plans; re-use with new students and re-teaching throughout the school-year.
  - Share with teachers through YouTube, Google-Drive, or Drop-Box.
- Provide professional development for teachers. Bring teachers together in a small group to review the lesson plans before they are expected to teach them.
  - Practice the plans, ask questions, and seek clarity about how to execute the plans. ‘
  - Give teachers everything they need to be successful. This means the behavior team should take on the responsibility of preparing a lesson plan book and materials to support those plans (see example).
  - Listen to teachers’ concerns and make plans to provide further support to teacher who need it.
    - Keep it positive: teaching behaviors to students should be viewed an opportunity to provide instruction, guidance, and positive correction.
    - This is especially important at the onset to establish expectations for teachers and strengthen buy-in.

BEHAVIOR LESSON PLAN BOOK EXAMPLE

**AREA:** HALLWAY  
**TIME ALLOTTED:** 15-20 minutes  
**MATERIALS:** 2-3 adults – Hallway Video

Label the SPECIFIC AREA in the school addressed by the lesson plan, the materials needed, and approximate lesson length.

**Our School Expectations**

<b>Be Respectful</b>	<b>Be Responsible</b>	<b>Be Safe</b>
1. Face front. 2. Keep personal space. 3. Follow directions.	1. Quiet 2. Leave property alone.	1. Walk on right. 2. Hands and feet to self.

**TEACH:** State the objective, ask students to re-state in student-friendly language, and refer to the expectations matrix. Next teach the behavior—explain and describe the behavior with examples and non-examples of how to act. Support teaching with a visual example or a video. Then, let students share and discuss what they learned and noticed.

- A. Provide an overview the lesson: “Today we are going to talk about how “we are respectful, responsible, and safe in the hallway.”
- B. Guided Discovery: Ask for students to share their understanding: “Could someone tell us what we are going to learn and practice today?”
- C. Definition of **Our School Expectations** for the hallway: See above matrix for expectations.
  - Show the Hallway Video and walk through the expectations.
  - Discuss the detail of the expectations with students.

**MODEL (I Do and We Do):**

Demonstrate what the behavior looks and sounds like and what it doesn’t look and sound like beginning with the non-examples of the behavior.

Also, as you demonstrate, think-aloud about why each non-example does not represent the expectation. Then ask students to voice other non-examples and thoughts about why the non-example does not align with the expectations.

Repeat for examples of the behavior: again, include a model, think-aloud, and opportunity for discussion.

- A. Non-examples: Demonstrate non-examples of the expectation in the specific area.
  - 1. Respectful – Show an example of not facing front. Think aloud about to students about why this is a non-example of being respectful. Then, ask students to share other non-examples of Being Respectful in the hallway.
  - 2. Responsible - Show an example of not leaving property alone (i.e., taking a pencil eraser along the wall, hitting or fiddling with a locker). Think aloud about why this is a non-example of being responsible. Talk with students about how else a person might not be following the Responsible expectation in the hallway.
  - 3. Safe - Show example of not walking on the right, but on the left. Think aloud about why this non-example is not being safe. Talk with students about how else a person might not be following the Safe expectation in the hallway.

Preparing to Teach School-wide and Area-Specific Expectations

- B. Examples: Choose a couple of students to “show” examples of what the desired behaviors look and sound like for the class.
1. Respectful – Show an example for facing forward, keeping personal space, and following directions. Have students line up in the hallway and face forward, use an arm length to show personal space, and use hallway expectations
  2. Responsible – Show an example of being quiet and leaving property alone. Have the students show not talking (silence) and keeping hands to their sides as they walk down the hall.
  3. Safe – Show an example of walking on the right side of the hallway. Have the students show all previous hallway expectations and include them walking on the right side of the hallway.
- C. Discussion: What does “Being Respectful, Responsible, and Safe” look and sound like in the hallway. Allow students to share with each other, then with the whole class. Finish up by re-emphasizing strong examples of the desired behavior for the entire class.

**PRACTICE (You Do) & CLOSURE:**

Go to the specific school area (if possible). Get students up and actively engaged in practicing the expected behaviors.

Then, provide closure. Prompt students to ask questions, respond by giving examples. End with a summary of big take-aways for the lesson.

- A. Have all students line up on the right side of the hallway and have them walk down a hallway and back, with the adult monitoring.
- B. Debrief with students any questions. “Are there any questions you have about being respectful, responsible, and safe behavior in the hallway?” If, there are no questions, ask questions like, “what is an example of being safe in the hallway?” and “what is an example of being respectful in the hallway?”.
- C. Summarize the examples of what the desired behaviors look and sound like for the class.