



# Colorado PBIS Initiative

## Implementation Snapshots



### Snapshot: Develop Lesson Plans for Teaching Expectations and Rules

#### **Benchmarks of Quality (BoQs):**

- A behavioral curriculum includes concept and skill level instruction
- Lessons include examples and non-examples
- Lessons use a variety of teaching strategies
- Lessons are embedded into subject area curriculum **and use a variety of culturally relevant examples**
- Faculty/staff and students are involved in development & delivery of lesson plans
- Strategies to reinforce the lessons with families/community are developed and implemented
- **Families have a coordinated behavioral curriculum example for home**
- **Families are involved in development of home curriculum**
- **Families receive guidance and support in implementing home curriculum with their children**

#### **Implementation Products and Outcomes:**

- System to support staff to teach school-wide expectations
- Collaboratively developed lesson plans for initial instruction, on-going booster sessions for reminding and re-teaching, embedded instruction within academic instruction

#### **Research:**

- Algozzine, B., Wang, C., & Violette, A.S. (2011). Reexamining the Relationship Between Academic Achievement and Social Behavior. *Journal of Positive Behavior Interventions*, 13 (1), pp. 3-16.
- Procedures and routines create structure
- Repetition is key to learning new skills:  
For a child to learn something new, it needs to be repeated an average of 8 times
  - Adults average 25 (Joyce and Showers, 2006)
  - For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (Harry Wong)
- We can no longer assume:
  - Students know the expectations/rules and appropriate ways to behave
  - Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling
- We **must assume**:
  - Students will require different curricula, instructional modalities, etc... to learn appropriate behavior
  - We need to teach expectations/rules and appropriate behaviors as effectively as we teach academic skills

#### **What is it?**

- Lessons are developed to teach expectations and rules
- Lessons include examples and non-examples and a variety of instructional methods and are embedded with academic instruction

#### **Supporting Implementation:**

##### Role of PBIS Regional TAC:

- ☐ Provide examples of lesson plans and lesson planning formats for specific behaviors and expectations
- ☐ Provide connections to community and school district resources (e.g., technology for creating school videos)

##### Role of Administrator:

- ☐ Include time during staff or grade level/core/department meetings to allow coach and team to facilitate the development and teaching
- ☐ Include lesson plans as part of "look for" of walk through
- ☐ Allocate resources (e.g., team meeting time, time for team to work with staff/students)
- ☐ Arrange for time to teach expectations to ALL students, school-wide
- ☐ Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs

#### **Supporting Implementation:**

##### Role of Coach:

- ☐ Provide examples of lesson plans and lesson planning formats for specific behaviors and expectations.

##### Role of Team:

- ☐ Review sample lesson plans and lesson planning formats for best contextual fit for your school
- ☐ With coach and administrative support, draft action plan to provide initial instruction, on-going instruction, and opportunities/examples of embedding with academic curriculum
- ☐ Develop a schedule for initial, on-going, and embedded instruction to teach expectations
- ☐ Plan for ways to teach students and adults new to the building (e.g. video models)



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### ***Supporting Implementation:***

#### Role of Staff:

- ☐ Participate in staff development to learn about developing lesson plans for teaching expectations and rules
- ☐ Contribute to developing lesson plans
- ☐ Commit to teaching expectations to ALL students
- ☐ Serve as a model to demonstrate expectations
- ☐ Working with colleagues during grade level/core/department meetings or other times to identify contextual fit for embedding instruction and practice for expectations into academic instruction

### ***Supporting Implementation:***

#### Role of Students, Family, and Community:

- ☐ Model what is taught in the schools
- ☐ Provide feedback as necessary