



### BoQ Critical Element: *Lesson Plans for Teaching Expectations*



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- 29. A behavioral curriculum includes teaching expectations and rules
- 30. Lessons include examples and non-examples
- 31. Lessons use a variety of teaching strategies
- 32. Lessons are embedded into subject area curriculum
- 33. Faculty/staff and students are involved in development & delivery of lesson plans

Adapted from Maryland PBIS & FL PBIS Project



### BoQ Critical Element: *Lesson Plans for Teaching Expectations*

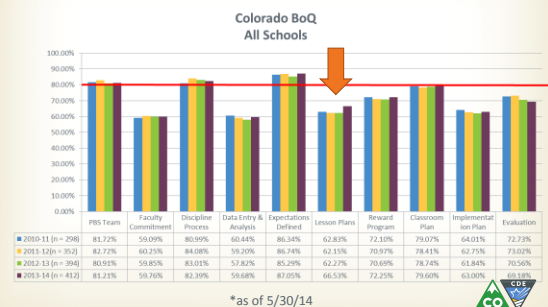
- 34. Strategies to share key features of SWPBIS system with families/community are developed and implemented

- 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

Adapted from Maryland PBIS & FL PBIS Project



### BoQ Scores by Element All Colorado PBIS Schools



#### My School's Expectations

Be Safe  
Be Respectful  
Be Responsible

Once you have developed school-wide expectations, it is not enough to just post the words on the walls of the classroom...

**YOU MUST TEACH THEM!**



### Why Develop a System for Teaching Behavior?

#### Old assumptions...

- Students know the expectations/rules and appropriate ways to behave
- Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling

#### New way of thinking...

- Students require different curricula, instructional modalities, etc. to learn appropriate behavior
- We need to teach behavior/social skills as effectively as we teach academic skills



## Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
  - For a child to *learn something new*, it needs to be repeated on average of 8 times
  - 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)



## Behavioral Errors

### More often occur because:

- Students do not have appropriate skills- "Skill Deficits"
- Students do not know when to use skills
- Students have not been taught specific classroom procedures and routines
- Skills are not taught in context



## Teaching Academics & Behaviors



Expectations & behavioral skills should be taught & recognized in natural context



## Why Embed Expectations into Curriculum?

- Behavior curriculum does not have to be separate
  - ESW Content Standards
- Helps to eliminate time crunches
- Provides a rationale for student- helps students to see how the expectations fit into everyday life
- Meets best practices approach
  - Hands on activities
  - Meets all learning styles (oral, visual, kinesthetic)
  - Higher order learning activates (synthesize, analyze, etc.)



## Specially Designed Lessons

- Provide initial lesson plans and/or lesson plan format for teachers to begin teaching behavior
- Build on what you have
  - Random Acts of Kindness lessons
  - Second Step lessons
  - Bully Prevention lessons
- Develop a system for expanding behavior lesson plan ideas throughout the year
- Determine the minimum requirements for teaching behavior (i.e. how often)



## Lesson Plans: Two Levels

- **Level 1: Concept Development (Expectations)**
  - Broad expectations
  - Applicable to all settings
- **Level 2: Skills (Rules)**
  - Observable behaviors
  - Rules for specific settings

## Guidelines for Teaching Expectations: Concept Level

### Teach As You Teach Core Academics:

- Define in terms that students will understand
- List critical attributes
- Provide examples and non-examples
- Enhance concept development
- Check for understanding
- Extend concept development
- Acknowledge efforts
- Re-teach and restructure teaching

## Guidelines for Teaching Rules: Skill Level

- Identify problem settings
- Review school-wide expectations
- Describe the specific, observable skill(s) for a targeted location and provide examples and non-examples
- Engage students in an activity that will allow them to practice the desired behavior
- Reward appropriate behavior

## Creative Ideas: "Putting it into Practice"

- Provide students with a script that includes actions and words expected
- Rotate students through different settings
  - Teach the behaviors in the setting where the behaviors are expected to occur
- Have classes compete to come up with unique ideas (student projects, bulletin boards, skits, songs, etc...)
- Video students role-playing to teach expectations and rules and show during morning show

## Creative Ideas: "Putting it into Practice"

- Ask students to practice at home as "interactive homework, teaching their families"; families can comment and call or send feedback
- Embed teaching of behavioral expectations in all content areas
  - How we are being "safe" when we are working on a science experiment
- Tap into culturally relevant examples and role models
  - "How did Martin Luther King demonstrate Respect"?

## Embed CR-PBIS in Teaching of Behavioral Expectations

*Remember to use same solid teaching practices used in all content areas when teaching SW behavioral expectations, such as:*

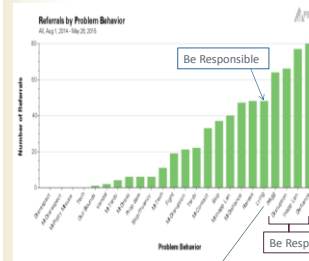
- Sheltered Instructional practices for ELLs
- Examples from wide range of ethnicity & cultural groups represented in your school
- Use call & response, music, movement, visuals
- Teach early and often!!

## Booster Trainings

- There will be times when we all need a more intensive refresher across campus, at home and in the community
  - When might those times may be?
    - Hint: Use your data!
  - What will the format booster training look like?
- How will you introduce/teach new students, staff and families?



## Using Data to Make Decisions about Teaching

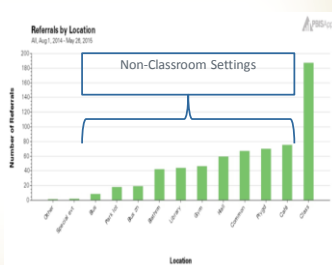


- Your school's expectations are:
  - Be Safe
  - Be Respectful
  - Be Responsible
- Each month your school focuses on teaching one expectation during homeroom and in the ISS room
- How do you decide what to teach?

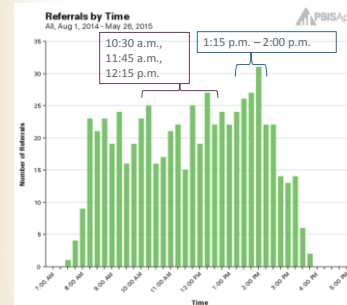


## Using Data to Make Decisions about Teaching

- Where are the behaviors occurring?
- Who should re-teach the behaviors in these settings?



## Using Data to Make Decisions about Teaching



- What time of day should we focus on re-teaching?
- What is going on in our building during these times? (match to daily schedule)



## Strategies for Success

- Describe specific, observable behaviors for each expectation
- Adults model the desired behaviors
- Provide students with written and graphic cues in the setting where the behaviors are expected
- Acknowledge efforts
- Document your teaching plan – put it on the calendar!
  - When, How, Who, What
  - Teach throughout the school year



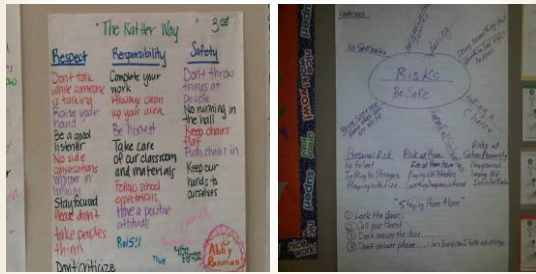
## Strategies for Success

- Allow students to participate in the development process
  - Adults only “demo” non-example of behavior
- Use “teachable” moments that arise in core subject areas and in non-academic times
- USE DATA
- Share key features of your PBIS system with families

10 Tips for Partnering with Families



## Examples Elementary



## VOICE LEVELS

0 = No Talking



1 = Whisper



2 = Two Person Conversation



3 = Group Conversation



4 = 911



Conrad Ball  
MS Voice  
Levels Video



### COOL TOOL OF THE WEEK

SCHOOL WIDE EXPECTATION: Be Respectful  
NAME OF THE SKILL: Leave Your Attitude At The Door

PURPOSE OF THE LESSON: IT'S IMPORTANT!  
1. To establish a respectful way to speak to people even when a person is angry or upset about something.  
2. To practice and maintain good manners.

TEACHING EXAMPLES:  
1. You wake up late and had to rush around your house to make it to school on time. You were very upset with you and kept telling you to be more responsible. By the time you arrive at school you are upset and do not want to speak to anyone. One of your good friends greets you on the playground and you start to tell her how late you "Show up," but then you stop. Think and realize that you need to be respectful to other people. You look at your friend and say "I woke up late so I am a bit cranky this morning."  
2. Your mom and dad have been arguing every night, and you are worried that the family is going to be split apart. There has also been no more arguing that you have not been able to study for any of your tests. You try to get by until you receive an "F" on a paper and the teacher asks you if anything is wrong. You begin to yell at her to leave you alone, but you stop, think and realize you need to be respectful. You start to say everything is okay, but your eyes fill with tears and you feel her "what is happening at home. One talks to you and you begin to feel better because you have been able to speak to an adult."

KIDS ACTIVITIES/ROLE PLAYS:  
1. Discuss the importance of not taking out your angry feelings on another person.  
2. Role-play how to talk to someone about what is bothering them.  
3. Discuss why it's important to let an adult know what is going on because he/she may be able to help.

FOLLOW-UP/REINFORCEMENT ACTIVITIES:  
1. Praise students showing an attitude.  
2. Increase rewards (charitable cream treat).  
3. Compliment students/classrooms for working through the problem.

### The Tardy Project Video



## Other Examples....

- Vimeo website: <https://vimeo.com/groups/pbisvideos>
- Add other video teaching examples



## Team Time

### Outcomes

- Determine how school-wide expectations will be taught to staff and students (initially and throughout the year)
- Begin to develop lesson plans (see template)
- Determine expectation teaching schedule
- Complete action plan section (*Lesson Plans & Teaching*) identifying goals and tasks to be completed



### Reflection Questions

- How can you teach expectations and rules to staff and students?
- Can other staff members, students and/or family members be involved with the teaching?
- What is your schedule for teaching expectations throughout the year?
- How can you share your expectations and teaching tools with families and community members?

## Team Time



THIS VIDEO IS HOSTED AT:  
**WHOISTHEMONKEY.COM**



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Project Officer, Jennifer Coffey, PhD.

