

Why Teach Behavior Skills?

I will turn my cell phone off during class.
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Johns & Patrick

Adopting school-wide expectations promotes:

- A culture of consistency and fairness
- Behaviorally specific communication
- Development of a behavior curriculum
- Consistent reinforcement and correction of student behavior



School-Wide Expectations

- Small in number (3-5)
- Positively stated
- Modeled by all staff
- Acknowledged & corrected by all staff

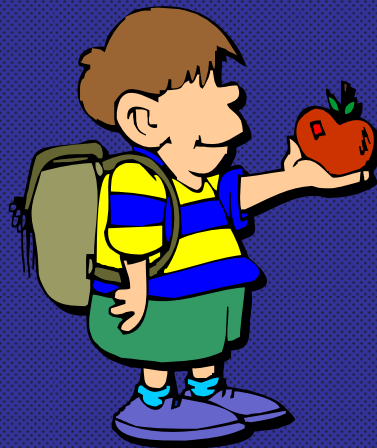


Expectations By Location

Define expectations using behaviorally specific, observable examples for all areas of campus:

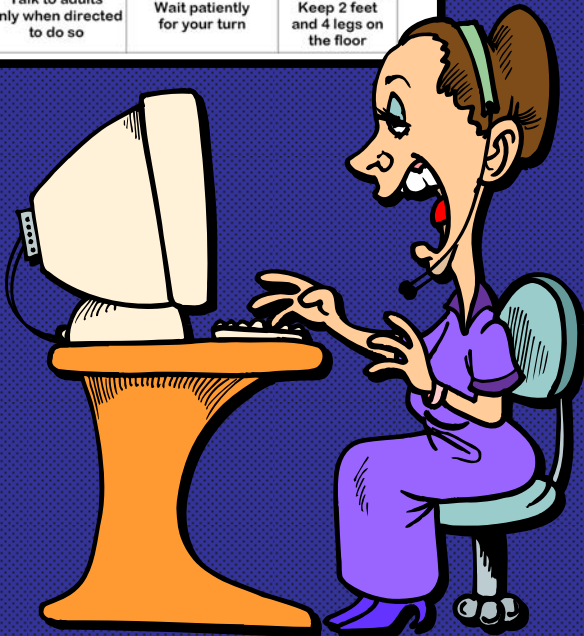
- Cafeteria
- Hallway
- Playground
 - Quad
 - Office
 - Library
 - Etc.

Cafeteria Expectations		
Be Respectful	Be Responsible	Be Safe
Only eat the food on your plate	Wait your turn in line	Leave space between you and others (in line)
Clean up your area: table and floor	All food & drink stay in eating areas	Walk at all times
Listen to all adults	Pick up trash around you - even if it's not yours	Keep all food off the floor



Behaviorally Specific Examples

Office Expectations		
Be Respectful	Be Responsible	Be Safe
Use polite language: "please," "thank you"	State your purpose politely	Keep hands to self
Wait in a single file line	Sign in and be seated	Keep feet to self
Talk to adults only when directed to do so	Wait patiently for your turn	While seated: Keep 2 feet and 4 legs on the floor



Identify specific, observable behaviors students will demonstrate in each location

Example:

Be in your seat with your pencil in hand when the bell rings

Non-Example:

Be prepared

Behaviorally Specific Examples

Focus on the expected behavior rather than the misbehavior

Example:

When others are talking, look at them, listen to what they are saying while keeping quiet

Non-example:

No talking

Library Expectations		
Be Respectful	Be Responsible	Be Safe
Use QUIET voices	Push in your chair	Keep hands & feet to yourself
Listen to instruction & directions	Sit and read once you have checked out your book	While seated: Keep 2 feet and 4 legs on the floor
Wait in a single file line	Use book paddle to mark the book's place	Walk at all times



ACTIVITY:

Example OR Non-Example?

Possible Hallway Expectations –

- Walk at all times
- No running

Possible Office Expectations –

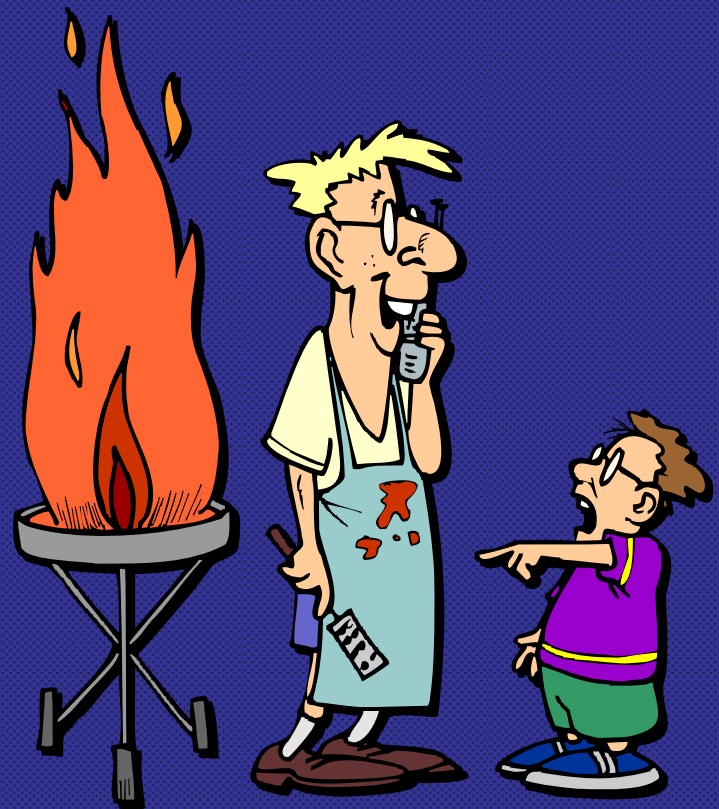
- Only speak when spoken to
- Wait to be addressed by the secretary before stating your question/concern



ACTIVITY Continued:

Example OR Non-Example?

- Were the examples positively stated?
- Did we only describe the behaviors we want to see more of?
- Are the examples observable?



Post the Expectations

PE Expectations		
Be Respectful	Be Responsible	Be Safe
Be a team player: encourage others	Show good sportsmanship: play by the rules	Sit as directed on numbers
Use inside voices in locker rooms	Return equipment to designated area	Use equipment as directed by an adult
Wear only YOUR PE uniform	Use only your assigned locker	This is a gum and food free zone



Expectations should be posted in easy-to-see places, close to where the targeted activities will take place

Take a Proactive Stance



Consistently teaching, acknowledging, and correcting a set of school-wide expectations creates an environment which sets students up for behavioral success.

Behavior Instruction 101

- Introduce the skill at a neutral (scheduled) time
- Model & practice the skill
- Provide behaviorally specific acknowledgement and correction



Behavior Instruction 101

- Consistently enforce the skills throughout the day
- Provide pre-correction and prompts
- Re-teach, when necessary
- Monitor/support students to skill mastery –
“until we get it right”





Week of:	Universal Expectation
September 19, 2011	Playground Expectations
September 26, 2011	Restroom Expectations
October 3, 2011	Cafeteria Expectations
October 10, 2011	Hallway Expectations
October 17, 2011	Library Expectations
October 24, 2011	Office Expectations
October 31, 2011	Assembly Expectations
November 7, 2011	Playground Expectations
November 14, 2011	Restroom Expectations

Expectation by Location

Library Expectations

Week of: ___ / ___ / ___

Library Expectations		
Be Respectful	Be Responsible	Be Safe
Use QUIET voices	Push in your chair	Keep hands & feet to yourself
Listen to instruction & directions	Sit and read once you have checked out your book	While seated: Keep 2 feet and 4 legs on the floor
Wait in a single file line	Use book paddle to mark the book's place	Walk at all times

Day of the Week	Library Expectations
Monday	<p>Explain the importance of being safe in the library. "What does it look like to be SAFE in the library?"</p> <ol style="list-style-type: none"> 1. Keep hands and feet to yourself 2. While seated: keep 2 feet and 4 legs on the floor 3. Walk at all times
Tuesday	<p>Explain the importance of being respectful in the library. "What does it look like to be RESPECTFUL in the library?"</p> <ol style="list-style-type: none"> 1. Use quiet voices 2. Listen to instruction and directions 3. Wait in a single file line
Wednesday	<p>Explain the importance of being responsible in the library. "What does it look like to be RESPONSIBLE in the library?"</p> <ol style="list-style-type: none"> 1. Push in your chair 2. Sit and read once you have checked out your book 3. Use book paddle to mark the book's place
Thursday	<p><u>Role-Play Positive Example:</u> Teacher: "Okay class, we are going to go to the library. Remember when we are in the library we use our whisper voices, we sit quietly, wait our turn to look for a book, and keep all objects to ourselves." Class: Walk in a quiet line to the library (hands and feet to self). Once inside sit down (without talking) and wait for instruction from the librarian. Librarian: "Thank you for coming in quietly and finding a seat. I will dismiss you by table to get your new books. While you are waiting your turn you can read your old book, work on homework, draw, etc., but remember to use your whisper voice."</p> <p><u>Role-Play Negative Example:</u> Teacher: "Okay class, let's all go to the library now." Class: All get up at the same time talking to one another, walk as a big group to the library. Once inside the library walk around talking to one another. Librarian: "Class, class – could you please sit down so we could get started?" Class: Continue wasting time. No one is able to check out a book.</p>
Friday	<p><u>Check for Understanding:</u></p> <ol style="list-style-type: none"> 1. Review with the class why it is important to use appropriate library behavior. 2. Talk about comments and concerns students voiced during the role-plays. 3. Optional: Use Library PowerPoint for review.



Actively Monitor New Skills

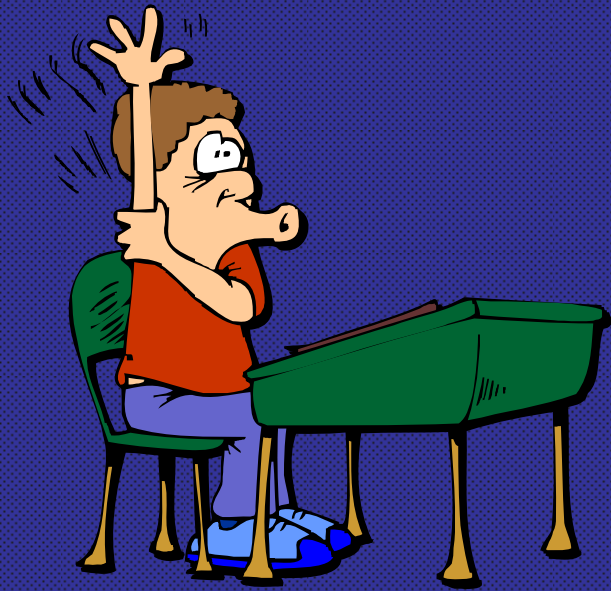


**Better no laws than
laws not enforced.**

Proverb

Classroom Expectations...

- Provide structure and consistency
- Allow teacher to create a positive environment
 - Provide legal, ethical, and professional accountability



Structure for Success

Teachers can enhance classroom management with explicit instruction and practice in behavioral expectations.

Cell
Phones
Turned Off
in Class



ACTIVITY:

Example OR Non-example?

Possible Classroom Expectations –

- No Talking
- Come in quietly, take out your assignment and begin working
- No rude, mean, unkind, or silly behavior
- Allow all opinions to be heard without criticism
- Come to class geared-up and ready to learn



ACTIVITY Continued:

Example OR Non-example?

- Were the examples positively stated?
- Did we only describe the behaviors we want to see more of?
- Are the examples observable?



Remember: when teaching new behavior...

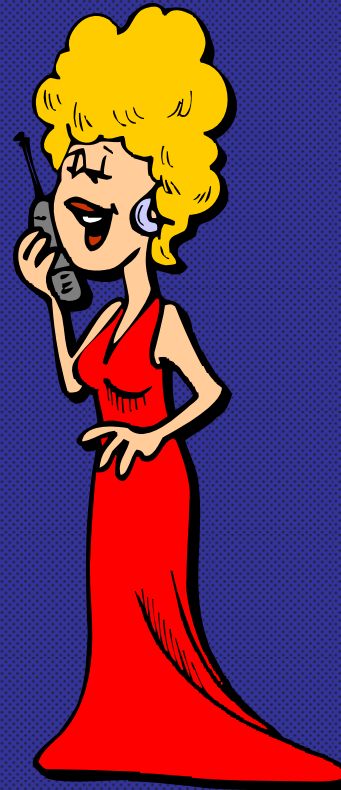
- Label the expectation
- Provide rationale for using the skill
- Model – provide examples & non-examples
- Role-play or practice skill use
- Reinforce the use of the new skill



PBS Coaches



Suzy Johns



Jacquelin Patrick