

The PBIS Resource Center at Arkansas State University

Positive Behavioral Interventions & Supports

Facilitator's Guide to PBIS Training

Module 5: *Developing PBIS Behavioral Expectations*



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PBIS Resource Center

Arkansas State Personnel Development Grant

Focus Area: Behavioral Expectations

Title of Training:

Module 5: Developing PBIS Behavioral Expectations

Suggested Training Time: 1-2 Hours

About this guide:

This guide and others in the series were developed to assist facilitators when presenting PBIS training modules to administrators, schools, districts, teams, and others interested in implementing PBIS.

What is included?

- The first part of this guide (pgs. 1 - 4) includes information to help facilitators prepare to present the training module.
- The main part of this guide includes a picture of each slide from the accompanying PowerPoint, with notes for presenting each slide.
- Throughout the guide are activities and examples that are not included in the accompanying PowerPoint presentation.
 - The activities will appear in a green text box with a **green star**. 
 - Examples will appear in a **blue text box** with a smiley face. 
- At the end of this guide are “homework assignments” (preparing for next steps), discussion questions, and resources for attendees.

Suggested pre-requisites to this training:

Module 1 (Philosophy and Overview of PBIS) will give more background about PBIS and help schools prepare for all future trainings.

Training Description:

This training module has been developed to guide implementers in selecting and defining behavioral expectations that are appropriate for their schools.

Training Sections:

Section 1 – Behavioral Expectations (Slides 2 - 16) pgs. 5 – 23

Section 2 – Turning Expectations into Behaviors (Slides 17 - 27) pgs. 24 – 40

Training Materials/Equipment Needed:**PowerPoint for Module 5: Developing PBIS Behavioral Expectations**

- Equipment to project the PowerPoint
 - Laptop computer
 - Multiple ways to access PowerPoint (downloaded on computer, flash drive, etc.)
 - Projector
 - Speakers, if needed
 - Microphone(s), if needed
 - Required connecting cables, extension cords, etc.
 - “Clicker” to advance slides
- Note on showing videos embedded in the PowerPoint presentation:
 - Before beginning your training session, put the PowerPoint in presenter mode and advance to the slides with embedded videos.
 - It may take a minute for video to load. Be patient.
 - Once video is loaded, a still shot with arrow to start the video will appear on the slide.
 - Click on arrow to check that the video works with your Wi-Fi.
- Provide links for participants to download the PowerPoint
- Only if necessary, provide a hard copy of the PowerPoint

Suggested Materials:

- Notepads
- Pens or pencils
- Easel and flip chart
- Markers
- Sticky notes

Handouts:

Physical and/or electronic copies of

- Mission Statement (pg. 14)
- Examples of Expectations (pg. 20)
- Guidelines for Defining Behaviors (pg. 28)
- Blank Behavior Matrix (pg. 34)

**Activities in this Training:**

- What are your school's values? (pg. 12)
 - Either project or distribute copies of the example mission statement (pg. 14)
- Guiding questions to create behavioral expectations (pg. 18)
 - Either project or distribute copies of the example of expectations (pg. 20)
- Behavior Matrix (pg. 33)
 - Distribute blank behavior matrix (pg. 34); download here:
<https://pbis.astate.edu/resources/tier-i-resources/defining-behavior-expectations/>

Essential Questions:

These essential questions will be addressed in this training module:

- Why should you have behavioral expectations?
- What are your school's values?
- How do you define the behavioral expectations? What do the behaviors look like?

Trainer Tips:

- Developing behavioral expectations is the cornerstone of PBIS. Everything will be based on these expectations – through all three tiers. They will be the “thing” that defines the school community and its values. They will be displayed all over the school, modeled, taught, and reinforced.
- This process may take some time, because it is so important. Schools will want to see a lot of examples, but ultimately, they will want something that truly defines their school(s) and their communities.
- Expectations are general, and their meaning will be different from place to place. It's important for the entire school community to agree on what they mean. For example, what does it mean to be respectful in the bathroom? Or in the cafeteria? What does it look like? Staff will be reinforcing behaviors, so they have to be observable and measurable.

Training Section One

Behavioral Expectations

Slides 2 - 16

Goals

Participants will understand

- The purpose for having behavioral expectations
- How to choose expectations based on their school's mission statement and values

Developing PBIS Behavioral Expectations

Module 5



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Slide #1

[Developing PBIS Behavioral Expectations]

- Images in this module were obtained at [google.com/images](https://www.google.com/images) unless otherwise specified.

Trainer Notes:

- In general, the purpose of PBIS is to provide systems of supports for improving social, emotional, and academic outcomes for ALL students. This module will go through the process of developing common behavioral expectations. These become the foundation for building systems for teaching and acknowledging the expected behaviors.

Behavioral Expectations

- PBIS is about cultural change.
- Cultural change occurs through behavior change.
 - Not random individual behaviors
 - Behaviors that reflect values
- Values reflected in small number of behavioral expectations

Slide #2

[Behavioral Expectations]

Trainer Notes:

- Cultural change has to be systematic, focusing on the critical values first. Behavioral expectations are three to five brief, positively stated values that exemplify the type of behavior schools want to see everyone displaying in the school. They are generally broad statements that reflect the values or behavioral concepts that are held as important to a school and its community. These expectations say, “This is what we value and strive to reach on a daily basis.”

Purpose Of Expectations

- Express beliefs/vision/mission of your school.
- Define how everyone should treat each other.
- Establish a basis for teaching behavior.

Slide #3

[Purpose of Expectations]

Trainer Notes:

- The school's mission statement typically outlines goals for student achievement and how the school will help students meet those goals. Behavioral expectations give schools a highly visual reminder of their common goals and the types of behavior that will be conducive to meeting those goals. They will guide schools in defining the specific behaviors they would like everyone in the school to use, and they will be the foundation for developing a plan for teaching students' behavior.

Without Clear Behavioral Expectations...

- Teachers individually determine acceptable social behavior.
- There is inconsistent teaching and monitoring.

Cannot teach correct behavior without clear, consistent expectations

Slide #4

[Without Clear Behavioral Expectations...]

Trainer Notes:

- Without a behavior curriculum or roadmap to follow, it is typically up to the individual teacher to determine what behavior is encouraged and allowed, and this determination is primarily made based upon personal levels of tolerance. As a result, there are wide variations of acceptable behavior throughout a building. Inconsistency in our response to student behavior is understandably very confusing for students. Establishing school-wide behavioral expectations in a school serves as a roadmap to follow for consistency and giving students a clear and consistent picture of which behavior is acceptable and which is not.

Start By Making A Commitment To:

- Address school-wide issues
- Develop specific, positively stated values
 - Proactive/preventive discipline
 - Common language
- Create predictable environment
- Ensure support from administration

Slide #5

[Start By Making A Commitment To:]

Trainer Notes:

- In order to begin developing the behavioral support systems that schools would like to see, it is important for everyone across the school, in all areas of the school, to be committed to a common discipline philosophy. Everyone needs to be on the same page. Once everyone is on board with a proactive, preventive philosophy, schools can create an environment where everyone understands the language and knows what to do. Before you can expect students to change their behavior, adults need to change the way they approach and respond to student behavior.



Critical Considerations

- Your school's mission or vision
- Your school's values
- Your school culture and climate
- Your students' behavior



Slide #6
[Critical Considerations]

Trainer Notes:

- It's important to consider several critical factors when determining what behaviors will be expected of your students and staff. This has to be personal to your school or district.



What Are Your School's Values?

- Based on your school's mission or vision statement, what *values* are most important?

Slide #7

[What Are Your School's Values?]

Trainer Notes:

- Ask teams to look at their mission statement or vision statement and highlight some key words that could define overarching goals for behavior.



ACTIVITY

What are your school's values?

Ask teams to look at their mission statement or vision statement and highlight some key words that could define overarching goals for behavior. Display the example mission statement handout (pg. 14) from the next slide.



Slide #8

[Mission Statement Example]

Trainer Notes:

- In this example, we pulled out some values: working together, providing learning opportunities, creating responsible, independent individuals, and giving students skills to be life-long learners. Behavior expectations will be for EVERYONE at the school, not just students.



EXAMPLE

Use this (the handout is also on page 14) for the activity from page 12. Ask teams to look at their mission statement or vision statement and highlight some key words that could define overarching goals for behavior.

MISSION STATEMENT

Working together we will strive to provide the highest learning opportunities for our students.

We aim to create responsible, independent individuals who have the skills to continue to grow and learn throughout their lives.



Values:

1. Responsible
2. Independent
3. Skillful
4. Growth Oriented
5. Learning Oriented

From The Example

- Values are clear.
 - Responsible
 - Independent
 - Skillful
 - Growth Oriented
 - Learning Oriented

Slide #9

[From The Example]

Trainer Notes:

- From these, a subset of values or behavioral expectations can be selected.



Think About Your School Environment

- Do students know what to do in every setting?
- Do physical or scheduling situations disrupt the flow?
- Do teachers consistently enforce rules and procedures?
- Are all children treated the same way?



Slide #10

[Think About Your School Environment]

Trainer Notes:

- These are some good questions to get teams thinking about their current environment. PBIS starts with changing adult behavior by creating consistency in how adults interact with students and address student behavior.



How Is Behavior In Your School?

- What are the most common classroom misbehaviors?
- What are the most common office referrals?



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Slide #11

[How Is Behavior In Your School?]

Trainer Notes:

- Another consideration in developing behavioral expectations is to think about what behaviors you would NOT like to see anymore, and work on teaching students a desirable replacement behavior (expected behavior). For instance, if students are often sent to the office for disruption, you might want to work to replace that behavior with “be respectful”. Have teams look at past data for things that stand out.



Guiding Questions

- On what three to five general behavioral expectations do you want to focus?
- Do those expectations fit with your mission?
- Do they compete with unwanted behaviors?

Slide #12

[Guiding Questions]

Trainer Notes:

- Have teams look at their list of values and behaviors that they would like to see in their school, using these guiding questions to refine the list.



ACTIVITY

Have teams refer to their list of values and behaviors that they would like to see in their school (from the activity on page 12) and use these guiding questions to refine their list.

An example for this activity is on the handout (pg. 20) on the next slide.



Examples Of Expectations

- Be responsible
- Be respectful
- Be prepared
- Be safe
- Be accountable
- Participate
- Cooperate
- Be productive
- Have integrity
- Be proud
- Be kind
- Be caring
- Make wise choices
- Be positive
- Make an effort
- Be dependable

Slide #13

[Examples Of Expectations]

Trainer Notes:

- Here are some examples of overarching behavior goals. Share with teams to help them in framing their expectations.



EXAMPLE

Display or print this example for the guiding questions on page 18 (the handout is provided on page 20). Have teams refer to their list of values and behaviors that they would like to see in their school (the previous activity) and use the guiding questions on slide #12 to refine this list.

Examples of Expectations

- Be responsible
- Be respectful
- Be prepared
- Be safe
- Be accountable
- Participate
- Cooperate
- Be productive
- Have integrity
- Be proud
- Be kind
- Be caring
- Make wise choices
- Be positive
- Make an effort
- Be dependable



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Examples

Be creative!

- Use your school colors, school mascot, or some other easily identifiable theme.

At Oakbrook Elementary School, We Expect:



P Personal Best
A Act Responsibly
W Work & Play Safely
S Show Respect

Slide #14

[Examples]

Trainer Notes:

- Here is an example of a set of expectations that a school chose and how they incorporated their school mascot. Teams can be creative! Encourage them to keep it simple and something that will be easy for everyone to remember, but also stay true to the school's values and the behaviors that they want to see in their school.



Slide #15
[SOAR Example]

Trainer Notes:

- Here is an example of a high school building's four school-wide expectations.

Collaborate!

Include all staff in developing expectations

- Share data, discuss mission statement
- Offer a list of choices of expectations
- Take a vote!

Surveys are available on the web.

Slide #16

[Collaborate!]

Trainer Notes:

- Because the expectations will be reflecting the beliefs and values of the school community, it is important to include all staff in the decision-making process. Once the team has studied the school's mission statement and discipline data, they should share these with the entire staff and give them an opportunity to vote which enhances buy-in. The team can use the results of the vote to make the final decision on what the three to five expectations will be.

Training Section Two

Turning Expectations into Behaviors

Slides 17 - 27

Goals

Participants will understand

- How to define behavioral expectations
- The importance of displaying expectations

Turning Expectations Into Behaviors

- What does it look like to “be responsible” or “be respectful”?
- What does it look like to be responsible in the hallway?
- What does it look like to be respectful in the bathroom?
- What does it look like in different classrooms (e.g., band room vs. the science lab)?

Slide #17

[Turning Expectations Into Behaviors]

Trainer Notes:

- The next step is to define expectations so that students know what to do. The desired behaviors may look different in different settings. For example, being respectful on the playground will look very different than being respectful in the cafeteria. On the playground, it might involve sharing equipment, while in the cafeteria it may be things like throwing away trash. From classroom to classroom, teachers may have different behaviors that reflect the expectations (although some consistency is important). Classroom teachers will need to think about settings and transitions within the classroom that will require different behaviors.

Expectations vs. Behavior Rules

- Expectations

- Three to five overarching school-wide expectations

- Behavior Rules

- Specific **tasks** students are to do to achieve school-wide expectations

Slide #18

[Expectations vs. Behavior Rules]

Trainer Notes:

- Once you have your expectations, it's time to define what they look like in various settings by creating a behavior matrix that includes specific behavior rules for each setting. Behavior rules tell students specifically what to do in order to meet the behavior expectation in each setting. For instance, if the behavior expectation is "be responsible", the behavior matrix may include "arrive on time" as a behavior rule for being responsible in the classroom.

Guidelines For Defining Behaviors

- Use POSITIVE language (what to do).
- Be brief.
- Use simple language.
- Use pictures for very young children.
- Use STUDENT VOICE (in secondary).
- Definition needs to be observable and measurable.

Slide #19

[Guidelines For Defining Behaviors]

Trainer Notes:

- These are guidelines to remember when turning your school-wide expectations into behaviors. The behavior rules need to be short, positively stated, observable, and measurable.



EXAMPLE

Guidelines for Defining Behaviors

The guidelines above are on page 28 and can be used as a handout.

GUIDELINES FOR DEFINING BEHAVIORS

- Use POSITIVE language (what to do).
- Be brief.
- Use simple language.
- Use pictures for very young children.
- Use STUDENT VOICE (in secondary).
- Definition needs to be **observable and measurable.**

School-wide Matrix

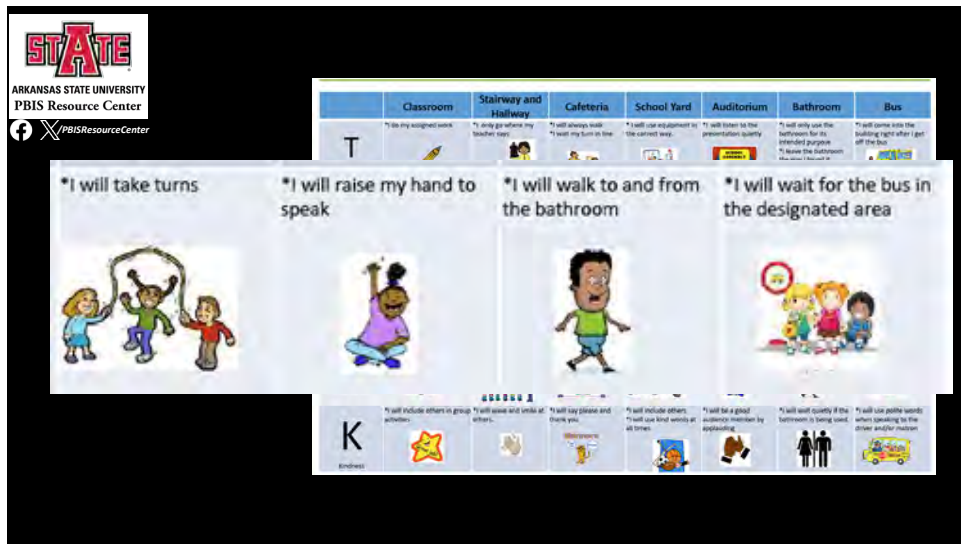
Lincoln Lakers are...	ALL Classrooms	Hallway	Playground	Bathroom	Cafeteria	Bus
	- Respect others - Respect yourself - Respect the classroom	- Quiet voices - Quiet feet - Respect others property	- Include others - Respect others - Respect the playground	- Give people privacy - Use quiet voices - Wait your turn	- Use quiet voices - Use manners - Respect the cafeteria	- Respect others - Respect yourself - Respect the bus
	- Always try your best - On task - Prepared and on time	- Single file line - On time - Hold materials correctly	- Play by the rules - Line up on time - Return equipment	- Flush toilet - Wash your hands - Put trash in garbage cans	- Take what you will eat - Wait your turn in line - Use time wisely	- Be on time - Use talking voice - Clean up after yourself
	- Use equipment correctly - Keep hands and feet to self - Ask permission to leave	- Walking feet - Facing forward - Hands and feet to self	- Use equipment correctly - Dress for the weather - Hands and feet to self	- Walk to and from bathroom - Keep water off the floor - Use bathroom correctly	- Walk at all times - Clean up after yourself - Use equipment correctly	- Stay seated - Wait your turn - Walk at all times

Slide #20

[School-wide Matrix]

Trainer Notes:

- These are guidelines to remember when turning your school-wide expectations into behaviors. The behavior rules need to be short, positively stated, observable, and measurable.



Slide #21

[School-wide Matrix]

Trainer Notes:

- Here is another school example with some different areas highlighted. Again, these are very brief, positive, and simple definitions of what behaviors are expected. It's also important to note that each cell uses "I will" statements.



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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 and drink stays in eating areas	Walk at all times
Listen to adults	Pick up trash around you – even if left by others	Keep all food off the floor

Slide #22

[Cafeteria Expectations]

Trainer Notes:

- This is an example of what it looks like to be respectful, responsible, and safe in a cafeteria. Note how the behavior rules are short, positively stated, measurable, and observable.

Assembly Expectations	
Safe 	• Hands and feet to self. • Sit criss-cross in row.
Respectful 	• Enter and sit quietly. • Attention on presenter(s). • Voices off unless prompted by adult.
Responsible 	• Applaud with hands, not voice. • Follow teacher directions.

Slide #23

[Assembly Expectations]

Trainer Notes:

- Here is another example of how expectations are defined. This time they are specific to a setting instead of geographical part of the school. Students will know exactly what behavior is expected when they attend an assembly. Even here there could be greater positivity.

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BELLFLOWER MIDDLE/HIGH SCHOOL
THE BELLFLOWER BUC COMMUNITY IS COMMITTED TO SUPPORTING THE LEARNING AND BEHAVIOR NEEDS FOR ALL STUDENTS THROUGH POSITIVITY, RESPECT, INTEGRITY, DEDICATION, AND EXCELLENCE!

	POSITIVITY	RESPECT	INTEGRITY	DEDICATION	EXCELLENCE	
CLASSROOM	- Value others' feelings - Have positive class participation - Be helpful to others	RESPECT - Speak when appropriate - Listen actively - Value school property - Follow class procedures - Use appropriate language - Treat others the way you want to be treated				
		COMMON AREAS (Quads, Walkways, Stairways, Cafeteria, Bucs Cove)	- Support school activities - Use appropriate language - Follow the rules of the road when walking - Keep areas beautiful - Be patient in lines - Set good examples			
			- Be polite and courteous - Share the space - Keep voices low - Keep hands to self - Observe surroundings - Properly dispose of own trash			
BATHROOMS	- Wait patiently - Bathroom business only	- Clean up after yourself - Use bathroom supplies appropriately				

THE BELLFLOWER COMMUNITY IS WORKING TOGETHER TO ENSURE ALL STUDENTS DEMONSTRATE PERSONAL RESPONSIBILITY, COMMUNICATE EFFECTIVELY, WORK COLLABORATIVELY, USE HIGHER ORDER THINKING SKILLS, AND PRODUCE HIGH QUALITY WORK, UPON GRADUATION.

WE EXPECT ALL BUCCANEERS TO DEMONSTRATE BUC P R I D E !

Slide #24

[Bellflower Middle/High School Expectations]

Trainer Notes:

- This is an example of a high school behavior matrix.



ACTIVITY

Behavior Matrix

Have teams think about and list all of the areas and settings of their school for which they want to define expectations. Give them copies of the blank behavior matrix (see pg. 34), which can be downloaded here: <https://pbis.astate.edu/resources/tier-i-resources/defining-behavior-expectations/>.

Then have teams go back to the expectations they developed in the first section of this module, and practice defining them for one specific area of their school.

Behavior Matrix

Settings

Expectations									

Use Lots Of Visual Displays!



Slide #25

[Use Lots Of Visual Displays!]

Trainer Notes:

- These next few slides are some examples of visual displays at various schools around the country. Expectations need to be highly visible. The idea is to work towards having the expectations and behavior become an inherent part of the school.



Slide #26

[Southern Elementary Examples]

Trainer Notes:

- Here are some more examples. The photo on the left shows bus expectations displayed in the bus pick-up and drop-off area. The banners on the right are very powerful visuals that show what values are really important to the school.



Slide #27

[Hallway Reminder Examples]

Trainer Notes:

- Finally, here are some hallway reminders. These displays are very creative and stand out well so that passers-by will notice them.



Do It With Fidelity!

Tiered Fidelity Inventory (TFI)

- Efficient, valid index of extent to which PBIS core features are in place
- Section 1.3 Behavioral Expectations



Slide #28

[Do It With Fidelity!]

Trainer Notes:

- The TFI is an important tool in the PBIS implementation process. It can be used in the development stage, and then used in an ongoing manner to ensure all core features are in place. The TFI highlights each critical component of PBIS. Section 1.3 of the TFI covers behavioral expectations. See next slide.



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1.3 Behavioral Expectations

Subscale: Implementation

Feature	Data Sources	Scoring Criteria
1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	TFI walkthrough tool Staff handbook Student handbook	0 = Not implemented 1 = Partially implemented 2 = Fully implemented 0 = Behavioral expectations have not been identified, are not all positive, or are more than five 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 (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations.

Main Idea: Having school-wide, positive expectations is among the best ways to establish a positive social culture.

Slide #29

[1.3 Behavioral Expectations]

Trainer Notes:

- This is the section of the TFI that measures the fidelity of implementation of behavioral expectations. At this stage, teams can use this as a guide to inform their implementation.

Summary

- Make a commitment to proactive/preventive discipline.
- Assess your current situation.
- Assess student behavioral data.
- Collaborate to determine behavior goals.
- Choose three to five overarching behavioral expectations.
- Create behavioral rules for all settings.
- Create visual displays throughout school.
- Use TFI to measure fidelity.

Slide #30

[Summary]

Trainer Notes:

- Here is a summary of what we highlighted. The main idea is to develop overarching behavior expectations that fit the school's needs and values, and then define them in simple terms so that everyone in the school will know what behavior is expected from them. This is an important first step, as the expectations will be the foundation for teaching and reinforcing behavior.

Discussion Questions:

The questions below will help schools continue to develop their expectations with their school staff and community.

School-wide Behavior Expectations

1. How will you get consensus on what values represent your school community?
2. What behaviors would you like to see from students?
3. How will you develop school-wide expectations with staff?
4. How will you communicate information about school-wide behavior expectations to staff and parents?

School-wide Behavior Matrix

5. In what areas of your school will you define behavior expectations?
6. How will you develop the behavior matrix with staff?
7. How will you communicate the information about the behavior matrix to staff and parents?

Resources:

- Missouri PBIS Website – Clarifying Expected Behavior:
<https://pbissmissouri.org/courses/clarifying-expected-behavior/>
- Arkansas PBIS Resource Center Website – Tier I Resources:
<https://pbis.astate.edu/resources/tier-i-resources/>

Videos:

The first video shows local news coverage of schools in Alpena Michigan and their newly minted behavior expectations. They provide some background on how their expectations were determined.

- Local news story, Alpena Michigan - Alpena Pride and Power:
<https://www.youtube.com/watch?v=OFY7W35HI8Y>

The second video shows how a simple change of words can be very powerful.

- Choose Your Words Carefully:
<https://www.youtube.com/watch?v=mv0t8tVry1Y&t>

Next Module:

It is recommended that teams go on to Module 6: Teaching Behavioral Expectations as the next session. Teams will use the matrix they developed from this module to develop plans for teaching students the behaviors defined in the cells of the matrix.