CHAPTER 3: CLARIFYING EXPECTED BEHAVIOR

"It is important to note a proactive approach to schoolwide discipline by definition focuses on behavior that is desirable."

Geoff Colvin, 2007

"Simply put, if the staff expect students to achieve and behave appropriately, they will. Conversely, if the staff expect the students to under-achieve and behave inappropriately, they will."

Geoff Colvin, 2007

"Although expectations and rules used by effective educators may vary from teacher to teacher and school to school, we do not find effectively managed schools and classrooms operating without them."

Carolyn Evertson & Edmund Emmer, 2008

LEARNER OUTCOMES

At the conclusion of this chapter, you will be able to:

▶ Select three to five schoolwide expectations that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind).

▶ Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting.

▶ Determine procedures for each of the school's non-classroom settings (e.g., arrival / departure, hallways, cafeteria, recess, restrooms, assemblies, etc.).

▶ Ensure teachers have clarified behaviors/rules and procedures (e.g., arrival, small group, independent seatwork, etc.) to identify success in their classrooms that align with schoolwide expectations.

A Social Behavioral Curriculum

Schools have curricula to guide the teaching of each and every subject. No teacher would be expected to teach math, reading, or the sciences without one. The curriculum ensures that all teachers are working in harmony toward the same end goals. And yet for the social behavioral development of our students, much has been left up to individual teachers and staff to determine what social behavior will be encouraged, allowed, or disallowed. Across school staff, many variations of acceptable behavior exist. Without a curriculum to guide what we want our students to achieve socially, little consistent teaching and monitoring can occur. With a proactive and instructional approach to discipline, we first develop a social behavioral curriculum.

> ## A Social Behavioral Curriculum
>
> - Creates a vision of a successful student.
> - Allows us to proactively teach behaviors for success.
> - Communicates a positive message to students and staff about success at school.
> - Provides a framework to guide staff decisions about discipline.
> - Aligns staff through use of consistent language.
> - Validates and supports individual teachers' procedures and requests.

WHY DEFINE EXPECTED BEHAVIOR IN A CURRICULUM?

The curriculum is based on determining the social skills and behaviors you expect all students and staff to learn and display. These provide a vision of the successful student and lead you to clarify what are the preferred social behaviors. They offer a framework to guide staff decisions about discipline, and create the conditions for an aligned staff, increasing consistency in your efforts with students. They allow you to teach proactively and to provide students and parents with a positive message about discipline. They also help to validate teachers' procedures and requests. When there are schoolwide expectations, the procedures of teachers are not perceived as arbitrary but a direct outcome of schoolwide valued behaviors and expectations held by all. Perhaps most importantly, they show students how they can be successful (U.S. Department of Education 2014).

COMPONENTS OF A SOCIAL BEHAVIORAL CURRICULUM

Expectations are a direct outgrowth of your beliefs and your vision and mission. They, in essence, operationalize your vision and mission. First, three to five overarching **schoolwide social behavioral expectations** are defined and agreed to by all staff. These are valued social skills and behaviors for success at school and eventually in life (e.g., respect, responsibility, caring, etc.).

Once you have identified these 3-5 broad schoolwide expectations, you will then need to define the expected social **behaviors or rules** which are what students do *specifically* to achieve those expectations. These tell us how we want students to act. This process involves clarifying or defining specific behaviors/ rules for different settings in our school. In essence, you need to describe what respect, responsibility, and caring, etc. look like in:

1. All settings of the school
2. Non-classroom areas (hallways, cafeteria, recess, etc.), and
3. Classrooms

In addition to expectations and rules, procedures will be defined in non-classroom areas and in each classroom. Procedures are the methods or process for how things are done. **Procedures break down rules into teachable steps.** When procedures are taught to fluency they help students form routines to efficiently and smoothly accomplish tasks.

Defining schoolwide expectations, non-classroom and classroom behaviors/rules and procedures creates a full curriculum to allow you to proactively teach success, and to also address any problem behavior that may occur across any school setting.

This workbook and your team training will guide your school to develop the following products to comprise your school's social behavioral curriculum:

► A matrix that shows your school expectations and behaviors/rules for all settings, non-classroom areas and perhaps your classroom behaviors/rules.

► The non-classroom procedures that will be posted in those settings and printed in staff and student handbooks.

► The classroom behaviors/rules align with the schoolwide expectations and are posted in each classroom.

► The lessons taught to students to learn the classroom behaviors/rules and procedures.

Terminology

EXPECTATIONS – 3-5 words that define the kind of people you want your students to be (e.g., respectful, responsible, etc.)

BEHAVIORS/RULES – specific tasks students are to do to achieve the schoolwide expectations

PROCEDURES – methods or process for how things are done in non-classroom settings and in each classroom

ROUTINES – procedures that have been taught to fluency

Once the products are developed, a plan to share the entire curriculum with families should also be implemented.
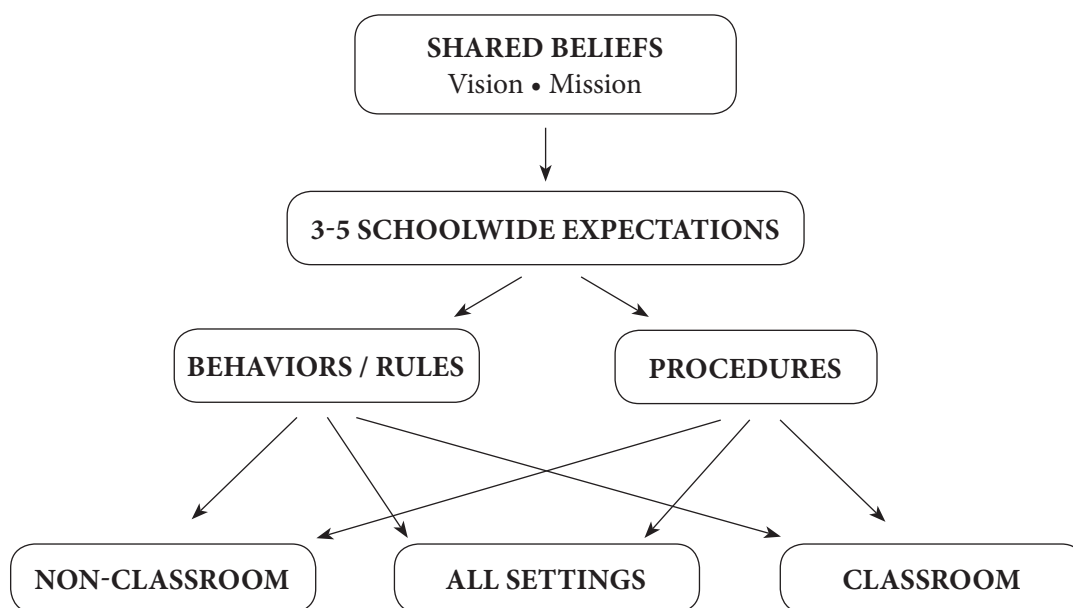

Figure 3.1

DISCUSSION

Discuss how a curriculum–perhaps math or reading–unifies staff and focuses their work, ensuring that all are striving for the same student outcomes. What are some of your thoughts about the power of having a social behavioral curriculum?

How to Develop a Social Behavioral Curriculum

This chapter will walk your school step-by-step through the process of developing your social behavioral curriculum. There are some things to consider when developing all components of the social behavioral curriculum.

▶ The curriculum should be preventative in nature. What do successful students do? What is the vision we have for this success? What will we teach to prevent problem behaviors from occurring?

▶ It should define those behaviors that address current problem behaviors. Office referral data and staff, student and family perceptions can help determine current behavior problems. These problems can then be turned into positive behaviors to teach by asking, "What do we want students to do instead?"

> **Defining Specific Behaviors**
>
> - **O**bservable
> - **M**easureable
> - **P**ositively stated
> - **U**nderstandable
> - Always Applicable

▶ When defining specific behaviors/rules they should be:
1) observable – behaviors that we can see,
2) measureable – behaviors that could be counted,
3) positively stated – things that tell students what to do to be successful,
4) understandable – student-friendly language, and
5) always applicable – can be used every day.

▶ Incorporate existing school resources such as social skills curricula, bully prevention curricula, conflict management materials, etc. into the social behavioral curriculum. Existing materials that have proven to be effective in teaching students expected behaviors can and should be embedded into the framework of this social behavioral curriculum.

▶ Engage staff in the development of the social behavioral curriculum. Seek their input and ideas by having them complete the activities shared in this workbook. Use work groups of staff volunteers as described in Chapter 2 to develop drafts from the ideas generated during whole staff discussions and use a democratic process to review, discuss and revise the various components of the social behavioral curriculum.

▶ Seek student and family input. As components of the social behavioral curriculum are being developed, take action to get ideas from students and families. Their perspective of behavioral expectations and skills to be taught are critical to create a social behavior curriculum that is responsive to the culture of all students and families.

This introduction to a social behavioral curriculum has given you a brief overview of the why, what and how. The remainder of this chapter will guide the development of a cohesive set of expectations across all settings, non-classroom and classroom environments. The next few pages are examples of preschool, elementary and high school expectations and behaviors/rules matrices which is where you start to build your social behavioral curriculum.

Preschool Matrix

Expectation	All Settings	Classroom	Bathroom	Playground	Meal Time	Walkways	Bus/Van
Be Safe	• Use walking feet • Keep hands and feet to self	• Use materials as you are taught	• Wash hands with soap and water	• Go down slide on bottom, feet first • Rocks and wood chips stay on the ground	• Push chairs in • Ask to be excused	• Stay with an adult	• Keep seatbelts on • Back to back, seat to seat
Be Kind	• Share with others • Use nice words • Use inside voice	• Help others	• One person in a stall	• Ask others to play	• Chew with mouth closed	• Wait your turn	• Thank the driver
Be Responsible	• Follow directions • Clean up	• Use listening ears	• Flush toilet • Turn off water	• Use equipment correctly • Line up when the whistle blows	• Keep food on plate	• Stay together	• Keep track of your belongings

Elementary Matrix

Expectation	All Settings	Bus	Hallway	Cafeteria	Restroom	Playground	Classroom
Safe	• Walk	• Remain seated • Listen to the driver	• Stay to the right • Keep your eyes forward	• Stay seated until dismissed • Report spills	• Wash hands using soap	• Use equipment as taught • Play carefully	• Keep feet under desk • Push your chair in
Respectful	• Follow directions	• Wait your turn • Keep hands, feet, objects to self	• Hands at your sides • Talk quietly	• Eat quietly • Respond to quiet signal • Listen to speaker	• Wait your turn • Use a quiet voice • Clean up after yourself	• Take turns	• Listen to the speaker • Accept help
Responsible	• Use appropriate voice level	• Keep your belongings with you	• Be in hall only with permission • Have a pass at all times • Go directly to your destination	• Clean up after yourself • Ask permission before getting up	• Flush the toilet before leaving • Report problems to staff	• Play by the rules • Line up when the bell rings • Collect and return all equipment	• Put things away • Take care of school property

High School Matrix

Expectation	Bus	Hallway	Cafeteria	Restroom	All Settings
Be Responsible	• Be ready when bus arrives • Board promptly • Exit promptly	• Use a hallway pass at all times • Be in seat when bell rings	• Have money or lunch card ready • Keep account current • Place order quickly	• Use facility quickly and quietly • Return to class promptly	• Follow directions first time asked • Attend school each day • Be on time to class • Be prepared with materials • Complete all assignments
Be Respectful	• Follow driver's instructions • Take seat immediately • Speak softly to those close by	• Talk quietly • Go directly to your destination • Throw trash away in bins	• Wait patiently in line • Use food and silverware as intended • Put trash in bins • Clean up after self	• Keep water in sink • Put paper towels in trash cans • Clean up after yourself	• Follow the dress code • Use polite language • Accept correction calmly • Follow regulations on showing affection
Be Safe	• Two people per seat • Remain seated	• Always walk • Stay to the right	• Find a seat quickly and remain seated while eating	• Report problems to staff • Remain in own stall	• Notify adults of unsafe conditions • Use school property as intended • Keep personal belongings stored safely
Be Your Best	• Thank driver when exiting • Be a model for other students	• Visit quietly • Take care of items in the hallways (e.g. posters, displays)	• Say please and thank you • Use appropriate words • Use appropriate voice volume	• Take care of your own business	• Greet staff • Offer to help others

Creating Schoolwide Expectations

Schoolwide expectations are guiding principles – valued behaviors and attitudes for success at school. They are: 1) broad constructs or classes of behavior, 2) positively stated, 3) brief – no more than three to five in number, and yet 4) comprehensive, that is they allow you to address all behaviors by referencing one of them. Schoolwide expectations reflect the language and culture of each school. They will become the language all staff use when they teach, remind, recognize, and correct students. A few of the many varied schoolwide expectations that schools have developed are below.

EXAMPLES

Schoolwide Expectations

THE FIVE B'S

- Be Respectful
- Be Responsible
- Be Cooperative
- Be Productive
- Be Safe

At East High we will…

…Respect Ourselves and Others
…Respect Property
…Respect Our Learning Time

We are:

- Respectful
- Responsible
- Safe

At Our Pre-school:

I will be kind and respectful.
I will make safe choices.
I will listen and learn.

Our Guidelines for Success:

- Respect yourself and others.
- Be responsible.
- Be cooperative.
- Be your best.

Viking Code

- Respectful
- Responsible
- Cooperative
- Here to learn
- Caring and supportive

Respect • Work • Belong

- We believe it is important to <u>respect</u> all people and their property.
- We believe it is important to <u>work</u> hard on all learning activities.
- We believe it is important to <u>belong</u> to the group and care about each other.

Each Day I will…

Respect myself, others, and property
Always do my best
Be responsible
Care for others

While the creative aspect of schoolwide expectations is evident in these examples, it is equally important that they be selected with full staff involvement. The process for selecting schoolwide expectations for your school is a visionary task–what you want students to be. It also addresses current student needs by defining what you want students to do instead. If you could tell families and students, "If all our students are to be successful in school and in life, they need to know how to do ……." what would those three to five things be?

ACTIVITY

This activity gives your team an opportunity to practice the steps to creating your schoolwide expectations. Your SW-PBS Leadership Team will want to plan how to engage staff in this same process.

1. Read through the list of valued behaviors and attitudes on the following page. Circle approximately ten that resonate with you personally. Feel free to add values that come to mind that are not listed.

2. Now, read through the list again, this time placing a checkmark by approximately ten behaviors or attitudes that are **essential for the success of your students**. These may be different from your personal values. Again, feel free to add any important but missing values. Don't worry about the form of the word as many words have similar connotations. Wordsmithing can be done later, once the constructs or concepts are agreed upon.

3. Share your list with your team, noting similarities and differences. If you could choose only five, which would be your top five–those most important for your students' success? Order by their rank of importance.

4. Now, list frequent student behaviors of concern. What are the common problem behaviors at your school? What are students receiving office discipline referrals for most frequently? Would you be able to address those problem behaviors by referencing one of your selected expectations?

Some Valued Behaviors and Attitudes

Accepting	Dedicated	Independent	Resolute
Accomplished	Dependable	Inspiring	Resourceful
Achievement	Determined	Integrity	Respect
Agreeable	Devoted	Intellectual	Responsible
Ambitious	Diligent	Inventive	Safe
Appreciative	Eager	Involved	Self-confident
Articulate	Effort	Knowledgeable	Self-reliant
Authentic	Empathy	Kind	Selfless
Being alive	Encouraging	Learning	Self-respect
Being in control	Enterprising	Love	Sensitive
Being your best	Enthusiastic	Loyalty	Service to others
Belonging	Ethical	Meticulous	Sincere
Capable	Excellence	Modest	Supportive
Caring	Fair-minded	Motivated	Sympathetic
Cautious	Flexible	Obedience	Team player
Cheerful	Focused	Optimistic	Tenacity
Commitment	Friendliness	Orderliness	Tenderness
Cleanliness	Forgiveness	Outgoing	Thoughtful
Community	Generous	Participation	Tolerant
Compassionate	Genuine	Patient	Trusting
Competence	Goal directed	Perseverance	Trustworthy
Confidence	Good-natured	Persistence	Unity
Conscientious	Gracious	Pleasant	Understanding
Considerate	Grateful	Polite	Willing to learn
Contribute	Hardworking	Positive	Wisdom
Conviction	Harmonious	Prepared	Others:
Collaboration	Healthiness	Problem solver	
Cooperation	Helpful	Productive	
Courage	Honesty	Prompt	
Courteous	Imaginative	Reliable	
Creativity	Industrious	Resilient	

ENGAGING STAFF IN SELECTING SCHOOLWIDE EXPECTATIONS

Your staff can be asked to complete the previous activity during a staff meeting, an early release or professional learning day, in grade level teams or in department meetings. Once you have each staff's **top five** preferred expectations in rank order, a weighted vote will allow you to analyze their preferences with priority in mind. The sample results of one school's weighted vote are on the next page. Once you have the weighted vote, a work group can be formed. Using staff input as summarized in the weighted vote, this work group will be asked to prepare a draft set of schoolwide expectations and any related slogan or logo. See Chapter 2, Engaging Staff, for more information on the work group process. Their draft work can then be brought back to staff to discuss, revise, and check for consensus. A tool for figuring weighted vote follows on the next page. At the bottom of the page is an example of how to calculate.

When staff have reached consensus on the schoolwide expectations you can put them on your expectations and behavior/rules matrix. Look on the Missouri website (www.pbismissouri.org) for an electronic copy of a blank matrix your team can use.

Determining Weighted Vote

Item	FREQUENCY OF RANKINGS					Total
	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	
1.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
2.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
3.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
4.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
5.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
6.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
7.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
8.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
9.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	
10.	__ x 5 = __	__ x 4 __	__ x 3 __	__ x 2 __	__ x 1 __	

EXAMPLE

Item	FREQUENCY OF RANKINGS					Total
	1st Choice	2nd Choice	3rd Choice	4th Choice	5th Choice	
1. Respect	27 x 5 = 135	10 x 4 = 40	8 x 3 = 24	6 x 2 = 12	0 x 1 = 0	211

WALKING THROUGH AN EXAMPLE

As we progress through this chapter the process of developing a social behavioral curriculum will be shared using an example, Missouri Middle School.

EXAMPLE

During a faculty meeting, the Missouri Middle School SW-PBS Leadership Team led their faculty through the activity outlined earlier that engaged staff in identifying their Top Five Expectations. A member of the Leadership Team collected all the lists of Top Five Expectations and tabulated the weighted vote. Figure 3.2 below shows the result of that weighted vote.

Missouri Middle School Schoolwide Expectations: Weighted Vote

Rank	Weighting	Value/Concept
1	294	Respect, Manners, Civility, Self-Control
2	247	Accountability, Responsibility, Preparedness
3	157	Effort, Achievement, Doing Best
4	150	Honesty, Integrity
5	82	Cooperation
6	40	Acceptance, Tolerance of Differences
7	27	Community, Caring, Supportive, Empathy
8	25	Self-Confidence
9	15	Courage

Figure 3.2

The weighted vote results were posted in the faculty lounge with a sign-up sheet asking for volunteers to help develop a draft set of schoolwide expectations. The work group decided the Missouri Middle School Falcon Expectations would be: Respectful, Responsible, Safe and Do Your Best. These expectations were shared at the next faculty meeting and staff consensus was reached. They started their expectations matrix as seen on the next page.

EXAMPLE

Missouri Middle School Falcons Expectations and Behaviors/Rules Matrix

Expectations →	SETTINGS					
Respectful						
Responsible						
Safe						
Do Your Best						

Blank Matrix for Your Team's Work

Expectations →				
SETTINGS				

1. Discuss how you will engage staff in selecting schoolwide expectations.
2. Use the following chart to jot down your team decisions.
3. These notes will be helpful as your team adds to your team action plan.

Discussion Notes to Engage Staff in Selecting Schoolwide Expectations

How will we engage staff in selecting schoolwide expectations, starting with each staff creating their top 5 preferred expectations in rank order?	
When?	
Who will facilitate the process?	
Who will collect the list of five expectations the staff develops?	
Who will do the weighted vote process?	
Who will put these on a matrix? Look on the MO SW-PBS website for a blank matrix to use.	
How will we share the weighted vote results with staff?	

DEFINING SPECIFIC RULES/BEHAVIORS FOR ALL SETTINGS

Once you have your 3-5 schoolwide expectations, you are ready to define each of those more specifically. The specificity should be clear for teachers and students to know exactly what is to be done. Here you are answering the question, "What does [respect, responsibility, best effort, etc.] look like in all settings, in our [hallways, cafeteria, recess, commons, on the bus, etc.] and in our classrooms?" As mentioned earlier, we want to ensure when defining specific rules/behaviors they are observable, measureable, positively stated, understandable and always applicable (OMPUA).

ALL SETTINGS

Most schools begin by clarifying specific behaviors/rules for all school settings. These are the ones that are expected in each and every school location and are connected to the 3-5 schoolwide expectations that have been defined. Below are some samples of how schools have defined their schoolwide expectations specifically for all school settings.

EXAMPLES

Rules/Behaviors for All Settings

I am **SAFE**
- Walk with hands at my side
- Keep hands and feet to myself
- Report if someone is hurt or could be hurt
- Ask permission to leave the area or school

I am **RESPECTFUL**
- Use kind words
- Follow directions quickly
- Use good manners
- Take care of school property
- Listen to the speaker with my eyes and ears

I am **RESPONSIBLE**
- Always do my best
- Be where I am supposed to be
- Work hard on assignments
- Use peaceful words to solve problems

Responsible
- Attend school each day; be on time for class
- Attend to assigned work carefully
- Complete and return homework on time
- Put forth best effort
- Take ownership for mistakes, striving to do better

Respectful
- Follow requests of adults promptly
- Share concerns constructively
- Show tolerance for differences in others
- Value your property and that of others

Caring
- Compliment and support others
- Volunteer to help
- Listen and try to understand
- Show gratitude for kindness of others
- Forgive those who make mistakes

ENGAGING STAFF, STUDENTS AND FAMILIES IN SELECTING ALL SETTING BEHAVIORS/RULES

Again the process of deciding on the expected behaviors or rules of all settings is one all staff should be involved in. This could be done during a staff meeting by putting up chart paper with one expectation written on each paper. Then give each staff member some Post-it notes to ask them to write one behavior/rule on each note they can then post on the chart paper under the appropriate schoolwide expectation. The SW-PBS Leadership Team could then take the charts and list a few behaviors/rules for each schoolwide expectation on the matrix. Another way to engage staff would be to create a handout (similar to the one in the activity below) for each staff member and have them complete the all settings column of your matrix as a small group. Collect the work of the groups and synthesize in a SW-PBS Leadership Team meeting. Remember to ensure all behaviors/rules adhere to OMPUA.

To ensure your matrix reflects valued behaviors of students and families, your team can seek their input on behavior/rules for all settings in the school. There are many creative ways to do this. Classroom teachers could engage students in activities similar to the ones described for staff. Student council could create a draft of behaviors/rules for all settings that is shared with all students for comments. Similarly family input may be obtained while they are waiting for parent-teacher conferences, during science night or PTA meetings or by worksheets sent home. Families who complete the activity could have their names entered for a drawing for a small prize.

EXAMPLE

MISSOURI MIDDLE SCHOOL PROCESS TO SELECT ALL SETTING BEHAVIORS/RULES

After the Missouri Middle School selected their schoolwide expectations, the SW-PBS Leadership Team took time during the next faculty meeting to share the new expectations and do a quick review of the OMPUA guidelines. To get staff ideas for expected behaviors for all settings in the school, they gave each table a handout like the one below and asked them as a group to reach consensus on 2-3 behaviors for each expectation. Again, volunteers to form a workgroup to review the staff ideas and come up with a draft list of expected behaviors for all settings were recruited.

	Behaviors/Rules for All Settings (Everywhere) in Our School
Respectful	
Responsible	
Safe	
Do Your Best	

The workgroup considered all the staff ideas and came up with 1-2 expected behaviors for each expectation and put it on their matrix. They put a copy of the draft matrix in each teacher and staff mailbox, asking for written suggestions to be given to the workgroup. The workgroup considered the suggestions and developed another draft that was shared with everyone at the next faculty meeting. Staff reached consensus. The SW-PBS Leadership Team decided they would wait until they had a complete matrix to share with students and families for suggestions. See the Missouri Middle School matrix on the next page.

DISCUSSION

How will you engage your entire staff in defining behavior specifically for all settings of your school? How will you get student and family input?

Missouri Middie School Falcons Expectations and Behaviors /Rules Matrix

Expectations →	**All Settings**	SETTINGS				
Respectful	• Follow directions • Use respectful language					
Responsible	• Be where you should be • Take care of materials and school property					
Safe	• Keep body to self					
Do Your Best	• Put forth best effort					

Defining Specific Behaviors/Rules and Procedures for Non-Classroom Areas

Non-classroom areas are those areas of the school that may be under the direct supervision of a variety of differing adults depending on the day or time. Often these non-classroom settings also have fewer staff supervising larger numbers of students. Another challenge is that non-classroom areas are often those sites where expected behaviors are not clear or agreed upon by all staff. Having clear, agreed upon behaviors/rules and procedures will allow staff to teach students the expectations prior to entering the setting and consistently use them when supervising. Deciding on the behaviors/rules for these areas, assuring that all staff is fluent with them, and making a plan for how to train new staff throughout the year should also be addressed.

NON-CLASSROOM BEHAVIORS/RULES

We typically think of a few common non-classroom areas – hallways, cafeteria, recess, bus, restrooms, etc., but the list can include such times or areas as AM arrival/PM departure, after school activities, bus waiting area, computer area special work or group areas, assemblies, pep rallies, school grounds, etc.

A list of possible non-classroom areas follows.

Possible Non-Classroom Areas

- Restrooms
- Cafeteria
- Hallways
- Recess or Breaks
- AM Arrival and PM Dismissal
- After School Homework Assistance
- Assemblies or Concerts
- Parking Lot
- Work Area
- After School Activities
- Office Area
- Computer Lab
- Gym or Equipment Area
- Nurse's Office
- Pep Rallies

The same considerations when defining specific behaviors/rules for all settings apply to non-classroom settings. First, they will be aligned or anchored to your schoolwide expectations. Again, clarity of expectations is critical; using OMPUA will help to ensure that behaviors/rules are clear and understandable. These specific behaviors should be student-centered and define behaviors/rules that will lead to success in that setting.

ENGAGING STAFF, STUDENTS AND FAMILIES IN SELECTING BEHAVIORS/RULES FOR NON-CLASSROOM SETTINGS

Once again you will want to engage staff in determining the behaviors/rules for non-classroom settings. First, you may want to ask staff to brainstorm all possible areas of your building for which commonly shared behaviors/rules would be helpful. Using the weighted vote process described earlier, you can also identify those settings of greatest concern and begin your work there.

You will want to get student and family input on the areas of school that need to be addressed. One way to do that would be to give students a map of the school. Have them color red the areas where they are afraid or misbehaviors take place or green where they feel safe.

Once those areas of concern in the school for staff and students have been identified, small workgroups may be used to develop draft behaviors/rules that will then be brought back to staff to reach consensus on. Again, ensure all ideas follow OMPUA. As staff members agree on specific behaviors/rules they can be added to your matrix. As you work through the process of gaining consensus it is advisable to date your matrix and write DRAFT on it until staff, students and families agree it is "final."

Once your matrix is complete, it will be important to share with staff, students and families in newsletters, handbooks, school website and post the behaviors/rules in each specific setting.

EXAMPLE

MISSOURI MIDDLE SCHOOL PROCESS TO SELECT BEHAVIORS/RULES FOR NON-CLASSROOM SETTINGS

At the next Missouri Middle School SW-PBS Leadership Team meeting they decided it would be important to get student ideas about where they felt safe at school and where they did not. During homeroom, teachers gave each student a school map and asked them to color red the areas where they did not feel safe. A member of the Leadership Team reviewed all the maps and determined these areas of concern: hallways, cafeteria, restrooms and gym locker area.

At the next faculty meeting, the SW-PBS Leadership Team posted four chart papers with the non-classroom areas of concern listed on them. Faculty members were asked to write desired behaviors for each setting on the charts. To get ideas of desired behaviors from all staff, the posters were posted in the staff lunchroom and staff were encouraged to add their ideas.

At the next Missouri Middle School SW-PBS Leadership Team meeting, they reviewed the charts and came to consensus on a few behaviors for each setting, ensuring all followed the OMPUA guides. They added the expected behaviors to their matrix (with a new date at the top). The team repeated the process of giving all staff a copy in their mailbox for review.

The Leadership Team then decided they would send a copy of the draft matrix home with each student, asking for families to review it and make suggestions. They also posted it on the school website. A member of the Leadership Team reviewed the suggestions from families and brought those ideas to the entire Leadership Team. When the Leadership Team felt they had sufficient input, they shared the "final" matrix with staff, families and students. See the completed matrix on the next page.

EXAMPLE Missouri Middle School Expectations and Behaviors/Rules Matrix
December, 2017

Expectations	SETTINGS				
	All Settings	**Hallways**	**Cafeteria**	**Restrooms**	**Gym Locker Room**
Respectful	• Follow directions • Use respectful language	• Walk quietly so others can continue learning	• Raise hand if you need help	• Allow for privacy of others • One person per stall	• Respect the privacy of others
Responsible	• Be where you should be • Take care of materials and school property	• Go directly to your destination	• Eat only your food • Stay in your seat	• Keep water in sink	• Keep your clothes and equipment in your locker
Safe	• Keep body to self	• Walk • Hold onto banisters • Stay to right	• Push in chair • Put trash in trash can	• Wash hands with soap and water	• Report water puddles • Leave locker area when bell rings or coach dismisses
Do Your Best	• Put forth best effort	• Return to class promptly	• Use a peaceful voice • Use proper manners	• Clean up	• Be ready for gym in time allotted

How will you engage your entire staff, students and families in deciding on settings in your school where common expected behaviors/rules would be helpful? Specifically how will you have staff, student and family generate specific behaviors/rules for these non-classroom settings?

Team Discussion Notes:

NON-CLASSROOM PROCEDURES

Once you have your specific behaviors/rules for each non-classroom area, you may also need to consider more detailed procedures for these settings. Clearly defined procedures allow staff to teach and supervise consistently and predictably. All staff will teach and model the procedures so it will be important to have staff reach consensus on them.

When defining non-classroom procedures it is important to consider what will help prevent congestion or confusion that may contribute to misbehavior. Reviewing existing or writing missing procedures may involve making environmental changes such as defining and labeling the "in" and "out" doors or rerouting lines of students to provide more space and to ease crowding. These procedures should be comprehensive enough to ensure student success in each specific setting.

Sample Procedures

AM Arrival
To be safe, respectful and responsible, we will:
- Enter the school through the main "In" doors
- Walk to the breakfast stations
- Get breakfast quickly
- Walk directly to your classroom

Cafeteria
- Enter through the west doors
- Stand in line along the wall
- Pick up milk
- Select sack lunch or food tray
- Pick up utensils
- Stand in line
- Pay for lunch
- Find seat at assigned tables
- Raise hand if you need help
- When supervisor gives signal, stand up, push in chair, pick up tray or trash and walk to trash can
- Throw away trash
- Line up along wall to be dismissed through east doors

Independent Use of Computers in Media Center
- Computers are for school work
- Use approved websites
- Ask attendant at desk for help with computer malfunctions
- Log off after using
- Leave computer if teacher with a class arrives to use lab
- Take all your materials when finished using computers

ENGAGING STAFF IN DETERMINING PROCEDURES FOR NON-CLASSROOM SETTINGS

Again your SW-PBS Leadership Team will want to plan how to involve staff in the process of identifying non-classroom settings where current procedures are weak or nonexistent. The SW-PBS Leadership Team might ask staff who typically supervise in a non-classroom area to form a workgroup to review and revise existing non-classroom procedures. For example, a few teachers and cafeteria supervisors could review existing procedures in the cafeteria to make getting food efficient, having lunch enjoyable and moving the "traffic" of students efficiently and safely.

EXAMPLE

MISSOURI MIDDLE SCHOOL PROCESS TO DETERMINE PROCEDURES FOR NON-CLASSROOM SETTINGS

The Missouri Middle School SW-PBS Leadership Team was feeling pretty good that they completed their matrix but they knew there was more work to be done to complete the social behavioral curriculum. They decided to "divide and conquer" to review and revise existing procedures. As a team, they decided to modify the activity in the Tier One Team Workbook to help them decide who should be involved in creating or reviewing current procedures and what team member would lead that process.

Non-classroom Procedure	People to Create or Review Current Procedures	Team Member to Coordinate
Hallways	1 teacher from each grade	Teacher member
Cafeteria	Cafeteria supervisors	Assistant principal
Outside during dismissal	Teachers and staff who supervise dismissal outside	Counselor
Gym locker room	Coaches and P.E. teachers	Teacher member

Then four team members were responsible to observe in each setting and coordinate the staff to review existing or create new procedures.

After new procedures were created, they were shared with all staff who supervised in those areas at the next staff meeting. The Leadership Team gave the new procedures to the principal to include in the staff and student handbooks.

The Missouri Middle School's new procedures are on the next page.

Missouri Middle School Nonclassroom Procedures

Hallways	Cafeteria
Walk Use the right side of the hall Open lockers with caution Go promptly to your destination Be respectful of posters on walls	Enter east doors Stay in line Get drinks Select salad bar, cold or hot lunch Wait in line Enter student number in computer Give money to supervisor Take utensils Sit at assigned tables Talk with friends only at your table Ask permission to go to restroom Stay seated until dismissed When supervisor gives signal, walk to trash can Dispose of trash respectfully Line up Walk out west doors
Outside During Dismissal	**Gym Locker Room**
Students waiting for parent pick up walk past flag pole, stand and watch for your parent's vehicle. Students boarding buses 10, 11 and 15, walk to the right when you exit the school. Students boarding buses 8, 22 and 25 walk to the left when you exit school, look for your bus, stay in line on sidewalk, wait your turn to board bus and board safely. All students look for your bus, stay in line on the sidewalk, wait your turn to board bus and board safely.	Use lock on your locker. Everyone is expected to change into approved gym clothes/uniforms and shoes. Wait for instructions from coach before exiting locker room. After class or game, pick up towels in bin. Shower quickly. Take gym clothes home to wash. Lock locker. Put uniforms in dirty bin. Wait on benches for coach to dismiss class.

ACTIVITY What are some non-classroom procedures that are currently absent or ineffective and are needed to facilitate teaching and supervision? Brainstorm and list these below. Discuss and identify people who will create needed procedures or review current procedures and revise them. How might you include students and families in developing non-classroom procedures?

Non-classroom Procedure	People to create or review current procedures

ACTIVITY What process will you put into place to get full staff consensus on non-classroom procedures drafted by these groups? How will the non-classroom procedures be shared with teachers, staff, students and families?

Classroom Behavior/Rules and Procedures

The key to successful classroom management is prevention of problems before they occur. Clarifying specific expected behaviors/rules for the classroom is essential, and the same behaviors/rules that reduce classroom disruptions are clearly associated with increased student learning (Brophy & Evertson, 1976).

Clarifying expected behaviors/rules for the classroom involves two distinct tasks: 1) defining classroom behaviors/rules and 2) developing classroom procedures. We will discuss these two concepts that together help create a classroom that is safe and supportive.

Some schools choose to identify specific behaviors for all classrooms and define them as part of their expectations and behaviors/rules matrix. Schools do this because they think the consistency across all classrooms is helpful to reduce confusion for students. The elementary and high school matrices provided earlier in this chapter are examples of this. Other schools think it is best if each teacher clarifies their own classrooms expectations.

DEFINING CLASSROOM BEHAVIOR/RULES

Jones and Jones (1998) share six factors that increase the likelihood students will accept and consistently follow classroom rules.

Effective classroom behaviors/rules….

1. Are developed by students and teachers.
2. Need to be clearly stated. Previously we have referred to OMPUA – observable, measureable, positively stated, understandable and always applicable – to assist to ensure the rules are clear.
3. Are as few as possible.
4. Must be clearly accepted by students. Students must indicate their acceptance of the behavior standards agreed on by the class.
5. Must be monitored and frequently discussed to ensure they are consistent with classroom standards. Because the classroom behaviors/rules may be different than behavioral expectations outside school, it is important that student behavior be monitored and students are given feedback about how their behavior matches the expected norms.
6. Communicated and accepted by significant others, such as parents and peers. Students will more likely follow classroom behaviors/rules if they know others agree with them.

Adapted from Jones & Jones, 1998 page 241

Teachers can facilitate the creation of classroom behaviors/rules with students by following these steps:

1. Have a discussion about why behaviors/rules are needed. Connections to traffic rules and laws in general can be made to help students see the need for rules to keep society as a whole orderly and safe.
2. List the schoolwide expectations (i.e. safe, respectful, ready) and have students make a list of expected behaviors/rules under each expectation. Teachers may need to guide students to make the behaviors/ rules match the OMPUA guidelines such as turning negative statements, such as "Don't talk when others are talking" into "Listen quietly when someone is talking" so the behavior/rule is positively stated.
3. After the behaviors/rules have been developed, the teacher should lead a discussion to clarify each behavior/rule and to gain student commitment for them. If a student questions a behavior/rule it may be important to clarify if the student does not think the behavior/rule will help create a safe and

positive learning environment or whether the student does not think they can act in accordance to the behavior/rule. Discussions with small groups of students and the class as a whole may need to continue to determine whether a behavior/rule needs to be deleted or amended.

4. To publicly commit to the behaviors/rules, teachers may have students sign a poster of the rules, make a palm or thumb print or use another way to publicly show their promise to uphold the classroom behaviors/rules.

5. Once there is an agreed upon list of behaviors/rules teachers can send the class behaviors/rules home to inform parents and to share their philosophy of classroom management.

6. Display the classroom behaviors/rules in a big and bold way in a location in the classroom where they are handy to refer to often. After all, the behaviors/rules are the standards for how everyone is going to be treated in the classroom.

A few examples of classroom behaviors/rules are below.

We are SAFE by…
- Walking
- Keeping our bodies to ourselves

We are RESPECTFUL by…
- Listening when others are talking
- Relating discussion to current topic

We are RESPONSIBLE by…
- Following directions quickly
- Turning assignments in on time
- Being prepared with materials

We are RESPECTFUL by…
- Being in seat when bell rings
- Having materials needed

ENGAGING STAFF IN DETERMINING CLASSROOM BEHAVIORS/RULES

If your school included classroom on your matrix, you have already engaged staff in determining universal classroom behaviors/rules just as you defined behaviors/rules for non-classroom settings. If classroom is not on your matrix, activities to engage staff in a conversation about classroom behaviors/rules may seem as a "no-brainer". Many teachers know the benefits of having clearly articulated behaviors/rules. A short inservice using the MO SW-PBS classroom module on Expectations and Behaviors may be sufficient to ensure all teachers have classroom behaviors/rules that meet OMPUA, are aligned with the schoolwide expectations and are posted big, bold and beautiful.

Additional information to guide staff to develop classroom behaviors/rules is available in Chapter 8. The classroom module on Expectations and Behaviors, which is a PowerPoint presentation and learning activities, can be found on the Missouri Schoolwide Positive Behavior Support website, www.pbismissouri.org.

MISSOURI MIDDLE SCHOOL PROCESS TO DETERMINE CLASSROOM BEHAVIORS/RULES

As a learning process, the Missouri Middle School SW-PBS Leadership Team decided to do a quick walkthrough of each classroom to see if teachers had expected classroom behaviors posted. They did this by dividing the classroom among team members and creating a short form to address these questions:

- ► Does the classroom have expected behaviors posted? Yes No
- ► Do the expected classroom behaviors address the schoolwide expectations (respectful, responsible, safe, do your best)? Yes No
- ► Are the expected classroom behaviors big, bold and beautiful? Yes No
- ► Are the expected classroom behaviors posted in a prominent location in the classroom that will encourage teaching of those behaviors? Yes No

They learned 30% of all classrooms had all yes's to the questions. This data told them they needed to help teachers understand the importance of expected classroom behaviors.

To do this they decided to sponsor a "make and take" workshop. This workshop included a short presentation of the MO SW-PBS classroom module on Expectations and Behaviors. They also shared the information in this chapter about how to get students involved in developing the expected classroom behaviors. Then they provided chart paper, markers and photos so teachers could make their expected classroom behavior posters. Some teachers made their posters then and other teachers worked with their class to create their expected classroom behaviors.

As promised, two weeks later the SW-PBS Leadership Team did another walk through. This time 88% of classrooms had all yes's to the questions. The names of teachers who had not yet completed their expected classroom behaviors were given to the administrator who scheduled private conversations with those teachers.

The Missouri Middle School SW-PBS Leadership Team wrote steps on their action plan to review expected classroom behaviors during next year's back to school workshop. They wanted to remind all teachers to engage their students in developing expected classroom behaviors during the first week of school. The Leadership Team told teachers they would do another walkthrough the third week of school and if 100% of classrooms had big, bold and beautiful posters of their expected classroom behaviors, teachers would earn a jeans and sweatshirt day.

DISCUSSION

If you did a walkthrough of your building and went into each classroom, how many of those classrooms would have behavior/rules posted in a prominent location? Do the teachers in your building know the benefit for establishing classroom behaviors/rules? What can be done in your school to support all teachers to establish classroom behaviors/rules tied to the schoolwide expectations?

CLASSROOM PROCEDURES

We have discussed the establishment of classroom behaviors/rules as a technique that helps keep the class orderly. Defined behaviors/rules however are not enough for students to understand what is expected of them in the classroom. Well-defined classroom procedures are also needed. Classroom procedures are the method or process to follow to accomplish a classroom activity. Classroom procedures are patterns for accomplishing classroom tasks. Procedures break down classroom behavior/rules into teachable steps. When procedures are taught and reinforced over time routines are established that help students meet classroom behaviors/rules.

Having classroom procedures…
1. **Increases instruction time by preventing problem behavior.** Procedures show students how to behave, and minimize the amount of non-academic time while increasing time for academic instruction.
2. **Frees teachers from correcting misbehavior.** When students perform routine functions smoothly, teachers can focus on catching them being good and are freed to take care of instructional tasks, review student work, and have to provide less correction.
3. **Improves classroom climate.** When you take time to explain how things are to be done, you appear fair and concerned. Students then experience higher rates of success and satisfaction, ensuring a positive learning environment.
4. **Creates shared ownership of the classroom.** Involving students in management of the learning environment empowers them, helping them to feel a partnership for their success and that of others.
5. **Develops self-discipline.** Procedures provide students with productive work habits that lead to personal accountability and effectiveness later in life.

A few examples of one teacher's classroom procedures are below.

Lining Up to Exit the Classroom
1. At the signal, put materials away and clear your desk
2. When your row is called, push in your chair and move quietly, walking to the doorway
3. Line up facing the door, keeping one space between each person
4. Keep hands and feet to self
5. Listen to the teacher and wait for the signal to depart

Independent Seatwork
1. When given the instruction to begin, get all materials out and begin within 5 seconds
2. Continue working until done
3. Visit quietly with a neighbor if you need help; all conversation is related to work
4. Raise your hand if you need help or to get permission to leave your seat
5. When your work is finished, review and check
6. Turn finished work into the work box

Large Group Instruction
1. Have out only the materials needed for the lesson
2. Sit up straight, eyes on the teacher or your materials
3. Listen attentively
4. Take notes if appropriate
5. Raise your hand to contribute or ask a question
6. Remain in your seat

ENGAGING TEACHERS IN SELECTING CLASSROOM PROCEDURES

Although each teacher will select and define procedures for their own classroom, the SW-PBS Leadership Team may need to facilitate that process. During professional learning time, teachers may be grouped in grade level teams or departments to review the list of classroom procedures provided at the end of this chapter and write procedures together. Teachers might be asked to reflect on procedures they currently use to decide if they are effective in reducing problem behaviors and efficient in the time they take students to complete. Teachers could identify procedures they lack and have time to "pick the brains" of other teachers.

The SW-PBS Leadership Team might also use the classroom module on Classroom Procedures that includes a PowerPoint presentation and learning activities that is available on the Missouri Schoolwide Positive Behavior Support website, www.pbismissouri.org.

Additional information to guide staff to develop classroom procedures is also provided in Chapter 8.

EXAMPLE

MISSOURI MIDDLE SCHOOL PROCESS TO SELECT CLASSROOM PROCEDURES

The Missouri Middle School SW-PBS Team felt good about how they addressed expected classroom behaviors with teachers and it gave them confidence to address classroom procedures. At a faculty meeting they asked each teacher to write down two times during the day when they gave the most reminders and redirects to students. They then shared the MO SW-PBS Classroom Procedures module and the lists of potential classroom procedures at the end of this chapter. Teachers were asked to select a partner to brainstorm new procedures for the two problem times they each identified.

As homework, teachers were asked to review the lists of procedures, to create any procedures they lacked and to write down any procedures they currently use that are efficient and effective. Teachers were told to submit those lists of procedures to the principal in two weeks. This compilation of procedures would be put in the Missouri Middle School's SW-PBS staff handbook. Teachers were encouraged to post procedures in their classroom, directly teach them to their students and to put them in their instructions for substitute teachers.

ACTIVITY

Read through the lists of possible classroom procedures on the next two pages. Check any that are applicable to your classroom and add any others not listed. You may want to go through your typical day and identify each routine activity. Then choose one procedure and identify the steps or specific behaviors for that activity. When done, ask yourself: Do they meet the OMPUA guidelines? Do they create a vision of a successful student in this activity or task?

DISCUSSION

How will you assist all staff in a process of developing procedures for their classrooms?

Considerations for Classroom Procedures–Elementary
(Evertson & Emmer, 2008)

Room Areas/Use
- Student desks, tables, storage areas
- Learning centers, stations
- Teacher's desk, storage
- Drinking fountain, sink, bathroom, pencil sharpener

Whole-Class Activities
- Student participation
- Student attention during presentations
- Making assignments
- Passing out/collecting papers, books, supplies
- Handing back assignments
- Make-up work
- Checking class work or homework

Small-Group Activities
- Student movement into and out of group
- Bringing materials to group
- Expected behavior of students in group
- Expected behavior of students out of group

Seatwork
- Talk among students
- Obtaining help
- Out-of-seat policy
- Activities after work is completed
- Turning in work

Other Procedures:
- Beginning of day/class
- End of day/end of class
- When absent
- Transitions
- Substitutes
- Office referrals
- Student conduct during delays, interruptions
- Leaving/returning to room
- Field trips

Possible Classroom Procedures
(Wong & Wong, 2005)

- Entering the classroom
- Getting to work immediately
- When you are tardy
- End-of-period class dismissal
- Listening to/responding to questions
- Participating in class discussions
- When you need paper and pencil
- Keeping your desk orderly
- Indicating whether you understand
- Coming to attention
- When you are absent
- Working cooperatively in small group
- Changing groups/activities
- Keeping your notebook
- Going to the office
- When you need help or conferencing
- When a schoolwide announcement is made
- Handing out playground equipment
- Walking in hall during class time
- Passing in papers
- Exchanging papers
- Returning homework
- Late work
- Getting out materials
- Moving about the room
- Headings of papers
- Going to the library
- When you finish early
- Handling disruptions
- Asking a question
- Responding to a fire drill
- Responding to severe weather
- When visitors are in classroom
- If you are suddenly ill
- When the teacher is called away
- Grading criteria
- Restroom, water fountains
- I-pads
- Cell phones
- Head phones

Next Steps

Your tasks for developing clarifying expected behavior for your school are listed below. While a general sequence of completion may be implied, the tasks may be completed in any order or may be interrelated. Some activities require planning and a written product; all involve some professional learning, engagement of all staff and input from students and families. It is recommended that these tasks be completed prior to your next MO SW-PBS training session. Please bring completed action plans and products with you to share and discuss.

1. Create schoolwide expectations for your students and staff, along with specific behavior definitions for all settings (matrix)
    • Three to five overarching expectations
    • Full staff input; obtain consensus
    • Specific behaviors related to each expectation (OMPUA)
    • In writing; included in staff and student handbooks
    • Assess the quality of your matrix by reviewing the *MO SW-PBS Tier 1 Artifacts Rubric* (see Chapter 1)

2. Define specific behaviors/rules for non-classroom areas
    • Aligned with schoolwide expectations
    • Full staff input or work group process; obtain consensus
    • Specific behaviors (OMPUA)
    • In writing; included in staff and student handbooks
    • Assess the quality of your non-classroom behaviors/rules by reviewing the *MO SW-PBS Tier 1 Artifacts Rubric* (see Chapter 1)

3. Assist staff to develop behaviors/rules and procedures for their classroom
    • Aligned with schoolwide expectations and specific behaviors for all classrooms
    • In writing; included in substitute teacher folders, class newsletters, class website and posted in classroom.
    • Assess the quality of classroom behaviors/rules and procedures by reviewing the *MO SW-PBS Tier 1 Artifacts Rubric* (see Chapter 1)