

# CHAPTER 4: TEACHING EXPECTED BEHAVIOR

*“If a child doesn’t know how to read, we teach.  
If a child doesn’t know how to swim, we teach.  
If a child doesn’t know how to multiply, we teach.  
If a child doesn’t know how to drive, we teach.  
If a child doesn’t know how to behave, we ...teach? ...punish?  
Why can’t we finish the last sentence as automatically as we do the others?”*

Tom Herner, 1998

*“For a child to learn something new you need to repeat it on average eight times.”*

Harry Wong & Rosemary Wong, 2005

*“Teaching behavior as relentlessly as we teach reading or other academic content is the ultimate act of prevention, promise and power underlying PBS and other preventive interventions in America’s schools.”*

Bob Algozzine, Chuang Wang & Amy S. Violette, 2011

*“Behavior and academics are two sides of the same coin. We need to better understand how the two are connected.”*

George Sugai & Rob Horner, 2009

## LEARNER OUTCOMES

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

- ▶ Understand and explain why teaching social behavioral skills is important.
- ▶ Develop, with staff, lesson plans to teach your schoolwide expectations and non-classroom specific behaviors and procedures.
- ▶ Develop a plan and schedule for teaching expectations across schoolwide, non-classroom and classroom settings.
- ▶ Use informal teaching strategies that incorporate monitoring, pre-correction, and re-teaching.
- ▶ Consider how to gain commitment from all stakeholders on teaching social behavioral skills.

# The Importance of Teaching

## TEACHING WORKS!

Why teach? We teach because it works. Teaching is an efficient process for clarifying what all members of a community should know and be able to do, as well as where, when and to what criteria to demonstrate the behavior. This common knowledge is a cornerstone of an individual's sense of competence and connectedness, factors necessary for students to move toward self-regulation (Ryan & Deci, 2000). Leaving students to guess what they should do, and where they should do it is a sure-fire plan for student misbehavior. Students' lack of knowledge and skill demonstrates the need for greater external regulation. Establishing the common language, behaviors and expectations for all students can facilitate the integration of group expectations into students' personal values and foster students' desire to be part of the school community.

Consider your own learning history. Can you identify those times when you felt you had been clearly taught what you were to do? This teaching gave you a clear set of expectations to meet, which increased the likelihood that you felt confident and competent. Our students need this too. If you are reading this workbook, then you have already made the decision to integrate the considerable skills you possess as an educator and apply them to social behavior instruction. The amount of teaching necessary to reach the end goal of self-regulation will be dependent on chronological and developmental age of students, students' prior knowledge of and experience with desired behaviors, the context or setting events and the students' understanding that the procedural skills desired by adults will increase their overall success in the classroom, schoolwide and eventually in life outside of school.

## SOCIAL BEHAVIOR AND ACADEMICS

The second reason to teach social behavior skills is because we know there is a close connection between academic and social competence (Algozzine, Wang & Olivette, 2011; Horner & Sugai, 2005). Successful students and adults have both. Just as we consider what to teach and how to structure the content based on what is age and developmentally appropriate for academic subject matter, we determine what is developmentally and age appropriate for teaching social behavior skills.

Teaching expected behavior is a cornerstone because it integrates the notion of what students should know and be able to do (your matrix) with how you will be sure they can do it. Tier 1 of the continuum of support triangle (Figure 4.1) reminds us that what is to be taught is for all students in all settings and is based on a preventive proactive approach. It also reminds us that what we implement at Tier 1 is ongoing, even if Tier 2 and 3 strategies are added. A solid teaching base at Tier 1 supports all of our SW-PBS work. The cultural context within your school, district and community will help to shape SW-PBS.

The Science of Behavior has taught us:

- Students are not born with bad behaviors.
- Students do not learn better ways of behaving when only given aversive consequences.
- To learn better ways of behaving, students must be directly taught the expected behaviors.
- To retain new behaviors, students must be given specific, positive feedback and opportunities to practice in a variety of settings where the behaviors should be used.

### TERMINOLOGY

**Behavior** – Any observable and measurable act of an individual.

**Social** – “Living in an organized community, not solitary” (Oxford American Dictionary, 1980).

Traditionally, teaching social behavior has consisted of stating the rule, expecting students to always follow the rule and then providing negative consequences when the rule was not followed. Using this approach to teach academics would be considered ludicrous. For example, teaching the order of math operations to calculate the area of a triangle and then isolating a student who did not remember the formula (rule) would not be considered an effective instructional approach.

In this workbook you'll see "behaviors" synonymous with "rules." "Behaviors" relates to specific skills we are teaching all to demonstrate and to consistently use. Effective instruction requires more than providing the rule—it requires instruction, practice, feedback, reteaching, and encouragement (Sprague & Golly, 2005; Sugai, Hagan-Burke & Lewis-Palmer, 2004). If we think of the connections to academic instruction, we are more likely to embrace the responsibility of teaching social behaviors for the important life skills they are.

## A Continuum of Support for All

### Academic Systems

#### Tier 3 / Intensive

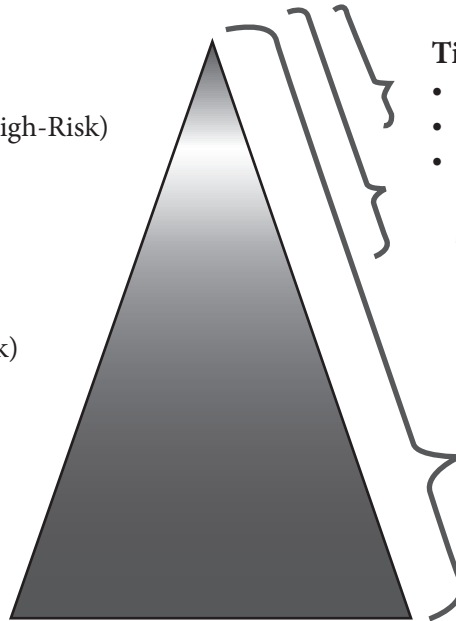
- Individual Students (High-Risk)
- Assessment-based
- High Intensity

#### Tier 2 / Targeted

- Some students (At-Risk)
- High efficiency
- Rapid response

#### Tier 1 / Universal

- All students
- Preventive, proactive



### Behavioral Systems

#### Tier 3 / Intensive

- Individual students (High-Risk)
- Assessment-based
- Intense, durable procedures

#### Tier 2 / Targeted

- Some students (At-Risk)
- High efficiency
- Rapid response

#### Tier 1 / Universal

- All settings, all students
- Preventive, proactive

*Walker, et al., 1996, Sugai & Horner, 1999, Sugai & Horner, 2006*  
Figure 4.1

## Common Language

Another reason it is important to teach social skills is encourage use of a common language among all staff. Staff using common language with all students helps take advantage of the unexpected and spontaneous opportunities to reinforce skills you've already taught. Informal teaching means "teaching all day every day" and includes using the language of your school's matrix, nonclassroom procedures and classroom rules and procedures. By using common language, we ensure consistency for all students which is especially important for students who are at-risk and high-risk of behavior incidents. It often involves making a connection for students of prior lesson content to what is happening in the here and now.

To have a deeper meaning of why the use common language is important, we have arranged pre-corrects and feedback in the A-B-C's of behavior format. **Pre-corrects** are reminders before entering a setting or performing a task to promote successful demonstration of the expected behaviors. They set the stage, or trigger, the students to perform the matrix behaviors that have been taught. If the student indeed performs the skill, the consequence of specific positive feedback helps increase the likelihood that skill will be exhibited again in the future. If the student does not perform the skill with a pre-correct, a redirect or some re-teaching is warranted. The following two examples demonstrate the application of the ABC's to the use of pre- corrects, positive feedback and re-teaching corrections.

**Elementary**  
**Schoolwide Expectation: Be Ready**

Antecedent	Behavior	Consequence
<p>Event that activates the behavior. When teachers anticipate students will struggle with demonstrating a skill that has already been taught, they give a reminder to students about that skill.</p>	<p>Expected behavior we want student to maintain or behavior we want student to use instead of misbehavior (matrix).</p>	<p>The resulting event that causes an effect: encourage expected behavior or discourage inappropriate behavior.</p>
<p><b>Pre-corrects:</b></p> <p>“In one minute it will be time for us to change from our desk work to our group work. When you move, be sure voices are off and you walk. Listen for my signal.”</p> <p>“Before we begin, take out your pencil and notebook, and voices at 0.”</p>	<p><b>Procedure Previously Taught:</b> I can <u>be on time</u>.</p> <p>This means I can:</p> <ul style="list-style-type: none"> <li>• Be in my assigned area when the activity starts</li> <li>• Have my materials ready to start my work</li> <li>• Stop what I am doing when asked so I can start my new work on time</li> </ul>	<p><b>Encourage:</b> “Thank you, Sam, for being ready by listening for my signal and coming to the carpet area right away.”</p> <p>“Thank you, Tamika, for being ready by coming to the carpet area with your library book.”</p> <p><b>Discourage:</b> “Jill, when I call you to be ready and join the group I need you to put away what you’re working on and join us as quickly as possible.”</p> <p>“Fred, this isn’t the right time to sharpen your pencil. Please put it away and come to the carpet area for group work.”</p>

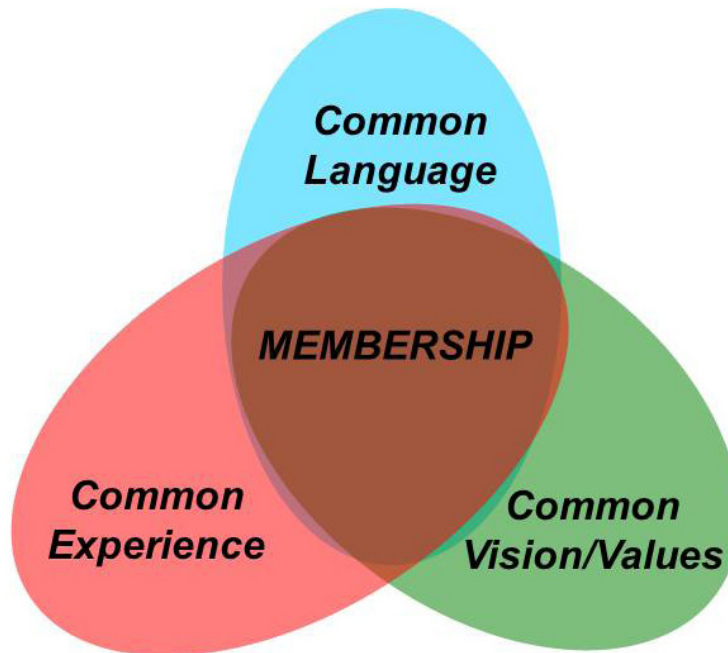
**Secondary**  
**Schoolwide Expectation: Be Ready**

Antecedent	Behavior	Consequence
<p>Event that activates the behavior. When teachers anticipate students will struggle with demonstrating a skill that has already been taught, they give a reminder to students about that skill.</p>	<p>Expected behavior we want student to maintain or behavior we want student to use instead of misbehavior (matrix).</p>	<p>The resulting event that causes an effect: encourage expected behavior or discourage inappropriate behavior</p>
<p><b>Pre-corrects:</b></p> <p>“Remember to use your time in the hallway wisely so you’ll get to your next class before the bell rings.”</p> <p>“Before you leave class, think about your route to your next class. We want you to be on time!”</p>	<p><b>Procedure Previously Taught:</b> I can <u>be on time</u>.</p> <p>This means I can:</p> <ul style="list-style-type: none"> <li>• Be prepared to leave when the teacher dismisses the class</li> <li>• Use the hallway time wisely</li> <li>• Plan my route to my next class</li> <li>• Be in the classroom when the bell rings</li> </ul>	<p><b>Encourage:</b> “Jamal, it is great to see you here on time! You have earned a Valiant Viking Card.”</p> <p>“Jessica, I can tell you have been planning your routes to class. Way to go!”</p> <p><b>Discourage:</b> “Jim, use your hallway time wisely and move onto your next class.”</p> <p>“Jane, you didn’t make it to your class on time. You’ll need to follow our class procedure for make up the missed work.”</p>

## Establishing a Positive Social Culture

In summary, teaching social skills is the vehicle educators use to reach their goal of a more positive social culture in school. Teaching goes a long way to ensure students have a common experience at school. Teaching also encourages the use of common language as stated earlier. These two cornerstones, along with shared vision and values will help create membership in the social culture we are shaping called school.

### Establishing a Social Culture



*Sugai, 2015  
Figure 4.2*

#### DISCUSSION



Think about the information above. What would be the main ideas you'd like to share with your whole staff regarding why teaching social skills is so important? Make a list of these and think how you could best share them.

## What to Write Lessons About

To support all staff and guide them to teach social skills, the SW-PBS Leadership Team will need to guide the development of lesson plans. In general, the SW-PBS Leadership Team will want to ensure you have lessons for all components of your social behavioral curriculum as described in Chapter 3. Lessons will be needed for specific:

- Behaviors/rules on your school's matrix.
- Nonclassroom procedures (arrival, cafeteria, playground rules, dismissal, etc.)
- Classroom rules
- Classroom procedures

Non-classroom behaviors/rules from the matrix and other non-classroom procedures are usually the first focus of teaching and therefore lesson writing. Focusing on teaching in non-classroom settings helps all staff practice using common language and learn the steps of directly teaching social behavior skills. Getting everyone involved in teaching in nonclassroom settings can build a sense of unity and common purpose. Full implementation of teaching lessons, starting with lessons for nonclassroom rules and procedures first, will begin to leverage implementation efforts for fidelity and sustainability over time (Mathews, McIntosh, Frank, & May, 2014).

Below are some ideas to help your team prioritize which lessons to write first:

- ▶ Consider guiding the staff to write lessons for the All Settings behaviors first. Your team and school will have determined those skills as needed throughout the school and therefore, might be considered a good place to start lesson writing.
- ▶ Non-classroom procedures need to be explicitly taught. An overview of procedures for the most common settings need to be introduced at the beginning of every year (e.g., hallways, cafeteria, etc.). Once introduced, more detailed lessons on specific behaviors (e.g., how to treat cafeteria servers) can be taught.
- ▶ Review your draft matrix to decide if there are 2-3 behaviors listed that could logically be combined into one lesson. For example, an elementary matrix may list “flush” and “wash hands with soap and water” on the matrix. Both of these could be included in one lesson. A high school matrix may list “walk”, “use quiet voice” and “take care of items in the hallways” which could all be addressed in one lesson.
- ▶ Review your office discipline referral data. What problem behaviors occur most frequently? What skill from your matrix do you want students to do instead? For example if physical aggression was a frequent problem behavior, the specific behavior of keep hands and feet to self would be an important lesson to write.
- ▶ Review your office discipline referral data to determine the non-classroom location of problem behaviors. What skill from your matrix do you want students to do instead in that location? If problem behaviors take place in the hallways, do specific lessons need to be written to address getting to class on time?

### DISCUSSION



Discuss which lessons your school needs to have written first. Plan how other lessons will be written in the future.



## Lesson Planning to Meet the Needs of Your Learners

The primary thing to consider when designing a teaching system for your school are the needs of the learners, and using the appropriate lesson format to provide structure for those teaching lessons.

Lesson content is primarily guided by the age of the students and their prior learning histories. Teachers employ a variety of teaching strategies and modalities to help students become fluent with the skill. Examples of practice activities might include role playing, playing games that include use of the skill, watching videos of examples and non-examples, tying the social lesson with academic content, or a debate of why the skill is important to self and others. The practice examples will vary according to the level of students in your building. Teaching younger children is typically more direct and “hands on.” Teaching older students typically involves embedding schoolwide expectations and behaviors into the academic curriculum as well as designated settings.

### TEACHING LEARNERS ACQUIRING SOCIAL SKILLS

When developing lesson plans schools will want to think about the needs of their learners and to differentiate instruction based upon those needs. If students are at the **acquisition** level of learning social skills where they are learning a new skill, lessons will need to be direct, explicit and taught frequently. Students at the acquisition level do not regularly display use of the skills, they have not had an opportunity to learn or have not had sufficient practice with the new skill. At the preschool and elementary level and for underclassman or students new in a secondary building, lessons that include components of direct instruction including **tell**, **show** and **practice** will be most effective. This direct teaching can be done in a way that best fits the unique nature of your building. Yet for students to learn social skills it will be important to teach directly, explicitly, and frequently.

### SUPPORTING STUDENTS FLUENT IN SOCIAL SKILLS

**Fluency** is the second phase of learning when a task or skill is performed without error or interruption in a change of behaviors. When students do show fluency in their use of social behaviors from your matrix, teaching may be periodic maintenance or “booster” lessons. **Maintenance** is the ability to perform a behavior over time. These lessons would consist of reminders of the when, where and how expected behaviors are to be performed. Staff continue to actively supervise giving students feedback to maintain skill usage.

Understanding the skill level of students will ensure staff design lessons that articulate the lesson purpose and use an understandable format to address student needs.

“Booster” lessons are lessons taught periodically and are intended to help students maintain the skill over time and in a variety of settings and situations.

## Lesson Plan Formats

As mentioned previously, it is important for schools to write lesson plans that meet the needs of their students. To assist with the task of writing lesson plans, MO SW-PBS has developed two templates:

1. for initial teaching for students who are at the acquisition phase (new learners) or
2. for maintaining the use of social skills through “booster” lessons.

The following will describe every section of both types of lesson formats.

### SKILL DEFINITION AND CONTEXT

The first items every lesson plan (initial teaching for acquisition and maintenance “boosters) should include are:

- ▶ The Expectation from your schools matrix to help staff see how the lesson ties to the common language.
- ▶ Specific Behavior(s) and/or Procedures which is a clear description of the skill to be taught.
- ▶ Context to identify the location(s) where the behavior is expected.

This information gives those teaching the lesson a clear understanding of the purpose of the skill and where the skill will be expected to be used.

### DIRECT TEACHING OR ORIENTATION

Each lesson plan for initial learning of a skill, regardless of the age of the students, will include ideas for teachers to directly teach the skill. Instruction of social behaviors for younger students in initial lessons for **Acquisition** includes tell, show and practice. **Tell** means introducing the skill or behavior by directly telling the student the definition, the specific steps needed to correctly perform the skill and the location in which the skill will be expected. **Show** means the teacher demonstrates or models the expected behavior. The teacher clarifies the difference between following the behavior and not following the behavior by providing positive examples and a negative example (non- example). **Remember only an adult should demonstrate the non-example. Students in the class then demonstrate the examples.** The guided practice component of the lesson is a pivotal part of every lesson. Guided practice ensures that students can accurately and appropriately demonstrate the skill steps (Lewis & Sugai, 1999). Optimally, practice should occur in the appropriate setting(s) to effectively teach expected behaviors and procedures.

The acquisition lesson plan for older students provides a section for **Orientation**. These lesson plans will include information about how students new to a building receive instruction about the skill as it pertains to the particular building. An orientation plan for new 6th graders to a middle school or freshman in high school will describe how those students will learn all the behaviors and procedures unique to that building (e.g. cafeteria procedures, arrival and dismissal, use of electronic devices). Orientation also includes information about how new students who transfer in during the year will receive instruction and guidance to help them feel welcome so they can become a member of the school community. The orientation plan also helps provide a rationale for why these skills are important for school success and life after graduation.

## GENERALIZATION STRATEGIES

Generalization is the fourth phase of learning where behavior occurs under different conditions other than those taught (people, settings, etc.). To help students maintain skills being taught and to encourage use of the skills in a variety of situations, generalization strategies are included in both acquisition lesson plans and maintenance “booster” lessons plans. These generalization strategies include: 1) pre-corrects or reminders, 2) supervision, and 3) feedback on performance.

**Pre-Correct/Remind** = Reminders before entering a setting or performing a task to promote successful demonstration of expected behaviors. Pre-corrects are best used after students have been formally taught and reminded of the correct behavior and procedures for a given setting. When a teacher can anticipate students may have difficulty, a pre-correct is given to them about the expected behavior (Colvin, Sugai & Patching, 1993; Lewis, Newcomer, Trussell & Richter, 2006). A pre-correct is different from a teacher directive. A pre-correct tells the students what to do and how to do it using the behaviors/rules that have already been taught. For example, if a teacher knows students will have trouble moving in the class without bumping into each other, the teacher might pre-correct students of the expected classroom behavior of maintaining personal space. Or before the students are asked to move into groups, the teacher would pre-correct by saying, “Remember to move safely and maintain your personal space.” Just before exiting school for the day, the teacher would pre-correct by saying, “Remember to walk in the hallways and into the parking lot.” In these examples, the pre-correct sets the stage for opportunities for the teacher to recognize students for walking quietly and safely.

**Supervise** = Monitor student performance or compliance in all settings. To have a positive impact on student behavior, to prevent problem behaviors from occurring and to monitor student performance, teachers must actively supervise students. Active supervision includes: 1) **Moving** = constantly, randomly, and targeting problem areas, 2) **Scanning** = observe all students, make eye contact, look and listen, and 3) **Interacting Frequently** = positive contact, frequent feedback, correct errors, deliver consequence.

**Feedback** = Information provided to students by adults and other students about how well students are performing the expected behaviors. Feedback can be categorized as positive (reinforcing the expected behavior), corrective (telling the student what the expected behavior is for the situation), and negative (giving the student a message to stop their current behavior with no information about a replacement behavior). Staff are encouraged to provide feedback, non-contingent and contingent, including specific positive feedback. To help students learn and maintain social behaviors teachers must recognize student effort. The least expensive and readily available way to recognize students is to provide specific verbal feedback and regularly recognize the efforts of students who correctly exhibit the behavior. When giving specific verbal feedback the teacher precisely states the skill the student displays so the student has no doubt about what he or she did correctly. An example would be, “Thank you Bob for being responsible by being on time and having your assignment ready to turn in.” More extensive information on providing feedback will be in Chapter 5.

## RETEACH

**Re-teach** = providing additional instruction and practice on each of the steps required to correctly exhibit the behavior. As some students struggle to learn the expected social behavior, it is important to provide additional practice and recognition to them as they make progress toward correctly exhibiting the behavior (e.g. “Nice work, Ted, turning in your homework. Let me show you which bin you should place it in as you come in the door of the classroom.”). Re-teaching can also be supported through extension activities using other modalities. For example, if the class has been taught how to follow directions, the instructor could provide independent practice for the students through an art activity or game where they

apply the steps in following directions. **Sometimes teachers need to recognize “almost there” behavior as an incremental step toward perfect performance of a social behavior.**

## Teaching Changes As Students Get Older

In preschool and elementary school the focus is on directly teaching students the expected social behavior through tell, show, practice, monitor and reteaching steps described earlier. Instruction takes place each day, throughout the day, all year long. With consistent and ongoing instruction throughout the year in elementary school, the focus of instruction in middle school and high school may change (Colvin, 2007). As has been mentioned earlier, the focus of lessons for older students includes the components of Pre-Correct/Remind, Supervise and Feedback and assumes that: 1) The faculty and staff have agreement on expectations and specific behaviors from their schoolwide matrix; 2) Older students have had an orientation to these commonly held procedures and routines; 3) For returning students or upperclassman at the beginning of the year, the adult actions of Remind, Supervise and Feedback may well be sufficient for supporting desired student behaviors.

Regardless of the age of students being taught, the critical idea is that consistent, ongoing and planned instruction does indeed take place until students become fluent using the desired social skills. Telling and expecting students to “know it” is insufficient for students to be fluent and competent in performing the social behaviors expected at school.

MO SW-PBS has provided you sample lesson plans and templates that help you meet the needs of students who need initial teaching so they will acquire the skill and for students who need to maintain the skill through a “booster” lesson. These samples lesson plans follow. First you will see lessons on Responsibility–Following Directions–for preschool, elementary, middle school, and high school levels. That is followed by a lesson for all levels on procedures for the cafeteria.



### ACTIVITY

Review the following sample lessons and look for commonalities and differences according to the age/grade levels they represent in relation to purpose, format, content, and setting.

## Sample Preschool Lesson: Following Directions (Initial Teaching for Acquisition)

Expectation		<i>Be Responsible</i>
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>		Following Directions means: <ul style="list-style-type: none"> <li>• Eyes on teacher</li> <li>• Do what teacher asks</li> <li>• Raise hand for help</li> </ul>
Context <i>Identify the locations(s) where behavior is expected.</i>		All Settings
<b>Teaching All Students</b>		
Tell <i>Introduce the behavior and why it is important</i>		<ul style="list-style-type: none"> <li>• Chant “<i>Be Responsible</i>” over and over while clapping hands to gather group. Could add words as needed, like: “<i>Follow Directions and Be Responsible</i>”</li> <li>• Ask, “<i>What does it mean to follow directions?</i>”</li> <li>• Discuss who gives directions (parents, teachers, older sisters and brothers)</li> <li>• Discuss who must follow directions.</li> </ul>
Show <i>Teacher demonstrates or models the behavior. Teacher models non-examples</i>		<ul style="list-style-type: none"> <li>• The whistle is blown on the playground, all students stop playing, look to the teachers and walk to their line up spot.</li> <li>• The teacher directs the class to put their crayons in the box on their table. The class puts their crayons in the box and wait to be told about the next activity.</li> <li>• Teacher models the non-example: Teacher role-plays being the child who does not stop playing at the kitchen center.</li> </ul>
Practice <i>Give students opportunities to role play the behavior across all relevant settings</i>		<ul style="list-style-type: none"> <li>• Give a direction, such as walk to the carpet, and time students to see how quickly they comply.</li> <li>• Simon Says game: practice with this follow-the-leader game to reinforce compliance with directions.</li> <li>• Role-play procedures such as lining up at the end of recess, throwing away trash after snack time, washing hands after going to the bathroom.</li> </ul>
Generalization	Pre-correct/Remind <i>Anticipate and give students a reminder to perform behavior</i>	<ul style="list-style-type: none"> <li>• “Before I give the next directions, let’s review the steps to following directions. They are eyes on teacher, do what teacher asks and raise hand for help.” Point to chart of steps with words and photos.</li> </ul>
	Supervise <i>Move, scan and interact with students</i>	After directions are given, move, scan and interact with student to give them feedback about how they are following directions and correct as needed.
	Feedback <i>Observe student performance &amp; give positive, specific feedback to students</i>	<ul style="list-style-type: none"> <li>• “Great job of following directions! Way to go!”</li> <li>• “Elvis thank you for following directions and putting your coat on. That was responsible of you.”</li> </ul>
Reteach <i>Practice throughout the day</i>		<ul style="list-style-type: none"> <li>• Have students share examples of when they followed directions.</li> <li>• Play games and as game rules are followed, point that out to students.</li> </ul>

## Sample Elementary Lesson: Following Directions (Initial Teaching for Acquisition)

Expectation		<i>Be Responsible</i>
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>		Following Directions means: <ul style="list-style-type: none"> <li>• Eyes on teacher</li> <li>• Do what teacher asks</li> <li>• Raise hand for help</li> </ul>
Context <i>Identify the locations(s) where behavior is expected.</i>		All Settings
<b>Teaching All Students</b>		
Tell <i>Introduce the behavior and why it is important</i>		<ul style="list-style-type: none"> <li>• “Today we are going to review the skill I can follow directions.” Read the behavior and steps.</li> <li>• Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, P.E. coaches, secretaries, media specialists, lunchroom workers, bus drivers, custodians and many others.</li> <li>• Discuss why it is important to follow directions given by all adults in the building.</li> </ul>
Show <i>Teacher demonstrates or models the behavior. Teacher models non-examples</i>		<ul style="list-style-type: none"> <li>• An adult blows the whistle on the playground; all students stop playing, look to see that the path to their line up spot is clear and move keeping their hands and feet to themselves to their line up spot.</li> <li>• The teacher directs the class to push their chairs in and line up. The class politely pushes in their chairs and forms a line, getting in their line order and leaving space for others to get in line. They get to their special class on time</li> <li>• Teacher models the non-example: Teacher has student role-play being the teacher giving directions to get materials out for a lesson and teacher is non-compliant.</li> </ul>
Practice <i>Give students opportunities to role play the behavior across all relevant settings</i>		<ul style="list-style-type: none"> <li>• Give a direction, such as clear your desk, and time students to see how quickly they comply.</li> <li>• “Simon Says” game: practice with this follow-the-leader game to reinforce compliance with directions.</li> <li>• Role-play procedures such as lining up at the end of recess. Have one student be the “supervisor” and have that child verbalize the positive things they notice.</li> </ul>
<b>Generalization</b>	Pre-correct/Remind <i>Anticipate and give students a reminder</i>	<ul style="list-style-type: none"> <li>• “Before I give the next directions, let’s review the steps to following directions. They are listen attentively, raise hand to speak or ask questions and begin task immediately.”</li> </ul>
	Supervise <i>Move, scan and interact with students</i>	After directions are given, move, scan and interact with student to give them feedback about how they are following directions and correct as needed.
	Feedback <i>Observe student performance &amp; give positive, specific feedback to students</i>	<ul style="list-style-type: none"> <li>• Thank you for following the fire drill expectations and safely exiting the building.”</li> <li>• “Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions...”</li> </ul>
Reteach <i>Practice throughout the day</i>		<ul style="list-style-type: none"> <li>• Have students share examples of when they followed directions promptly.</li> <li>• Share examples of someone you saw following directions promptly and tie compliance to positive outcomes such as more time for recess because the class was timely in getting lined up!</li> </ul>

## Sample Middle School Lesson: Following Directions (Initial Teaching for Acquisition)

Expectation		<i>Be Responsible</i>
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>		Following Directions means: <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Raise hand to clarify questions</li> <li>• Begin work immediately</li> </ul>
Context <i>Identify the location(s) where behavior is expected.</i>		All Settings
<b>Teaching All Students</b>		
Orientation Plan <i>For underclassmen and new students to the building</i>		<ul style="list-style-type: none"> <li>• Orientation for all 6th graders will be during the first week of school and the week after each school break. Teachers are to teach all school-wide and classroom behaviors and routines. Special attention is given to teach following directions.</li> <li>• All grades will review school-wide and classroom behaviors and routines the first day of school.</li> <li>• New students will receive an overview orientation by the school counselor using the tell, show, and practice teaching strategies below.</li> <li>• New students will be assigned a student Team Viking Volunteer for their first week of school.</li> </ul>
Generalization	Tell <i>Introduce the behavior and why it is important</i>	<ul style="list-style-type: none"> <li>• “Today we are going to review the skill I can follow directions.”</li> <li>• Brainstorm with the class a list of adults that they encounter on any given day at school. These would include their own teachers, specialists, P.E. coaches, secretaries, media specialists, lunchroom workers, bus drivers, custodians and many others.</li> <li>• “It is important to follow directions of all adults in the building because it helps build a sense of ‘everyone is responsible for everyone,’ and ensure everyone is safe and treated well. Following directions is a skill needed for life; at work, while driving, using equipment at home. Others?”</li> </ul>
	Show <i>Teacher demonstrates or models the behavior. Teacher models non-examples</i>	<ul style="list-style-type: none"> <li>• Nate looked at the teacher and listened carefully as she gave directions. He raised his hand to ask one clarifying question to make sure he understood what to do and then said to himself, “I can do that!” and started to do the assigned work. When he finished his work early, he got a book to read (example).</li> <li>• Teacher models non-example: The adult supervising in the hallway asked Alfred to quiet his voice and Alfred replied with a disrespectful tone, “You’re not my teacher.” Or “Whatever.”</li> </ul>
	Practice <i>Give students opportunities to role play the behavior across all relevant settings</i>	<ul style="list-style-type: none"> <li>• The cafeteria worker asked Tiffany her student number. Tiffany smiled and said, “It’s 00001.” The cafeteria worker smiled and said, “Thanks, enjoy your lunch.”</li> <li>• Students are in the cafeteria and one is talking on a cell phone. The supervising adult asks the student to hand over the phone (school policy). Have the students role play how they should follow directions.</li> </ul>



## Sample Middle School Lesson: Following Directions (Maintenance “Booster”)

Expectation		<i>Be Responsible</i>
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>		Following Directions means: <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Raise hand to clarify questions</li> <li>• Begin work immediately</li> </ul>
Context <i>Identify the locations(s) where behavior is expected.</i>		All Settings
<b>Teaching All Students</b>		
<b>Generalization</b>	Pre-correct/ Remind <i>Anticipate and give students a reminder</i>	<ul style="list-style-type: none"> <li>• Reiterate the importance of following directions at frequent intervals by ALL staff.</li> <li>• Include in morning announcements, signage, student/family news, etc.</li> <li>• Remind before students are expected to follow directions, such as: “Before I give you directions for your next assignment, let’s review the steps of following directions. They are 1) listen attentively, 2) raise your hand if you have questions, and 3) begin task immediately. Now turn to page....”</li> </ul>
	Supervise <i>Move, scan and interact with students</i>	After directions are given, move, scan and interact with students as they follow instructions.
	Feedback <i>Observe student performance &amp; give positive, specific feedback</i>	<ul style="list-style-type: none"> <li>• “Thanks for following my instructions and getting right to work.”</li> <li>• “I notice many of you getting right to work and being learners. That’s awesome!”</li> <li>• “Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions about the quote today...”</li> </ul>
Reteach <i>Practice throughout the day</i>		Review the behavior and the steps of following directions, if students display a skills deficit provide SHOW and PRACTICE components. Increase reminders, supervision and feedback for “almost there” performance to support student compliance.



## Sample High School Lesson: Following Directions (Initial Teaching for Acquisition)

Expectation	<i>Be Responsible</i>
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>	Following Directions means: <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Raise hand to clarify questions</li> <li>• Begin work immediately</li> </ul>
Context <i>Identify the locations(s) where behavior is expected.</i>	All Settings
<b>Teaching All Students</b>	
Orientation Plan <i>For underclassmen and new students to the building</i>	<ul style="list-style-type: none"> <li>• Orientation for all 9th graders will be Tuesday before school starts. All teachers are to teach all school-wide and classroom behaviors and routines the first week of school. Special attention is given to teach following directions the first time.</li> <li>• New students will receive an overview orientation by the resource officer using the tell, show, and practice teaching strategies below.</li> <li>• New students will be assigned a Student Council representative for their first week of school.</li> </ul>
Tell <i>Introduce the behavior and why it is important</i>	<ul style="list-style-type: none"> <li>• “Today we are going to discuss what it means to be responsible at Great High School. One of the important skills to being responsible is follow directions the first time asked.”</li> <li>• Discuss the importance of following directions in school, the real world and life beyond high school.</li> <li>• Also tie Following Directions the First Time to the academic curriculum.</li> </ul>
Show <i>Teacher demonstrates or models the behavior. Teacher models non-examples</i>	<ul style="list-style-type: none"> <li>• Sam looked at the teacher and listened carefully as she gave directions. He raised his hand to ask one clarifying question to make sure he understood what to do and then started to do the assignment. When he finished his work early, he got to work on the computer (example).</li> <li>• Teacher models non-example: The adult supervising in the hallway asked Alicia to move to allow students to walk up the stairs. Alicia replied with a disrespectful tone, “You’re not my boss.”</li> </ul>
Practice <i>Give students opportunities to role play the behavior across all relevant settings</i>	<ul style="list-style-type: none"> <li>• The cafeteria worker asked Tiffany her student number. Tiffany smiled and said, “It’s 00001.” The cafeteria worker smiled and said, “Thanks, enjoy your lunch.”</li> <li>• There is a new policy at school where teachers are to ask students to put any cell phones out of a student’s backpack onto the teacher’s desk until the end of the hour. The teacher sees Frank checking the time on this phone and asks him to put the phone on the desk until class is over. Have students role play how they should follow directions the first time asked.</li> </ul>

## Sample High School Lesson: Following Directions (Maintenance “Booster”)

Expectation	<i>Be Responsible</i>	
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>	Following Directions means: <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Raise hand to clarify questions</li> <li>• Begin work immediately</li> </ul>	
Context <i>Identify the location(s) where behavior is expected.</i>	All Settings	
<b>Teaching All Students</b>		
<b>Generalization</b>	Pre-correct/ Remind <i>Anticipate and give students a reminder</i>	<ul style="list-style-type: none"> <li>• Reiterate the importance of following directions at frequent intervals by ALL staff.</li> <li>• Include in morning announcements, signage, and report data of decreases in non-compliance and insubordination.</li> <li>• Remind before students are expected to follow directions, such as: “Before I give you directions for your next assignment, let’s review the steps of following directions. They are 1) listen attentively, 2) raise your hand if you have questions, and 3) begin task immediately. Now turn to page....”</li> </ul>
	Supervise <i>Move, scan and interact with students</i>	After directions are given, move, scan and interact with students as they follow instructions the first time.
	Feedback <i>Observe student performance &amp; give positive, specific feedback</i>	“Thanks for being responsible for your learning and following my instructions. Awesome!”
Reteach <i>Practice throughout the day</i>	Review the behavior and the steps of following directions, if students display a skills deficit provide SHOW and PRACTICE components. Increase reminders, supervision and feedback for “almost there” performance to support student compliance.	



### ACTIVITY

To become more familiar with social behavior skill lesson plans, return to examples of following directions on the previous pages. Review the one that is most like your school and discuss with your team. Is the content of this lesson one that would be appropriate for your school? Assign one person to be the recorder as you make suggestions of how it might need to be revised to fit your situation.

## Sample Elementary Cafeteria Procedures Lesson Plan (Initial Teaching for Acquisition)

Expectation	Cafeteria Procedures
<p>Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i></p>	<p>At All Times:</p> <ul style="list-style-type: none"> <li>• Respond to quiet signal</li> <li>• Listen to speaker and follow directions given</li> </ul> <p>While Entering, Getting Food &amp; Being Seated:</p> <ul style="list-style-type: none"> <li>• Walk in designated areas</li> <li>• Smile, greet servers</li> <li>• Say please and thank you</li> <li>• Get utensils, napkins and all items needed before moving to your designated seating area</li> </ul> <p>While Eating:</p> <ul style="list-style-type: none"> <li>• Make friendly table talk</li> <li>• Use an indoor voice</li> <li>• Eat politely and quietly</li> <li>• Report spills to an adult</li> <li>• Raise your hand if you need assistance</li> </ul> <p>While Cleaning Up &amp; Exiting:</p> <ul style="list-style-type: none"> <li>• Clean up after yourself</li> <li>• Ask permission before getting up</li> <li>• Stay seated until dismissed</li> <li>• Walk</li> </ul>
<p>Context <i>Identify the location(s) where behavior is expected.</i></p>	<p>Cafeteria</p>
<b>Teaching All Students</b>	
<p>Tell <i>Introduce the behavior and why it is important</i></p>	<ul style="list-style-type: none"> <li>• “Today we are going to learn the cafeteria procedures that describe how all students and staff responsibly, respectfully and safely behave during the lunch period in the cafeteria so that everyone has sufficient time to eat in a clean and welcoming environment.”</li> <li>• “There will be steps to follow at all times while in the cafeteria, when entering the cafeteria and either getting food or finding a seat, while eating lunch, and during cleanup and exiting the cafeteria.”</li> <li>• The teacher may choose to briefly brainstorm with students why it is important to have procedures for the cafeteria.</li> </ul>
<p>Show <i>Teacher demonstrates or models the behavior. Teacher models non-examples</i></p>	<ul style="list-style-type: none"> <li>• Teacher first describes steps for each part of the procedure</li> <li>• “At all times we must respond to the quiet signal and listen carefully to the announcement or directions being given.”</li> <li>• Teacher models examples and non-examples of following entering, eating and exiting procedures asking students to give performance feedback with thumbs up for appropriate and thumbs down for inappropriate.</li> </ul>

Expectation		Cafeteria Procedures (cont.)
Practice <i>Give students opportunities to role play the behavior across all relevant settings</i>		<ul style="list-style-type: none"> <li>• Have students first role-play while in the classroom immediately after the Show portion of the lesson.</li> <li>• Teacher sets a time to practice cafeteria procedure in the cafeteria before lunchtime begins on the first day. If students are the youngest in the building (e.g., kindergarten or first grade) have older students available to first model and then assist in practice.</li> </ul>
Generalization	Pre-correct/ Remind <i>Anticipate and give students a reminder to perform behavior</i>	<ul style="list-style-type: none"> <li>• Before leaving the classroom teacher prompts students by saying, “Who can remind us of how we should enter the cafeteria and get our lunch?”</li> <li>• While students are waiting in the lunch line the teacher may say, “Remember to say please and thank you and to greet our cafeteria workers with a smile” or “Remember to get everything you need and walk to our designated table.”</li> <li>• When students are seated, “Remember to use your inside voice, use polite table manners, and clean up after yourself. Wait for permission to throw away trash and line up to leave the cafeteria.”</li> </ul>
	Supervise <i>Move, scan and interact with students</i>	<ul style="list-style-type: none"> <li>• If students are the youngest in the building (e.g., kindergarten or first grade) have older students assist in cafeteria during the first week of school.</li> <li>• The teacher will assist all his/her students through the line and to the designated seating area before exiting the cafeteria. Teachers will provide prompts, specific positive feedback and corrections as needed to any and all students during this time.</li> </ul>
	Feedback <i>Observe student performance &amp; give positive, specific feedback to students</i>	<ul style="list-style-type: none"> <li>• “Thank you for remembering to greet the cafeteria workers with a smile and for saying thank you, that is being respectful of others.”</li> <li>• “Thank you for raising your hand and letting me know there was a spill under the table, that shows respect for our school building.”</li> </ul>
Reteach <i>Practice throughout the day</i>		<ul style="list-style-type: none"> <li>• Teachers can ask for feedback from cafeteria supervisors or janitors regarding student behaviors and cleanliness of cafeteria when their class exits. This serves as information about what the students might need to re-practice, as well as opportunities for the teacher to recognize students for following expected procedures and how this contributes to a safe and welcoming cafeteria environment.</li> <li>• Teachers should plan for whole class re-teaching sessions whenever a new student joins the class, whenever feedback from other adults indicates there is a need, or after vacations or extended breaks in the school year.</li> </ul>

## Sample Secondary Cafeteria Procedure Lesson Plan (Initial Teaching for Acquisition)

<p>Orientation Plan <i>For underclassmen and new students to the building</i></p>		<ul style="list-style-type: none"> <li>Schedule cafeteria visits and run-throughs as part of underclassman orientation procedures. Upperclassman and staff can be stationed at pivotal spots and provide a 2-minute infomercial regarding the steps during each part of lunch (e.g., entering and getting lunch, while eating, exiting).</li> <li>All classes with underclassman will be asked to conduct a mini lesson during the first day of class covering all cafeteria procedures as a whole and spending subsequent time the rest of the first week giving specific group feedback based on observational feedback.</li> <li>Upperclassman can write and produce short videos that demonstrate cafeteria procedures. Viewing the video can be incorporated into underclassman orientation.</li> </ul>
<p>Generalization</p>	<p>Tell <i>Introduce the behavior and why it is important</i></p>	<ul style="list-style-type: none"> <li>Today we are going to learn the cafeteria procedures that describe how all students and staff responsibly, respectfully and safely behave during the lunch period in the cafeteria so that everyone has sufficient time to eat in a clean and welcoming environment.”</li> <li>“There will be steps to follow at all times while in the cafeteria, when entering the cafeteria and either getting food or finding a seat, while eating lunch, and during cleanup and exiting the cafeteria.”</li> </ul>
	<p>Show <i>Teacher demonstrates or models the behavior. Teacher models non-examples</i></p>	<ul style="list-style-type: none"> <li>The teacher can use the student-produced video in conjunction with describing the steps.</li> <li>Upperclassmen can also be utilized to demonstrate procedures and to give pointers or answer questions (e.g., which line takes the longest? where are condiments and utensils located? etc.)</li> </ul>
	<p>Practice <i>Give students opportunities to role play the behavior across all relevant settings</i></p>	<ul style="list-style-type: none"> <li>Have students check menus, review pricing and a map of cafeteria and various food areas prior to entering cafeteria so they know what they want to purchase prior to entering.</li> </ul>

## Sample Secondary Cafeteria Procedure Lesson Plan (Maintenance “Boosters”)

Expectation	Cafeteria Procedures
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>	<p>At All Times:</p> <ul style="list-style-type: none"> <li>• Follow directions first time asked</li> <li>• Use appropriate talk</li> <li>• Use school property as intended</li> </ul> <p>While Entering, Getting Food &amp; Being Seated:</p> <ul style="list-style-type: none"> <li>• Wait patiently in line in designated area(s)</li> <li>• Know your order; place it quickly</li> <li>• Have money or lunch card ready</li> <li>• Keep account current</li> <li>• Smile, greet servers</li> <li>• Say please and thank you</li> <li>• Find a seat quickly and remain seated while eating</li> </ul> <p>While Eating:</p> <ul style="list-style-type: none"> <li>• Use appropriate talk</li> <li>• Use food and silverware appropriately</li> </ul> <p>While Cleaning Up &amp; Exiting:</p> <ul style="list-style-type: none"> <li>• Clean up after self</li> <li>• Put trash in bins</li> </ul>
Context <i>Identify the location(s) where behavior is expected.</i>	Cafeteria
<b>Teaching All Students</b>	
Generalization	<p>Pre-correct/ Remind <i>Anticipate and give students a reminder</i></p> <ul style="list-style-type: none"> <li>• All staff who interact with students during 4th period (lunch time) will be asked to remind students about the cafeteria procedures before the students exit for lunch.</li> <li>• During the first week of school 5 minutes each day will be spent on the pre-correct/reminder with all steps discussed on the first day, and on the following day the topics for reminders will come from performance feedback of cafeteria supervisors and administrators.</li> <li>• In subsequent weeks teachers are asked to give a 1-minute pre-correct/reminder each day regarding hallway behavior on the way to the cafeteria and/or cafeteria procedures. There may be times where specific pre-corrects/prompts will be given to the teachers from the SW-PBS Leadership Team.</li> </ul>
	<p>Supervise <i>Move, scan and interact with students</i></p> <ul style="list-style-type: none"> <li>• Everyday during the first week of school all teachers are asked to go to the cafeteria once students are dismissed to lunch to model hallway and cafeteria expectations and procedures and to provide assistance to assigned supervisors as needed.</li> <li>• In subsequent weeks staff will, as assigned, complete designated cafeteria supervision.</li> <li>• Additionally, during periods when increases in problem behaviors in the hallways during lunch periods or in the cafeteria are anticipated staff may be asked to provide extra supervision or support (e.g., after vacation breaks, final week of school, etc.).</li> </ul>

	<p>Feedback  <i>Observe student performance &amp; give positive, specific feedback</i></p>	<ul style="list-style-type: none"> <li>• “Thank you for being responsible by disposing of your trash and recyclables in designated bins. That shows respect for our school and the environment.”</li> <li>• “Thank you for keeping your tone and volume at a level that shows respect for those around you.”</li> </ul>
<p>Reteach  <i>Practice throughout the day</i></p>		<ul style="list-style-type: none"> <li>• Staff may be asked to review procedures in classrooms before dismissing students to lunch if certain behaviors become consistently problematic across a lunch period.</li> <li>• Supervisory staff may be asked to reteach in the cafeteria setting all or specific steps that many students are not displaying with consistency.</li> <li>• Use student written and produced videos for use in re-teaching school-wide or with lunch periods who show repeated noncompliance with cafeteria procedures.</li> </ul>

## Acquisition Lesson Plan

Expectation		
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>		
Context <i>Identify the locations(s) where behavior is expected</i>		
<b>Teaching All Students</b>		
Orientation Plan <i>For underclassmen and new students to the building</i>		
Tell <i>Introduce the behavior and why it is important</i>		
Show <i>Teacher demonstrates or models the behavior. Teacher models non-examples</i>		
Practice <i>Give students opportunities to role play the behavior across all relevant settings</i>		
Generalization	Pre-correct/Remind <i>Anticipate and give students a reminder</i>	
	Supervise <i>Move, scan and interact with students</i>	
	Feedback <i>Observe student performance &amp; give positive, specific feedback to students</i>	
Reteach <i>Practice throughout the day</i>		



## Maintenance “Booster” Lesson Plan

Expectation		
Specific Behavior(s) and/or Procedures <i>List behavior and steps to complete</i>		
Context <i>Identify the locations(s) where behavior is expected</i>		
<b>Teaching All Students</b>		
Generalization	Pre-correct/ Remind <i>Anticipate and give students a reminder</i>	
	Supervise <i>Move, scan and interact with students</i>	
	Feedback <i>Observe student performance &amp; give positive, specific feedback</i>	
Reteach <i>Practice throughout the day</i>		

## Sharing Responsibility for Writing Lesson Plans

In Chapter 2 you were introduced to the idea of using the work group process to gain input and consensus on materials to implement SW-PBS. As your team begins to think about developing lessons to teach social skills you will want to be purposeful in involving others. Whoever is involved in lesson writing should be instructed to write **DRAFT** on lessons they develop to indicate feedback will be asked for. Also instruct lesson planners to write **THE DATE** on the lesson to help you keep track of various versions.

Your team can involve students as well as staff in the development of teaching or training materials to increase the viability and relevancy of the desired behaviors. Family and community members can also be recruited to not only teach expected behaviors in school and community settings, but can also be tremendous resources for providing a compelling rationale for schoolwide expectations in the context of life outside or beyond the school setting.

There are a number of ways to get input from others but the most important thing to do is to seek and consider the feedback you get. Following are a few suggestions:

- ▶ Ask vertical/grade level/department teams for lesson suggestion.
- ▶ Ask ALL support staff (cafeteria supervisors, resource officers, secretaries, custodians, bus drivers) for lesson suggestions.
- ▶ During a designated class period, discuss lesson ideas with all students. Have students turn in their suggestions.
- ▶ Create a SW-PBS Advisory Council to both advise the Leadership Team and to gather input from the student body.
- ▶ Ask for family input at Back to School Night, in school newsletter, and during parent conference (a task to do while they are waiting).
- ▶ Build a system of regularly scheduled opportunities to send information home to families (weekly folders, school newsletter with regular feature of “lesson of the week,” information about how to use lesson content at home, updates from the building administrator, district updates).
- ▶ Conduct short surveys to ask staff, students and families to share their questions, ideas and views about SW-PBS lessons.
- ▶ Ask drama classes to write, direct and act in video lessons.
- ▶ Provide information to local newspapers, TV and radio stations.
- ▶ Ask communication classes to write and broadcast daily/weekly lessons and announcements.

It is important to remember that regardless of who writes them, lessons are drafts until reviewed, understood and approved by the appropriate stakeholders.

### DISCUSSION



Discuss possible ways your school could share the work of writing lessons. Also discuss how you will engage staff and ask for their input regarding which should be the priority lessons.

## Teaching Schedule

The SW-PBS Leadership Team will need to seek input and to make decisions about when specific skills from the matrix and procedures will be taught. To ensure teaching social skills and procedures is more than a one-time event, each school determines its own perpetual teaching schedule. A teaching schedule helps keep all staff aware of when lessons are taught and therefore helps keep them accountable and committed to teaching social skill lessons. A teaching schedule should be perpetual, meaning it is sustained throughout the year. It also needs to be flexible enough to allow for lessons to be taught that address student needs when problem behaviors surface. The teaching schedule includes when during the day social skill lessons are taught and when lessons are taught throughout the year.

When developing a teaching schedule the following points may need to be considered:

- ▶ Instruction takes place each day, all day throughout the entire school year for young or those students who continue to demonstrate they are at the acquisition level.
- ▶ Beginning of the year focused lessons to teach all schoolwide and classroom expectations, rules and procedures. This includes direct instruction the first few weeks of school in the setting where the skills or procedures are used.
- ▶ Beginning of school year orientation period, such as a day for underclassmen before all students attend school.
- ▶ Weekly lessons in advisory, homeroom, or classroom.
- ▶ New Student Orientation using student ambassadors as orientation models for newly enrolled students.
- ▶ Review lessons after school breaks (e.g. long weekends, winter and spring breaks). Week-long or short reminder lessons as appropriate for the skill level and age of students.
- ▶ Quarterly assemblies followed with group practice for students who have acquired the skill but need maintenance or an “extra dose” of instruction.

The most important consideration when developing a teaching schedule is how your school will focus on a behavior from the school matrix that addresses a problem behavior evident from data (e.g. focus on ‘following directions’ to address ‘noncompliance’ or ‘disrespect’). As will be discussed in Chapter 7, school teams will make Solution Plans to be responsive to the locations, time of day and problem behaviors that frequently occur in the school.

### TEACHING IN THE DAILY/WEEKLY SCHEDULE

Schools need to decide when lessons will be taught during the day or week. Some typical examples of how to arrange time for teaching social behavior skills might include: homeroom, daily class meetings, schoolwide announcement over intercom, daily or weekly web announcements, embedding in academic subjects, and older students leading younger students through school orientation activities.

### TEACHING ALL YEAR

Schools may decide to create a teaching calendar that schedules when lessons are to be taught. When developing a teaching calendar schools may consider devoting a significant amount of teaching at the beginning of the year. Review should be planned throughout the year, particularly following breaks or

holidays. Teach just prior to needing to use the behavior (e.g., assembly behavior taught right before the first assembly) should also be scheduled.

There are many, many ways teaching can be accomplished. Some important considerations are : 1) making sure the schedule is acceptable to stakeholders educators and students teaching lessons, 2) ensuring the teaching schedule can be sustained throughout the year, 3) lessons are long enough to adequately teach the skill but short enough staff will actually make time to teach and 4) adequate staff are available to teach in the identified settings.

## TEACHING BEYOND SCHEDULED LESSONS

It is important to encourage and support teachers to teach, practice and reinforce use of expected matrix behaviors and procedures every day, all day, throughout the school year. The lesson plans give suggestions for generalization of the skills throughout the day in a variety of situations. Many schools develop a SW-PBS motto, school song, cheer or pledge to start the lessons and include in daily announcements.

The SW-PBS Leadership Team and administration will want to encourage staff to give their class time and creativity to infuse use of social skills within their current academic curriculum. Following are some examples of ways to build social behavior lesson content into the academic curriculum:

**Writing activities:** Students describe the behaviors or illustrate the benefit of their use through narrative, poetry, plays, songs, etc.

**Artistic representation:** Performing skits, writing & performing songs, making posters/paintings or studying famous artists and musicians and how their art and lives were influenced by social behavior.

**Sports teams, student organizations, etc.:** Making connections to guidelines or operational rules for these student groups and the schoolwide expectations.

**Laboratory classes:** Making connections between safety guidelines and manuals and the schoolwide expectations.

**Literature/Language Arts:** When studying literature , discuss how characters view expected behaviors and how those expected behaviors are the same or different than your school matrix.

Involving students in planning and delivering lessons is a powerful and fun way to get students to “buy in”. Younger students can be involved in schoolwide skits displaying examples of expected behavior, recite the school motto, introduce the lesson of the week during the school announcements or the school video news program. With guidance from a teacher, older students can use their creativity to write and produce videos to include in lessons and load onto the school website. SW-PBS Leadership Teams will want to keep teaching fun and engaging for both students and teachers!

### DISCUSSION



Review and discuss the teaching schedule on the following page. Based on the grade levels of students in your school, what might be some logical ways to weave initial schoolwide teaching of social behavioral skills into your school day and year? How will you plan initial teaching of social skills at the beginning of the school year? How will you arrange for regular, ongoing teaching throughout the school year?

**EXAMPLE**

**Missouri Middle School 2017-18 Teaching Schedule**

<b>Date</b>	<b>Lesson (Taught during Home Room unless otherwise indicated)</b>
8/18	Respect, Responsible, Ready at Genius Middle School <ul style="list-style-type: none"> <li>• Assembly at end of day to encourage staff &amp; students to be respectful, responsible, &amp; ready.</li> </ul>
8/19	Store jackets/coats, backpacks, and electronic devices in locker & Arrive on Time
8/19	Honor dress code
8/20	Positive Language with peers and adults - Appropriate volume when talking
8/21	Have materials you need for class <ul style="list-style-type: none"> <li>• Assembly end of day to celebrate first week's work. Send Matrix home via e-mail and flyers</li> </ul>
8/25	Review Week 1 Lessons
8/26	Actively listen
8/27	Use restrooms and water fountains for intended purposes
8/28	Keep all areas of the building free of debris
8/29	<ul style="list-style-type: none"> <li>• Assembly end of day to celebrate good work and discuss establishing goals for September.</li> </ul>
9-2	Follow directions
9-8	Positive language with peers and adults
9-15	Respond Positively when spoken to – Respectful Disagreement
9-22	Post only approved art
9-29	Have materials you need for next class <ul style="list-style-type: none"> <li>• Assembly end of day to celebrate good work and discuss establishing goals for October</li> </ul>
October	Lessons from data review and Solution Plan
November	Lessons from data review and Solution Plan
December	Lessons from data review and Solution Plan
January 5	Booster Review Respect, Responsible, Ready in Nonclassroom Settings Review classroom rules and routines
January 12	Lessons from data review and Solution Plan
February	Lessons from data review and Solution Plan
March	Lessons from data review and Solution Plan
After Spring Break	Booster Review Respect, Responsible, Ready in Nonclassroom Settings Review classroom rules and routines
Before State Tests	Responsible – Do your best work
April	Lessons from data review and Solution Plan
May	Lessons from data review and Solution Plan

## Summary

At first it may seem overwhelming to teach students social behavior. Yet it is hard to deny that social skills are critical for success throughout life (Willingham, 2011). It may be helpful to remember that students learn appropriate behavior in the same way they learn academic skills—through instruction, practice, feedback, re-teaching, and encouragement. It may also be helpful to remember that teaching these proactively can increase the likelihood students will follow the expectations, thereby also increasing academic instructional time (Scheuermann & Hall, 2012).

One of the primary goals of teaching social behavioral skills is to encourage their generalization. This means that the skills taught in the curriculum will be naturally applied to other real life situations where they should be used (McIntosh & MacKay, 2008). Generalization comes more naturally to some than to others. As you are building your systems to support Teaching Expected Behaviors, be sure to include multiple opportunities for students to use them in a variety of situations and settings.

## Next Steps

Your tasks for ensuring ongoing teaching of the expected behaviors for your school are listed below. Lesson planning will require planning and a written product; professional development and engagement of all staff is also essential. 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 lessons for your schoolwide expectations and non-classroom areas.
  - Include: expectation, specific behavior or procedure, context, tell, show, practice, monitor, and re-teach
  - Assess the quality of your lessons by reviewing the *MO SW-PBS Tier 1 Artifacts Rubric* (see Chapter 1)
  - Full staff input; obtain consensus
  - In writing; distributed to staff; included in staff handbook or website
2. Develop a teaching schedule.
  - Perpetual calendar
  - Beginning of the year or orientation
  - Assess the quality of your year-long teaching schedule by reviewing the *MO SW-PBS Tier 1 Artifacts Rubric* (see Chapter 1)
  - Plan for ongoing teaching and review (e.g., monthly themes, review or booster sessions, etc.)
3. Assist all staff and stakeholders to understand the importance of and develop the capacity to teach and monitor social behavior.
  - Know how to conduct lessons
  - Use common language