

Course 3:

CLARIFYING EXPECTED BEHAVIOR

“Simply put, if the staff expect students to achieve and behave appropriately, they will. Conversely, if the staff expect the students to underachieve and behave inappropriately, they will.”

Geoff Colvin, 2007

Outcome:

- Develop a social behavioral curriculum.

Background Knowledge:

- Read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook.

Lessons to Develop a Social Behavioral Curriculum:

1. Select three to five schoolwide expectations.
2. Create a matrix of specific schoolwide rules.
3. Ensure each teacher develops classroom rules that align with schoolwide expectations (ETLP #1).
4. Develop procedures for each of the school’s non-classroom settings.
5. Ensure each teacher develops procedures for common classroom activities (ETLP #2).



Key Terms

Expectations help create a school culture that is clear, positive and consistent.
MO SW-PBS Handbook

Lesson 1: Select Three to Five Schoolwide Expectations

Schoolwide expectations are guiding principles — valued behaviors and attitudes for success at school. They are:

- broad constructs or classes of behavior,
- positively stated,
- brief — no more than three to five in number, and yet
- comprehensive (that is, they allow you to address all behaviors by referencing one of them).

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 preschool:

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 respect all people and their property.
- We believe it is important to work hard on all learning activities.
- We believe it is important to belong 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

List of Valued Behaviors and Attitudes

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

A weighted vote is helpful when you ask people to mark a ranking of ideas or, in this case, their valued behaviors and attitudes. A weighted vote is completed by counting the number of responses that gave a specific choice and multiplying that number by the ranking. If 5 is “the best” or “most preferred,” you would count the number of people who listed specific valued behaviors and attitude as 5 and multiply the number of people by 5. If 1 is “the poorest” or “very least preferred” lowest choice, you could again count the number of people who gave specific valued behaviors and attitude as 1 and multiply it by 1. The following form is helpful to determine a weighted vote.

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

EXAMPLE

**Missouri Middle School
Schoolwide Expectations: Weighted Vote**

During a faculty meeting, the Missouri Middle School SW-PBS Leadership Team led their faculty through an activity outlined below 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 using a weighted vote process outlined below. The chart 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	Coverage

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 then started their expectations matrix.

Team Activity

1. Read through the list of valued behaviors and attitudes on the previous page.
2. As a team, add or eliminate words that reflect the values of your students and families. What words need to be added to be responsive to the cultures reflected in your students, staff, and families? What words need to be added that demonstrate an inclusive philosophy within the schoolwide expectations?



Team Activities

Team Activity

This activity gives your team an opportunity to practice how to create your schoolwide expectations. Your SW-PBS Leadership Team will want to plan how to engage staff in this same process. Using the list of valued behaviors and attitudes your team developed in the previous activity, complete the activity below.



Team Activities

- Circle approximately ten behaviors that resonate with you personally. Feel free to add values that come to mind that are not listed.
- 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. Word-smithing can be done later, once the constructs or concepts are agreed upon.
- 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.
- Now, list frequent student behaviors of concern. What are the common unexpected behaviors at your school? What are students receiving office discipline referrals for most frequently? Would you be able to address those unexpected behaviors by referencing one of your selected expectations?

Stakeholder Engagement and Communication

Staff Engagement

Your Leadership Team can ask staff to complete the previous activity during a staff meeting, an early release or professional learning day, in grade-level teams, or in department meetings. One important reminder to give staff when completing this activity is to remember to choose behaviors or attitudes that are **essential for the success of all your students**.



Stakeholder Engagement



Culturally Responsive Practices

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.

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. Their draft work can then be brought

back to staff to discuss, revise, and check for consensus. A tool for figuring the weighted vote follows and at the bottom of the page is an example of how to calculate the weighted vote.

These draft expectations will need to be reviewed by staff again to gain final consensus.

Once the three to five expectations have been agreed upon, the Leadership Team will want to consider where and how to display them throughout the building. Large posters or paintings in the school entryway, in the main office, and other prominent common areas are effective ways to reflect belief in those expectations.

Student Engagement

Your Tier 1 Leadership Team can repeat the process described earlier to gain staff input into the schoolwide expectations with students, or, after staff have come to consensus on their suggested expectations, they can be presented to students for their feedback. During their review, students should be reminded that the expectations should focus on high standards and individuality of all students. Students may have some creative ideas about how and where the final expectations should be displayed in the school.

Family and Community Engagement

After staff have come to consensus on their suggested expectations, families and community members can review them to ensure they address replacements to common behavioral issues and reflect the diversity within the community. Culturally Responsive Icon



Action Plan

Action Planning

Discuss the process your team will follow to engage staff in selecting schoolwide expectations. The following questions may be used to guide your action planning.

- How will we engage staff in selecting schoolwide expectations, starting with each staff member creating their top five 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?
- How will we share the weighted vote results with staff?
- How will students be engaged in the process of deciding expectations?
- How will families be engaged in the process of deciding expectations?

Lesson 2: Create a Matrix of Specific Schoolwide Rules

The “hidden” social curriculum that requires students to observe and figure out what is expected creates confusion and inefficiencies leading to unexpected behavior. To alleviate confusion and make the “hidden” social curriculum visible, a matrix of explicit expected rules is created.

Your matrix will be developed by completing these actions:

- Write your 3-5 school inspections
- Write "All Settings" at top of one column. These are the behavioral rules that are expected in each and every school location.
- Decide settings to include on matrix columns, including classroom.
- Complete matrix by defining each behavior expected for your school expectations.



Key Terms

We want to ensure when defining specific rules/behaviors they are observable, measurable, positively stated, understandable, and always applicable (OMPUA):

Observable – behaviors that we can see

Measurable – behaviors that could be counted

Positively stated – things that tell students what to do to be successful and written in inclusive language

Understandable – student-friendly language

Always applicable – can be used every day MO SW-PBS Handbook

EXAMPLE

Example Preschool Matrix

Expectation	All Settings	Classroom	Bathroom	Playground	Meal Time	Walkways	Bus/Van
Be Safe	<ul style="list-style-type: none"> • Use walking feet • Keep hands and feet to self 	<ul style="list-style-type: none"> • Use materials as you are taught 	<ul style="list-style-type: none"> • Wash hands with soap and water 	<ul style="list-style-type: none"> • Go down slide on bottom, feet first • Rocks and wood chips stay on the ground 	<ul style="list-style-type: none"> • Push chairs in • Ask to be excused 	<ul style="list-style-type: none"> • Stay with an adult 	<ul style="list-style-type: none"> • Keep seatbelts on • Back to back, seat to seat
Be Kind	<ul style="list-style-type: none"> • Share with others • Use nice words • Use inside voice 	<ul style="list-style-type: none"> • Help others 	<ul style="list-style-type: none"> • One person in a stall 	<ul style="list-style-type: none"> • Ask others to play 	<ul style="list-style-type: none"> • Chew with mouth closed 	<ul style="list-style-type: none"> • Wait your turn 	<ul style="list-style-type: none"> • Thank the driver
Be Responsible	<ul style="list-style-type: none"> • Follow directions • Clean up 	<ul style="list-style-type: none"> • Use listening ears 	<ul style="list-style-type: none"> • Flush toilet • Turn off water 	<ul style="list-style-type: none"> • Use equipment correctly • Line up when the whistle blows 	<ul style="list-style-type: none"> • Keep food on plate 	<ul style="list-style-type: none"> • Stay together 	<ul style="list-style-type: none"> • Keep track of your belongings

EXAMPLE

Example Elementary Matrix

Expectation	All Settings	Bus	Hallway	Cafeteria	Restroom	Playground	Classroom
Safe	<ul style="list-style-type: none"> Walk 	<ul style="list-style-type: none"> Remain seated Listen to the driver 	<ul style="list-style-type: none"> Stay to the right Keep your eyes forward 	<ul style="list-style-type: none"> Stay seated until dismissed Report spills 	<ul style="list-style-type: none"> Wash hands using soap 	<ul style="list-style-type: none"> Use equipment as taught Play carefully 	<ul style="list-style-type: none"> Keep feet under desk Push your chair in
Respectful	<ul style="list-style-type: none"> Follow directions 	<ul style="list-style-type: none"> Wait your turn Keep hands, feet, objects to self 	<ul style="list-style-type: none"> Hands at your sides Talk quietly 	<ul style="list-style-type: none"> Eat quietly Respond to quiet signal Listen to speaker 	<ul style="list-style-type: none"> Wait your turn Use a quiet voice Clean up after yourself 	<ul style="list-style-type: none"> Take turns 	<ul style="list-style-type: none"> Listen to the speaker Accept help
Responsible	<ul style="list-style-type: none"> Use appropriate voice level 	<ul style="list-style-type: none"> Keep your belongings with you 	<ul style="list-style-type: none"> Be in hall only with permission Have a pass at all times Go directly to your destination 	<ul style="list-style-type: none"> Clean up after yourself Ask permission before getting up 	<ul style="list-style-type: none"> Flush the toilet before leaving Report problems to staff 	<ul style="list-style-type: none"> Play by the rules Line up when the bell rings Collect and return all equipment 	<ul style="list-style-type: none"> Put things away Take care of school property

EXAMPLE

Example High School Matrix

Expectation	Bus	Hallway	Cafeteria	Restroom	All Settings
Be Responsible	<ul style="list-style-type: none"> Be ready when bus arrives Board promptly Exit promptly 	<ul style="list-style-type: none"> Use a hallway pass at all times Be in seat when bell rings 	<ul style="list-style-type: none"> Have money or lunch card ready Keep account current Place order quickly 	<ul style="list-style-type: none"> Use facility quickly and quietly Return to class promptly 	<ul style="list-style-type: none"> Follow directions first time asked Attend school each day Be on time to class Be prepared with materials Complete all assignments
Be Respectful	<ul style="list-style-type: none"> Follow driver's instructions Take seat immediately Speak softly to those close by 	<ul style="list-style-type: none"> Talk quietly Go directly to your destination Throw trash away in bins 	<ul style="list-style-type: none"> Wait patiently in line Use food and silverware as intended Put trash in bins Clean up after self 	<ul style="list-style-type: none"> Keep water in sink Put paper towels in trash cans Clean up after yourself 	<ul style="list-style-type: none"> Follow the dress code Use polite language Accept correction calmly Follow regulations on showing affection
Be Safe	<ul style="list-style-type: none"> Two people per seat Remain seated 	<ul style="list-style-type: none"> Always walk Stay to the right 	<ul style="list-style-type: none"> Find a seat quickly and remain seated while eating 	<ul style="list-style-type: none"> Report problems to staff Remain in own stall 	<ul style="list-style-type: none"> Notify adults of unsafe conditions Use school property as intended Keep personal belongings stored safely
Be Your Best	<ul style="list-style-type: none"> Thank driver when exiting Be a model for other students 	<ul style="list-style-type: none"> Visit quietly Take care of items in the hallways (e.g. posters, displays) 	<ul style="list-style-type: none"> Say please and thank you Use appropriate words Use appropriate voice volume 	<ul style="list-style-type: none"> Take care of your own business 	<ul style="list-style-type: none"> Greet staff Offer to help others

Blank Matrix for Your Team’s Work

Expectations ↓	SETTINGS				



Team Activity

Most schools begin developing their matrix by clarifying specific expectations and then the rules for all school settings. These are the behavioral rules that are expected in each and every school location and are connected to the 3-5 schoolwide expectations that have been defined. The Leadership Team can practice writing specific rules for Respect in All Settings, using the practice sheet below. Individually, write your thoughts, one behavior on a separate Post-it note. Place all Post-it notes on the table. Eliminate all duplicates. Come to consensus on 1-3 rules.

As you write the rules for All Settings that align with your Schoolwide Expectations, keep in mind OMPUA:

- Observable - behaviors that we can see
- Measurable - behaviors that could be counted
- Positively stated - things that tell students what to do to be successful and written in inclusive language
- Understandable - student friendly language
- Always applicable - can be used every day

Team Activity

Creating Rules for All Settings (Everywhere) in Your School

School _____ Date _____

Our Schoolwide Expectations	Rules for All Settings (Everywhere) in Our School

Stakeholder Engagement and Communication

Staff Engagement

Once your school has selected schoolwide expectations, the SW-PBS Leadership Team may take time during the next faculty or staff meeting to share the new expectations and do a quick review of the OMPUA guidelines.

To give staff practice writing expected behavior rules, start with **all settings** in the school. Create a form similar to the one your Leadership Team used to practice, listing your schoolwide expectations in the left column. Give each table a handout like the one below and ask them as a group to reach consensus on two to three behaviors for each expectation.

Another way to practice writing expected behavior rules for all settings could be done by writing each of your schoolwide expectations on one page of chart paper. Post the papers around the room. Divide the staff into the number of schoolwide expectations, assigning each group to one expectation. Instruct them to list ideas for specific behaviors, using OMPUA guidelines.

Once staff has practiced writing expected behavior rules, the Leadership Team can ask for volunteers to form a workgroup to review the staff ideas and come up with a draft list of expected behaviors for all settings. The workgroup can then follow these steps:

- Consider all the staff ideas and come up with 1-2 expected behaviors for each of the expectations.
- Put the one to two expected behaviors on their matrix form.
- Put a copy of the draft matrix for all settings in each teacher and staff members mailbox, asking for written suggestions to be given to the workgroup by a specific date.
- The workgroup will review the suggestions and developed another draft.
- Share the second draft with everyone at the next faculty meeting so staff can reach consensus on rules for all settings.

Team Activity

Decide on all nonclassroom settings to include on your matrix. Also decide if classrooms will be a setting your matrix. List your settings in the first row of your school's matrix.

Before your matrix can be started, the Leadership Team will need to decide what settings (e.g., all, hallway, cafeteria, parking lot) for which to write specific rules and then list those across the top of the Matrix Form. Some schools choose to identify specific behaviors for all classrooms and define them as part of their expectations and 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. Discuss if your team will include “Classrooms” as a setting to include on your schoolwide matrix.



Stakeholder Engagement



Key Terms

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



Team Activities



Stakeholder Engagement and Communication

Staff Engagement

The SW-PBS Leadership Team would then want to seek volunteers for workgroups to work on the rules of each non-classroom setting. Be sure to include those staff members who supervise the non-classroom settings (e.g., playground supervisors, cafeteria workers). Once workgroups have come up with a draft list of rules, all staff should be given a chance to review and make suggestions. The workgroups and Leadership Team will continue writing drafts and giving staff a chance to edit them until a complete matrix is finished. Be sure to date each draft so you can keep them straight!

Student and Family Engagement

Your Leadership Team may want to repeat the process above with small workgroups of students and family members.



Your Leadership Team may decide to wait until you have a matrix drafted by staff to share with students and families for suggestions. You may have student and family representatives on your Leadership Team decide how to seek and receive feedback from all students. One idea would be to give every student a copy of the draft matrix during homeroom or advisory period and have them hand in their suggestions for a small workgroup of students to review. Culturally Responsive Practice Icon

Consider also providing all students a school map and have them mark 1) areas where they feel safe and respected and 2) areas where they do not feel safe or disrespected. Ask students to give examples of what they mean when they indicate safe and respected and unsafe and disrespected. Use this data to inform the behaviors and rules that are needed in various settings from the student's point of view.

Similarly, families can be given an email copy of the draft matrix and asked to send suggestions back to the school. Have copies of the draft matrix in the office for parents to review when they visit the school. If the timing works, the Leadership Team could give families a copy of the draft matrix to review while they are waiting for parent-teacher conferences.



Action Planning

Review the team activity and Stakeholder Engagement and Communication suggestions. Discuss and list action steps your team will use to facilitate development of your school's matrix. Will you use the Post-It note method you practiced? What other activity could you plan to help involve all staff, students, and families? Get specific and list these actions in your action plan.

Lesson 3: Ensure All Teachers Develop Classroom Rules that Align with Schoolwide Expectations (ETLP #1)

Recall in the Introduction section of the Tier 1 Implementation Guide, there was a description of the eight effective teaching and learning practices (ETLPs). These high leverage classroom instructional practices form the foundation of Tier 1 universal support for all students.

DEFINING CLASSROOM EXPECTATIONS AND RULES

Just as schoolwide rules are important to ensure common language is used with all students, classroom rules are needed. Classroom rules give teachers language to teach, encourage, and correct common expected behaviors to create a positive, consistent, and equitable classroom environment.

Example

Classroom Rules Aligned to Schoolwide Expectations

We are **SAFE** by...

- Walking
- Keeping our bodies to ourselves

We are **RESPECTFUL** by...

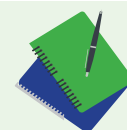
- Listening when others are talking
- Relating discussion to current topic

We are **RESPONSIBLE** by...

- Following directions quickly
- Turning assignments in on time
- Being prepared with materials

We are **READY** by...

- Being in seat when bell rings
- Having materials needed



Key Terms

Effective classroom rules...

are developed by students and teachers.

1. Need to be clearly stated.
Previously we have referred to OMPUA – observable, measurable, positively stated, understandable and always applicable – to assist in ensuring the rules are clear.
2. Are as few as possible.
3. Must be clearly accepted by students. Students must indicate their acceptance of the behavior standards agreed on by the class.
4. Must be monitored and frequently discussed to ensure they are consistent with classroom standards. Because the classroom 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.
5. Are communicated and accepted by significant others, such as parents and peers. Students will more likely follow classroom rules if they know others agree with them.

Adapted from Jones & Jones,
1998 page 241

Example

MISSOURI MIDDLE SCHOOL PROCESS TO CREATE CLASSROOM RULES

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

Teacher_____ Date of Observation_____

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 percent of all classrooms had all “yes” answers 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 Rules. 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 at that time, and other teachers worked with their classes to create their expected classroom behaviors.


As promised, two weeks later the SW-PBS Leadership Team did another walkthrough. This time, 88 percent of classrooms had all “yes” answers 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 action steps on their action plan to review expected classroom behaviors during the following 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 percent of classrooms had big, bold, and beautiful posters of their expected classroom behaviors, teachers would earn a jeans and sweatshirt day.

Team Activity

As a team, practice writing classroom rules by using the form below. Review the MO SW-PBS Teacher Tool on Expectations and Rules and the example provided. Discuss how the Teacher Tool self-assessment could be used by each teacher.

**Writing Classroom Rules**

Schoolwide Expectations 	Rules for My Classroom



Stakeholder Engagement and Communication

Staff Engagement

If your school included classroom on your matrix, you have already engaged staff in determining universal classroom rules. If classroom is not on your matrix, activities to engage staff in a conversation about classroom rules will be needed.

Many teachers know the benefits of having clearly articulated rules. A short in-service using the MO SW-PBS classroom Teacher Tool on Expectations and Rules may be sufficient to ensure all teachers have classroom rules that meet OMPUA, are aligned with the schoolwide expectations, and are posted in a big, bold, and beautiful manner. Another way to have teachers define classroom rules is to get grade levels together to create similar rules.

Student Engagement

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

1. Have a discussion about why 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 (e.g., safe, respectful, ready) and have students make a list of expected rules under each expectation. Teachers will want to encourage students to share language used by their family culture as they brainstorm classroom behaviors. Teachers may need to guide students to make the behaviors/rules match the OMPUA guidelines, such as turning negative statements into positive ones (for example, “Don’t talk when others are talking” becomes “Listen quietly when someone is talking”).
3. After the 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 rule will help create a safe and positive learning environment or whether the student does not think they can act in accordance to the rule. Discussions with small groups of students and the class as a whole may need to continue to determine whether a rule needs to be deleted or amended.
4. To publicly commit to the rules, teachers may have students sign a poster of the rules, make a palm print or thumbprint, or use another way to publicly show their promise to uphold the classroom rules.
5. Display the classroom rules in a big and bold way in a location in the classroom where they are handy to refer to often. After all, the rules are the standards for how everyone will be treated in the classroom.



Culturally Responsive Practices

Family Communication

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

Action Planning

Review the example classroom rules, example of Missouri Middle School, and Teacher Tool on Expectations and Behaviors. For more background information read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook. For access to online training materials for the Effective Teaching and Learning Practices, go to www.pbissmissouri.org. Add items to your team action plan to address what you will do to ensure all teachers have classroom rules that follow OMPUA and have them posted in prominent areas in their classroom.



Action Plan

Lesson 4: Develop Procedures for Each of the School's Non-Classroom Settings

Procedures are the process for how things are done in non-classroom settings and in each classroom. 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.

Common Non-Classroom Settings

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



Key Terms

Procedures are the process for how things are done in non-classroom settings and in each classroom.

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.

Example

NON-CLASSROOM PROCEDURES

Non-Classroom Setting	Procedures
AM Arrival	<p>To be safe, respectful, and responsible, we will:</p> <ul style="list-style-type: none"> ▪ Enter the school through the main “In” doors ▪ Walk to the breakfast stations ▪ Get breakfast quickly ▪ Walk directly to your classroom
Cafeteria	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 of your materials when finished using computers

Example

MISSOURI MIDDLE SCHOOL PROCESS FOR WRITING NON-CLASSROOM PROCEDURES

The Missouri Middle School SW-PBS Leadership Team was feeling pretty good about completing 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 developed a form to help them create or review current procedures and which team member would lead that process.

Non-Classroom Procedure	People to Create or Review Current Procedures	Team Member to Coordinate
<i>Hallways</i>	<i>1 Teacher from each grade</i>	<i>Teacher member</i>
<i>Cafeteria</i>	<i>Cafeteria supervisors</i>	<i>Assistant principal</i>
<i>Outside during dismissal</i>	<i>Teachers and staff who supervise dismissal outside</i>	<i>Counselor</i>
<i>Gym locker room</i>	<i>Coaches and PE teachers</i>	<i>Teacher member</i>

Four team members were responsible for observing each setting and coordinating the staff to review existing procedures or create new ones.

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 handbook.

Example Continued

MISSOURI MIDDLE SCHOOL NON-CLASSROOM PROCEDURES

Hallways	Cafeteria
<ul style="list-style-type: none"> • Walk • Use the right side of the hall • Open lockers with caution • Go promptly to your destination • Be respectful of posters on walls 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Students waiting for parent pickup: Walk past flagpole, 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 the 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. 	<ul style="list-style-type: none"> • 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.



Team Activity

Use the following form to practice writing some non-classroom procedures for your school.

WRITING NON-CLASSROOM PROCEDURES

Non-classroom Setting	Procedures



Stakeholder Engagement and Communication

Staff Engagement

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.

Student Engagement

Students may have keen insight about the safety and effectiveness of current non-classroom procedures. To gain their perspective, students may be asked to participate in a workgroup to review current non-classroom procedures for various settings in school. Or a separate student workgroup could be asked to draft procedures for non-classroom settings and submit those to a staff workgroup for consideration. Another plan to consider would be to ask student representatives to the Leadership Team for feedback once staff have reviewed current non-classroom procedures.

Family Engagement

Just as staff and students may participate in reviewing and rewriting non-classroom procedures, families may have valuable feedback about procedures that affect their interactions at school. For example, poorly defined or inconsistently implemented arrival or dismissal procedures may frustrate families or even create safety concerns. Asking family members to be part of the solution will go far to enhance family membership in your school community. Remember to invite family members who are representative of your unique school culture. Culturally Responsive Practice Icon



Team Activity

Process For Writing Non-classroom Procedures

Use this form to help your team plan your process for reviewing or rewriting your non-classroom procedures.

School _____ Date _____

Non-classroom Procedure	People to Create or Review Current Procedures	Team Member to Coordinate



Action Plan

Action Planning

What process will you put into place to get feedback from staff, students, and families about current non-classroom procedures? Plan the process. Remember to include those people who work in specific settings (e.g., commons supervisors help write commons procedures).

Also write specific action steps on your action plan about how you will gain consensus on non-classroom procedures.

Finally, add action steps to your action plan to share the final non-classroom procedures with staff, students, and families (e.g. website, staff and student handbooks).



Key Terms

Classroom Procedures

1. Increases instruction time by preventing unexpected behavior.
2. Frees teachers from correcting unexpected behavior.
3. Improves classroom climate.
4. Creates shared ownership of the classroom.
5. Develops self-discipline

MO SW-PBS Handbook

Lesson 5: Ensure Each Teacher Develops Procedures for Common Classroom Activities (ETLP #2)

Recall in the Introduction section of the Tier 1 Implementation Guide, there was a description of the eight effective teaching and learning practices (ETLPs). These high leverage classroom instructional practices form the foundation of Tier 1 universal support for all students.

Just as procedures in non-classroom settings increase predictability, classroom procedures for common classroom activities increase instructional time and “level the playing field” for all students to be successful. When procedures are taught and reinforced over time, routines are established that help students experience higher rates of success and satisfaction, ensuring a positive classroom learning environment.

Example

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

Example Classroom Procedures

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 with 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.



Team Activities

Team Activity

As a team, read through the List of Possible Classroom Procedures. Select one procedures your team can practice writing together, ensure it meets OMPUA guidelines.

One Classroom Procedure:

Steps:

Example

MISSOURI MIDDLE SCHOOL PROCESS TO SELECT CLASSROOM PROCEDURES

The Missouri Middle School SW-PBS Leadership 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 and Routines module (from the MO SW-PBS website) and the List of Potential Classroom Procedures. 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 put them in their instructions for substitute teachers.



Stakeholder Engagement and Communication

Staff Engagement

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, the SW-PBS Leadership Team can share the Classroom Procedures and Routines Teacher Tool to help teachers gain a common understanding. Teachers may then be grouped in grade-level teams or departments to review the List of Potential Classroom Procedures and write procedures together. In addition, teachers might be asked to reflect on procedures they currently use to decide if they are effective in reducing unexpected 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.

Student Engagement

Students will learn about each classroom procedure as teachers teach each procedure directly and provide explicit practice. With consistent and frequent positive specific feedback, students will learn to use the procedures and describe them to others. Posters of procedures, labels on containers, and consistent location of materials provide students with visual reminders of procedures as all students increase independence and procedures become a routine part of the school day.

Family Communication

Teachers are encouraged to share common procedures used daily with families through their weekly newsletter or a handout sent home.



Action Plan

Write specific action steps on your action plan to ensure all teachers have procedures for common classroom activities. Remember to use the resources available to you. For more background information read Section 2 — Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook. For access to online training materials for the Effective Teaching and Learning Practices, go to www.pbissmissouri.org. Use the Classroom Procedures and Routines Teacher Tool, as you plan staff development activities. Also write action steps to encourage teachers to communicate their classroom procedures.

END OF COURSE SELF-ASSESSMENTS

TIER 1 ACTION PLANNING CHECKLIST



If all steps have been developed and/or implemented, your team
an now consider how to sustain this work long term.

Action Planning Checklist	✓ Developed
1. 3-5 schoolwide expectations have been selected and shared with staff.	
2. A matrix of specific schoolwide rules has been created and shared with staff.	
3. Every teacher has developed classroom rules that align with schoolwide expectations (ETLP #1).	
4. Procedures for each of the school's non-classroom settings have been developed and shared with all staff.	
5. Every teacher has developed procedures for common classroom activities (ETLP #2).	

MO SW-PBS TEACHER TOOLS

Expectations and Rules

Practice: Classroom rules/expectations are aligned with schoolwide expectations, posted, and referred to regularly.

Expectations are broad guiding principles – valued behaviors and attitudes for success at school. Rules are specific behaviors that are observable, measurable, positively stated, understandable and always applicable (OMPUA).

Guideline:	This Means:	Example:	Non-example:
Observable	I can see it.	Raise hand and wait to be called on.	Be your best.
Measurable	I can count it.	Bring materials.	Be ready to learn.
Positively stated	Tells student what TO do.	Hands and feet to self	Maintain personal space
Understandable	The vocabulary is appropriate for age/grade level.	Hands and feet to self.	Maintain personal space
Always Applicable	I am able to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

Expectations and Rules: Self-Assessment

Practice: Classroom rules/expectations are aligned with schoolwide expectations, posted, and referred to regularly.

The language of the classroom expectations reflects the language of the schoolwide expectations

• In my classroom written expectations have been developed.	Yes	No
• The written expectations for my classroom align with our schoolwide expectations.	Yes	No
• I have developed an expectation matrix for my classroom.	Yes	No
• The expectations on my matrix are the same expectations used in the school-wide matrix.	Yes	No
• My classroom matrix contains no more than 5 expectations.	Yes	No
• Everyone in my classroom models and uses the language of the expectation matrix.	Yes	No
• In our school, we have connected expectations across grade levels.	Yes	No
• In our school, we have connected expectations across content levels.	Yes	No

Rules are specific criteria for achieving expectations.

• In my classroom, written expectations are posted for students.	Yes	No
• My classroom rules are posted in the form of a matrix.	Yes	No
• My classroom matrix includes specific descriptions of how students can meet the expectations.	Yes	No
• My classroom matrix is aligned with other classroom matrices at my grade level.	Yes	No
• My classroom matrix is aligned with other matrices in my content area.	Yes	No

Rules meet these 5 guidelines (OMPUA): Observable, Measurable, Positively Stated, Understandable, Always Applicable.

• All rules on my classroom matrix are observable.	Yes	No
• All rules on my classroom matrix are measurable	Yes	No
• All rules on my classroom matrix are positively stated	Yes	No
• All rules on my classroom matrix are understandable	Yes	No
• All rules on my classroom matrix are always applicable	Yes	No
• The language on my classroom matrix is age and culturally appropriate.	Yes	No

Expectations and Rules are taught, modeled, and practiced; feedback is regularly given.

• I explicitly teach my students the expectations and rules at the beginning of the year.	Yes	No
• I almost always provide feedback to my students who demonstrate the expectations and rules.	Yes	No
• I have a schedule for teaching behavioral expectations across the year.	Yes	No
• I create lesson plans for teaching behavioral expectations	Yes	No
• I use positive feedback more often than I use corrective feedback.	Yes	No
• I use behavioral data to determine when reteaching of behavioral expectations is needed.	Yes	No

Expectations and Rules: Practice Profile

Expectation & Rules				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient <i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i>	Far from Proficient <i>(Follow-up professional development and coaching is critical.)</i>
The language of the classroom expectations reflects the language of the schoolwide expectations.	<ul style="list-style-type: none"> Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) There is evidence of connection across grade level or content area, and clear communication with other adults to support consistent use of common language. 	<ul style="list-style-type: none"> Classroom expectation matrix headings are consistent with schoolwide expectation matrix headings reflecting 3-5 expectations (e.g. Be Respectful, Be Responsible, Be Safe) 	<ul style="list-style-type: none"> Classroom expectations are disconnected from or contradictory to schoolwide expectations. 	<ul style="list-style-type: none"> No evidence of established classroom expectations.
Rules are specific criteria for achieving expectations.	<ul style="list-style-type: none"> Classroom matrix includes rules with specific descriptions of how students can meet the expectations. Evidence of connection across grade-level or content area, and communication to other adults to support consistent use of language (interventionists, volunteers, etc.). 	<ul style="list-style-type: none"> Classroom matrix includes rules with specific descriptions of how students can meet the expectations. 	<ul style="list-style-type: none"> Rules are present but vague, resulting in unclear criteria for success. 	<ul style="list-style-type: none"> No evidence of established classroom rules.
Rules meet these 5 guidelines: (OMPUA) Observable Measurable Positively Stated Understandable Always Applicable	<ul style="list-style-type: none"> All rules on classroom matrix are consistent with the OMPUA guidelines. Language is appropriate for context and culture of the classroom. 	<ul style="list-style-type: none"> All rules on classroom matrix are consistent with the OMPUA guidelines. 	<ul style="list-style-type: none"> Some rules on classroom matrix are consistent with the OMPUA guidelines. 	<ul style="list-style-type: none"> No evidence of established classroom rules OR Rules are inconsistent with OMPUA guidelines.
Expectations and rules are taught, modeled, practiced, and feedback is regularly provided.	<ul style="list-style-type: none"> Lesson plans include schedule for teaching behavioral expectations with modeling and practice, including a process for responding to classroom data for reteaching. Positive and corrective feedback are used to support student success, with higher rates of positive than corrective feedback 	<ul style="list-style-type: none"> Lesson plans include schedule for teaching behavioral expectations with modeling and practice. Positive and corrective feedback are used daily and equally to support student success. 	<ul style="list-style-type: none"> Classroom expectations and rules are present but not explicitly taught and practiced OR Teaching is limited to the beginning of the year and regular feedback is limited. 	<ul style="list-style-type: none"> No evidence of teaching or providing feedback to students regarding classroom expectations and rules.

MO SW-PBS TEACHER TOOLS

Procedures and Routines

Practice: Classroom procedures are defined, posted, taught, and referred to regularly. 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. When the procedure has been identified, taught, and practiced, it becomes a routine which has a clear meaning for all students.

Elementary Example	Secondary Example
Learning Position	Class Discussion
<ul style="list-style-type: none"> • Sit with your bottom on your chair • Sit with your legs under your desk • Keep both feet on the floor • Look at the teacher when they talk to the class • Keep your materials on top of your desk 	<ul style="list-style-type: none"> • Prepare for discussion by reading the required assignment in advance • Wait until the other person is finished speaking before you talk • Stay on topic • Respect others' opinions and contributions • Use appropriate expressions of disagreement

Procedures and Routines: Self-Assessment

Practice: Classroom procedures are defined, posted, taught, and referred to regularly.

Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.

• I use classroom routines/procedures with my students.	Yes	No
• Classroom procedures are written/displayed.	Yes	No
• Classroom procedures are posted in a location that is visible for students.	Yes	No
• Classroom procedures are developed for all common tasks/activities.	Yes	No
• Classroom procedures are written in student friendly language.	Yes	No
• Classroom procedures are effective for their intended routines.	Yes	No

Classroom procedures and routines are directly taught and practiced throughout the school year.

• Classroom procedures and routines are directly taught.	Yes	No
• Classroom procedures and routines are taught and practiced throughout the year.	Yes	No
• I sometimes use procedures and routines that are inconsistent with the those posed in my classroom.	Yes	No
• I teach procedures and routines at the beginning of the year.	Yes	No
• Classroom procedures and routines mostly remain consistent across the school year.	Yes	No
• When classroom procedures and routines change during the school year they are explicitly retaught and practiced.	Yes	No

Students receive specific positive feedback regularly when they follow classroom procedures and routines.

• When students make errors in the performance of procedures and routines they receive feedback.	Yes	No
• When students perform procedures and routines as expected they receive feedback.	Yes	No
• When students perform procedures and routines as expected they are given verbal positive, specific feedback.	Yes	No
• When students perform procedures and routines as expected, they are provided reinforcing feedback using a variety of verbal and nonverbal methods.	Yes	No

Students can clearly describe and perform regular routines and procedures (entering/exiting room, participating in class, transitions, accessing materials, etc.)

• My students are able to independently describe common procedures and routines.	Yes	No
• My students are able to independently follow classroom procedures and routines.	Yes	No
• My students require significant prompting to follow classroom procedures and routines.	Yes	No
• My students are able to explain a few common procedures and routines.	Yes	No
• My students need minimal prompting to follow classroom procedures and routines.	Yes	No

Procedures and Routines: Practice Profile

Procedures and Routines				
Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Classroom procedures and routines have been established and posted to increase structure and predictability in the classroom.	<ul style="list-style-type: none"> Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students. Procedures are clear and effective for the intended routines. 	<ul style="list-style-type: none"> Procedures are in place for common routines (entering/exiting classroom, getting teacher attention, accessing materials, etc.) and clearly posted in student-friendly language as a visual reminder to staff and students. 	<p><i>(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)</i></p> <ul style="list-style-type: none"> Procedures are posted for some routines, though the language is unclear AND/OR Procedures are not posted or are otherwise difficult to see (too small, hidden by other objects, etc.) 	<p><i>(Follow-up professional development and coaching is critical.)</i></p> <ul style="list-style-type: none"> No evidence of established classroom procedures or routines.
Classroom procedures and routines are directly taught and practiced throughout the school year.	<ul style="list-style-type: none"> Clear plan for directly teaching and regularly practicing procedures and routines exists. Established procedures and routines remain consistent across time, or if adjustments are needed, are retaught and practiced to better accommodate context. 	<ul style="list-style-type: none"> Clear plan for directly teaching and regularly practicing procedures and routines exists. 	<ul style="list-style-type: none"> Procedures and routines were taught at the beginning of the year, but no plan for ongoing teaching and practice is evident. 	<ul style="list-style-type: none"> No evidence of teaching procedures and routines OR Procedures and routines verbally described by teacher are inconsistent with posted procedures and routines.
Students receive specific positive feedback regularly when they follow classroom procedures and routines.	<ul style="list-style-type: none"> Teacher provides specific positive feedback to individuals and/or group when following procedures and routines using a variety of methods (verbal, non-verbal, accompanied by tangible, etc.) e.g. "Thank you for going right to your table and taking out your notebook." 	<ul style="list-style-type: none"> Teacher provides verbal specific positive feedback to individuals and/or group when following procedures and routines, e.g. "Thank you for going right to your table and taking out your notebook." 	<ul style="list-style-type: none"> Teacher provides acknowledgment for performance of procedures and routines, though not specific. 	<ul style="list-style-type: none"> Performance of procedures and routines as expected is not acknowledged OR only errors are acknowledged.
Students can clearly describe and perform regular routines and procedures (entering/exiting room, participating in class, transitions, accessing materials, etc.)	<ul style="list-style-type: none"> Students perform procedures and routines without prompting. Students can clearly explain to new students or others (substitute teachers, etc.) what to do. 	<ul style="list-style-type: none"> Students perform procedures and routines with minimal prompting Students can explain a few of the procedures and routines to new students or others what to do when asked. 	<ul style="list-style-type: none"> Students require significant prompting to perform common routines AND/OR Students cannot describe or explain procedures or routines to others. 	<ul style="list-style-type: none"> Students are unable to describe common procedures and routines OR Classroom procedures and routines are not followed by students.

MO SW-PBS Tier 1
Artifacts Rubric

MO SW-PBS TIER 1 ARTIFACTS RUBRIC

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score		
Schoolwide Expectations Matrix	<p>All behaviors listed are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observable <input type="checkbox"/> Measurable <input type="checkbox"/> Positively stated <input type="checkbox"/> Understandable <input type="checkbox"/> Always applicable <p>Includes columns for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Non-Classroom Settings <input type="checkbox"/> Classroom 	Most items follow OMPUA and/or there are columns for non-classroom settings and classroom.	Few items follow OMPUA and/or there are no columns for non-classroom settings and/or classroom.	2	1	0

This contains only the items from the Mo SW-PBS Tier 1 Artifacts Rubric that address Clarifying Expected Behavior.

SELF-ASSESSMENT SURVEY

Schoolwide Systems



Self-Assessment Survey

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Schoolwide is defined as involving all students, all staff, and all settings.	High	Med	Low
			1. A small number (e.g., 3-5) of positively and clearly stated student expectations or rules are defined.			
			16. All staff are involved directly and/or indirectly in schoolwide interventions.			

Non-classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			1. Schoolwide expected student behaviors apply to non-classroom settings.			

Classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partially in Place	Not in Place	Classroom settings are defined as instructional settings in which teacher(s) supervise(s) and teach groups of students	High	Med	Low
			1. Expected student behavior and routines in classrooms are stated positively and defined clearly.			

This contains only the items from the Self-Assessment Survey that address Clarifying Expected Behavior.



TIERED FIDELITY INVENTORY

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Implementation		
1.3 Behavioral Expectations: School has 5 or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	<ul style="list-style-type: none"> • TFI Walkthrough Tool • Staff handbook • Student handbook 	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations
1.8 Classroom Procedures: Tier 1 features (schoolwide expectations, routines, acknowledgments, in-class continuum of consequences) are implemented within classrooms and consistent with schoolwide systems.	<ul style="list-style-type: none"> • Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data 	0 = Classrooms are not formally implementing Tier 1 1 = Classrooms are informally implementing Tier 1 but no formal system exists 2 = Classrooms are formally implementing all core Tier 1 features, consistent with schoolwide expectations

This contains only the items from the Tiered Fidelity Inventory that address Clarifying Expected Behavior.

Assessing Outcomes

Rules that define expectations are really replacement behaviors for those unexpected behaviors that schools are trying to eliminate. As teams clarify, operationally define, and teach expectations and rules to students, they should observe fewer office discipline referrals (ODRs) for the unexpected behaviors for which expectations and rules serve as replacements.

Course 3: Clarifying Expected Behavior

References

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Wong, H. K., & Wong, R. T. (2005). The first days of school: How to be an effective teacher (4th Ed.). Mountain View, CA: Harry K. Wong Publications.