Course 4:

TEACHING EXPECTED BEHAVIOR AND IMPLEMENTING EFFECTIVE TEACHING AND LEARNING PRACTICES

Outcomes:

- To develop a system to teach expected behavior in the social behavioral curriculum.
- To support teachers' use of effective teaching and learning practices.

Background Knowledge:

- Read Chapter 4 — Introduction to Effective Teaching and Learning Practices and Effective Teaching and Learning Practices Explored in MO SW-PBS Handbook.

Lessons to Develop a System to Teach a Social Behavioral Curriculum:

1. Plan the process of writing lesson plans.
2. Develop lesson plans to initially teach all expected behavior and effective teaching and learning practices (ETLPs) schoolwide and in each classroom.
3. Develop "booster" lessons for maintenance of all expected behavior and effective teaching and learning practices (ETLPs) schoolwide and in each classroom.
4. Develop a schedule for teaching expectations across schoolwide, non-classroom, and classroom settings.
5. Support teachers to implement effective teaching and learning practices (ETLP #5-8).

The Critical Importance of Fidelity, Consistency, and Equity in Implementation.

To verify that universal prevention is indeed, in place, the Essential Components, teaching specifically, must be implemented with **fidelity,** meaning as designed; with **consistency**, meaning all day, every day, all year long; and with **equity**, meaning with all stakeholders, at equal levels of fidelity and intensity, all day, every day.

Lesson 1: Plan the Process of Writing Lesson Plans

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 Course 3. Lessons will be needed for:

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

Non-classroom 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 non-classroom settings can build a sense of Course and common purpose.

Example – Prioritizing Lesson Writing

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; therefore, this might be considered a good place to start lesson writing.
- Non-classroom procedures need to be explicitly taught with fidelity, consistency, and equity. An overview of procedures for the most common settings needs 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 rules 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 unexpected behaviors occur most frequently? What skill from your matrix do you want students to do instead? For example, if physical aggression was a frequent unexpected behavior, the specific behavior of keeping 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 frequent unexpected behaviors. What skill from your matrix do you want students to do instead in that location? If unexpected behaviors take place in the hallways, do specific lessons need to be written to address getting to class on time?

Team Activity

Discuss the pros and cons of the example list of ways to prioritize lessons to write.

Action Planning

Discuss which lessons your school needs to have written first. Plan how other lessons will be written in the future. Add your action steps to your team Action Plan.

Team Activities

Action Plan

Lesson 2: Develop Lesson Plans to Initially Teach all Expected Behavior and Effective Teaching and Learning Practices (ETLPs) Schoolwide and in Each Classroom.

At this point in your preparation for implementation, students are at the acquisition level of learning social skills. They are learning a new skill (or at least common, consistent use of a skill), and the lessons will need to be direct, explicit, and taught frequently with fidelity, consistency, and equity. At the preschool and elementary level and for underclassmen 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.

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.

Example Elementary Lesson: Following Directions
(Initial Teaching for Acquisition)

Expectation	Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete	Following Directions means: • Eyes on teacher • Do what teacher asks • Raise hand for help
Context Identify the locations(s) where behavior is expected.	All Settings

Teaching All Students	
Tell Introduce the behavior and why it is important	• "Today we are going to review the skill I can follow directions." Read the behavior and steps. • 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. • Discuss why it is important to follow directions given by all adults in the building.
Show Teacher demonstrates or models the behavior. Teacher models non-examples	• 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. • 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 • 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.
Practice Give students opportunities to role play the behavior across all relevant settings	• Give a direction, such as clear your desk, and time students to see how quickly they comply. • "Simon Says" game: practice with this follow-the-leader game to reinforce compliance with directions. • 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.

Generalization	**Pre-correct/Remind** Anticipate and give students a reminder	• "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."
	Supervise Move, scan and interact with students	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 Observe student performance & give positive, specific feedback to students	• Thank you for following the fire drill expectations and safely exiting the building." • "Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions…"

Reteach Practice throughout the day	• Have students share examples of when they followed directions promptly. • 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!

Example Elementary Lesson: Following Directions
(Initial Teaching for Acquisition)

Expectation	Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete	Following Directions means: • Eyes on teacher • Do what teacher asks • Raise hand for help
Context Identify the locations(s) where behavior is expected.	All Settings

Teaching All Students		
Tell Introduce the behavior and why it is important		• "Today we are going to review the skill I can follow directions." Read the behavior and steps. • 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. • Discuss why it is important to follow directions given by all adults in the building.
Show Teacher demonstrates or models the behavior. Teacher models non-examples		• 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. • 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 • 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.
Practice Give students opportunities to role play the behavior across all relevant settings		• Give a direction, such as clear your desk, and time students to see how quickly they comply. • "Simon Says" game: practice with this follow-the-leader game to reinforce compliance with directions. • 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.
Generalization	**Pre-correct/Remind** Anticipate and give students a reminder	• "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."
	Supervise Move, scan and interact with students	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 Observe student performance & give positive, specific feedback to students	• Thank you for following the fire drill expectations and safely exiting the building." • "Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions…"
Reteach Practice throughout the day		• Have students share examples of when they followed directions promptly. • 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!

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

Expectation	Be Responsible		
Specific Behavior(s) and/or Procedures List behavior and steps to complete	Following Directions means: • Listen attentively • Raise hand to clarify questions • Begin work immediately		
Context Identify the locations(s) where behavior is expected.	All Settings		
Teaching All Students			
Orientation Plan For underclassmen and new students to the building	• 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. • All grades will review school-wide and classroom behaviors and routines the first day of school. • New students will receive an overview orientation by the school counselor using the tell, show, and practice teaching strategies below. • New students will be assigned a student Team Viking Volunteer for their first week of school.		
Generalization	**Tell** Introduce the behavior and why it is important	• "Today we are going to review the skill I can follow directions." • 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. • "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?"	
	Show Teacher demonstrates or models the behavior. Teacher models non-examples	• 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). • 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."	
	Practice Give students opportunities to role play the behavior across all relevant settings	• 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." • 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.	

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

Expectation	Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete	Following Directions means: • Listen attentively • Raise hand to clarify questions • Begin work immediately
Context *Identify the locations(s) where behavior is expected.*	All Settings

Teaching All Students	
Orientation Plan For underclassmen and new students to the building	• 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. • New students will receive an overview orientation by the resource officer using the tell, show, and practice teaching strategies below. • New students will be assigned a Student Council representative for their first week of school.
Tell Introduce the behavior and why it is important	• "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." • Discuss the importance of following directions in school, the real world and life beyond high school. • Also tie Following Directions the First Time to the academic curriculum.
Show Teacher demonstrates or models the behavior. Teacher models non-examples	• 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). • 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."
Practice Give students opportunities to role play the behavior across all relevant settings	• 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." • 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.

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

Expectation	Cafeteria Procedures
Specific Behavior(s) and/or Procedures List behavior and steps to complete	At All Times: • Respond to quiet signal • Listen to speaker and follow directions given • While Entering, Getting Food & Being Seated: • Walk in designated areas • Smile, greet servers • Say please and thank you • Get utensils, napkins and all items needed before moving to your designated seating area While Eating: • Make friendly table talk • Use an indoor voice • Eat politely and quietly • Report spills to an adult • Raise your hand if you need assistance While Cleaning Up & Exiting: • Clean up after yourself • Ask permission before getting up • Stay seated until dismissed • Walk
Context Identify the locations(s) where behavior is expected.	Cafeteria
Teaching All Students	
Tell Introduce the behavior and why it is important	• "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." • "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." • The teacher may choose to briefly brainstorm with students why it is important to have procedures for the cafeteria.
Show Teacher demonstrates or models the behavior. Teacher models non-examples	• Teacher first describes steps for each part of the procedure • "At all times we must respond to the quiet signal and listen carefully to the announcement or directions being given." • Teacher models examples and non-examples of following entering, eating and exiting procedures asking students to give performance feedback with thumbs up for expected and thumbs down for unexpected behavior.

Expectation		Cafeteria Procedures (cont.)
Practice Give students opportunities to role play the behavior across all relevant settings		• Have students first role-play while in the classroom immediately after the Show portion of the lesson. • 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.
Generalization	**Pre-correct/ Remind** Anticipate and give students a reminder to perform behavior	• Before leaving the classroom teacher prompts students by saying, "Who can remind us of how we should enter the cafeteria and get our lunch?" • 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." • 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."
	Supervise Move, scan and interact with students	• 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. • 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.
	Feedback Observe student performance & give positive, specific feedback to students	• "Thank you for remembering to greet the cafeteria workers with a smile and for saying thank you, that is being respectful of others." • "Thank you for raising your hand and letting me know there was a spill under the table, that shows respect for our school building."
Reteach Practice throughout the day		• 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. • 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.

Example Secondary Cafeteria Procedure Lesson Plan
(Initial Teaching for Acquisition)

Orientation Plan For underclassmen and new students to the building			• 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). • 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. • Upperclassman can write and produce short videos that demonstrate cafeteria procedures. Viewing the video can be incorporated into underclassman orientation.
Generalization	**Tell** Introduce the behavior and why it is important		• 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." • "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."
	Show Teacher demonstrates or models the behavior. Teacher models non-examples		• The teacher can use the student-produced video in conjunction with describing the steps. • 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.)
	Practice Give students opportunities to role play the behavior across all relevant settings		• 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.

Team Activity

Use the following Acquisition Lesson Plan form to practice writing a lesson for one of the topics your team previously chose as a priority lesson. You can write a lesson for a schoolwide procedure (similar to cafeteria) or for a behavior on your school's matrix.

ACQUISITION LESSON PLAN FORM

Expectation	
Specific Rule and/or Procedures List expected behavior and lessons to complete.	
Context Identify the locations(s) where behavior is expected.	

Teaching All Students	
Orientation Plan For underclassmen and new students to the building	
Tell Introduce the behavior and why it is important.	
Practice Give students Opportunities to role-play the behavior across all relevant settings.	

Generalization	**Pre-correct/Remind** Anticipate and give students a reminder.	
	Supervise Move, scan, and interact with students.	
	Feedback Observe student performance and give positive specific feedback to students.	
Reteach Practice throughout the day.		

Stakeholder Engagement and Communication

Staff Engagement
Staff engagement about teaching expected behavior may need to begin with professional learning on the purpose of teaching your social behavioral curriculum. It would be important to share sample lesson plans and discuss when and where all teachers and staff will be expected to teach.

In the Leadership Course, you were introduced to the workgroup process to gain input and consensus on materials to implement SW-PBS. Here are other ideas to engage staff in the lesson writing process:
- Ask vertical/grade level/department teams to write lessons.
- Ask all support staff (cafeteria supervisors, resource officers, secretaries, custodians, bus drivers) for lesson suggestions.
- Conduct a short survey to ask staff to share their questions, ideas, and views about SW-PBS lessons.

Student Engagement
Students often have creative ideas about how to teach classroom and non-classroom rules and procedures. Students can help write lessons and also help teach the lessons. Here are some ideas to engage students in the lesson writing process:

During a designated class period, discuss lesson ideas for behaviors/rules on your school matrix 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.
- Conduct a short survey to ask students to share their questions, ideas, and views about SW-PBS lessons.
- Ask drama classes to write, direct, and act in video lessons.
- Ask communication classes to write and broadcast daily/weekly lessons and announcements.

Family Engagement
Ask for family input at Back to School Night, in the school newsletter, and during family conferences (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 families to share their questions, ideas, and views about SW-PBS lessons.

Community Engagement
The team can ask members of their community for examples to include in lesson plans of how matrix behaviors can and should be used in the community at large.

Action Planning
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 the lessons that should be the priority lessons. Write specific action steps on your Action Plan.

Stakeholder Enagement

Teaching is an efficient process for clarifying what students should know and be able to do, as well as where, when, and to what criteria to demonstrate expected behavior.

MO SW-PBS Handbook

Action Plan

Lesson 3: Develop "booster" lessons for maintenance of all expected behavior and effective teaching and learning practices (ETLPs) schoolwide and in each classroom.

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 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 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 members design lessons that articulate the purpose of each lesson and use an understandable format to address student needs.

Teaching Changes as Students Get Older

In preschool and elementary school, the focus is on directly teaching students the expected social behavior through the 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). The focus of lessons for older students includes the components of Pre-Correct/Remind, Supervise, and Feedback and assumes: 1) 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; and 3) it will be sufficient for supporting expected student behaviors of returning students or upperclassmen at the beginning of the year by the adult actions of Remind, Supervise, and Feedback.

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 expected 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.

"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.

Example

Example Middle School Lesson: Following Directions
("Maintenance "Booster")

Expectation	Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete	Following Directions means: · Listen attentively · Raise hand to clarify questions · Begin work immediately
Context Identify the locations(s) where behavior is expected.	All Settings

Teaching All Students		
Generalization	**Pre-correct/ Remind** Anticipate and give students a reminder	· Reiterate the importance of following directions at frequent intervals by ALL staff. · Include in morning announcements, signage, student/family news, etc. · 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 l) listen attentively, 2) raise your hand if you have questions, and 3) begin task immediately. Now turn to page....".
	Supervise Move, scan and interact with students	After directions are given, move, scan and interact with students as they follow instructions.
	Feedback Observe student performance & give positive, specific feedback	· "Thanks for following my instructions and getting right to work." · "I notice many of you getting right to work and being learners. That's awesome!" · "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..."
Reteach Practice throughout the day		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.

Example High School Lesson: Following Directions
(Maintenance "Booster")

Expectation	Be Responsible
Specific Behavior(s) and/or Procedures List behavior and steps to complete	Following Directions means: • Listen attentively • Raise hand to clarify questions • Begin work immediately
Context Identify the locations(s) where behavior is expected.	All Settings

Teaching All Students		
Generalization	**Pre-correct/ Remind** Anticipate and give students a reminder	• Reiterate the importance of following directions at frequent intervals by ALL staff. • Include in morning announcements, signage, and report data of decreases in non-compliance and insubordination. • 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 l) listen attentively, 2) raise your hand if you have questions, and 3) begin task immediately. Now turn to page….".
	Supervise Move, scan and interact with students	After directions are given, move, scan and interact with students as they follow instructions the first time.
	Feedback Observe student performance & give positive, specific feedback	"Thanks for being responsible for your learning and following my instructions. Awesome!"
Reteach Practice throughout the day		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.

Example Secondary Cafeteria Procedure Lesson Plan
(Maintenance "Boosters")

Expectation	Cafeteria Procedures
Specific Behavior(s) and/or Procedures List behavior and steps to complete	At All Times: • Follow directions first time asked • Use appropriate talk • Use school property as intended While Entering, Getting Food & Being Seated: • Wait patiently in line in designated area(s) • Know your order; place it quickly • Have money or lunch card ready • Keep account current • Smile, greet servers • Say please and thank you • Find a seat quickly and remain seated while eating While Eating: • Use appropriate talk • Use food and silverware appropriately While Cleaning Up & Exiting: • Clean up after self • Put trash in bins
Context Identify the locations(s) where behavior is expected.	Cafeteria

Teaching All Students		
Generalization	**Pre-correct/ Remind** Anticipate and give students a reminder	• 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. • 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. • 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.
	Supervise Move, scan and interact with students	• Everyday during the first week of school all teachers area 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. • In subsequent weeks staff will, as assigned, complete designated cafeteria supervision. • 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.).

Review monthly office discipline data to determine a skill your students are fluent in performing. Come to consensus on a skill for which a maintenance "booster" lesson is needed, and write that lesson using the Blank Maintenance "Booster" Lesson Plan form.

Team Activities

Maintenance "Booster" Lesson Plan

Expectation	
Specific Behavior(s) and/or Procedures List behavior and steps to complete	
Context Identify the locations(s) where behavior is expected	

Teaching All Students		
Generalization	**Pre-correct/ Remind** Anticipate and give students a reminder	
	Supervise Move, scan and interact with students	
	Feedback Observe student performance & give positive, specific feedback	
Reteach Practice throughout the day		

Stakeholder Engagement and Communication

Staff Engagement

It will be important to share the difference between Initial Lesson Plans for Acquisition and "Booster" Lesson Plans for Maintenance.

Review the previously mentioned Stakeholder Engagement and Communication suggestions as your school writes maintenance "Booster" lesson plans.

Stakeholder Enagement

Action Planning

Discuss what behaviors/rules or procedures you need possible maintenance "booster" lesson plans for. Then decide on ways your school could share the work of writing "Booster" lessons. Write your plans on your Action Plan.

Action Plan

Lesson 4: Develop a Schedule for Teaching Expectations Across Schoolwide, Non-classroom, and Classroom Settings.

Your 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 staff accountable and committed to teaching social skills. 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 unexpected behaviors surface.

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 students or for those students who continue to demonstrate they are at the acquisition level.
- Focused lessons at the beginning of the year 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 period,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). Weeklong 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.

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. Reviews should be planned throughout the year, particularly following breaks or holidays. Teaching 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 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 that staff will actually make time to teach and 4) adequate staff are available to teach in the identified settings.

Example

Missouri Middle School 2019-20 Teaching Schedule

Date	Lesson (Taught during Home Room unless otherwise indicated)
8/17 8/18 8/19 8/20 8/21	Respect, Responsible, Ready · Assembly at end of day to encourage staff & students to be respectful, responsible, & ready. Store jackets/coats, backpacks, and electronic devices in locker & Arrive on Time Honor dress code Positive Language with peers and adults - Appropriate volume when talking Have materials you need for class · Assembly end of day to celebrate first week's work. Send Matrix home via e-mail and flyers
8/25 8/26 8/27 8/28	Review Week 1 Lessons Actively listen Use restrooms and water fountains for intended purposes Keep all areas of the building free of debris · Assembly end of day to celebrate good work and discuss establishing goals for September.
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 · Assembly end of day to celebrate good work and discuss establishing goals for October
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

Team Activity

Review and discuss the teaching schedule. 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? Use the lesson schedule form to practice writing a lesson schedule.

Team Activities

SCHEDULE OF LESSONS
School _____ School Year _____

Date	Lesson

Stakeholder Engagement and Communication

Staff Engagement

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 and 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.

Student Engagement

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, or 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 to the school website. SW-PBS Leadership Teams will want to keep teaching fun and engaging for both students and teachers!

Action Planning

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? How will you engage staff, students, and families to make decisions about your initial teaching schedule? Write your steps on your team Action Plan.

Lesson 5: Support Teachers to Implement Effective Teaching and Learning Practices (ETLPs #5-8)

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. The task for your leadership team as you develop a system for teaching expected behavior, is to provide just in time, just as needed support to all teachers to teach, model and cue students to demonstrate expected behaviors. In this unit you will learn about ETLPs 5, 6, 7 and 8.

Effective Teaching and Learning Practices	Where to Find in Tier 1 Implementation Guide
1. Expectations and rules	Course 3 - Clarifying Expected Behavior
2. Procedures and routines	Course 3 - Clarifying Expected Behavior
3. Encourage use of expected behavior	Course 5 - Encouraging Expected Behavior
4. Discourage use of unexpected behavior	Course 6 - Discouraging Unexpected Behavior
5. Active supervision	Course 4 - Teaching Expected Behavior
6. Opportunities to respond	Course 4 - Teaching Expected Behavior
7. Sequencing and choice of activities	Course 4 - Teaching Expected Behavior
8. Task difficulty	Course 4 - Teaching Expected Behavior

SW-PBS Leadership Teams use prevention logic when they ask questions about what serves as a trigger to a behavior, such as: If we had staff supervision in the hallway during pass time, is it more likely students will get to class on time?

MO SW-PBS Handbook.

ETLP # 5 — Active Supervision

Active supervision is the process of monitoring the classroom or any school setting that incorporates three practices: 1) moving, 2) scanning, and 3) interacting (De Pry & Sugai, 2002).

MOVING. Continuous movement and proximity with all students make your presence known and heighten their attention to tasks and the expected behaviors.

SCANNING. Even though you are moving in the classroom, cafeteria, hallway, or other school setting, you should frequently and intentionally look around at students. This visual scanning allows you to watch for instances of expected or unexpected behavior that you will want to respond to immediately or as soon as possible. It will also help you to identify students who may need your assistance.

INTERACTING. Just as moving and scanning work together, you should also frequently interact with students. Frequent interactions can include the use of pre-correction to remind students of expectations and should also include both contingent and noncontingent attention. While moving and scanning, you will also want to address any unexpected behavior quickly and calmly.

Active supervision verbally and non-verbally communicates to students the certainty that you do inspect what you expect.

Example

The following example of a teacher highlights her incidents of Active Supervision in bold.

The teacher, Ms. Hailey, directed the class to finish writing a paragraph by themselves. She then **moved** *slowly down the aisles* **looking** *from side to side quietly* **acknowledging** *the students for starting quickly. She stood beside Enrico for a moment, as he usually does not do well with independent work, and* **praised** *him for getting started. Ms. Hailey then stopped, turned around, and* **watched** *the front half of the class. She continued to* **loop** *around the class, stopping to check students' work, and* **making compliments** *here and there (Colvin, 2009, pg 46).*

Team Activity
As a Leadership Team, write an example scenario similar to the one above using active supervision in the cafeteria, hallway, or playground. Be sure to include moving, scanning, and interacting in your example.

Stakeholder Engagement and Communication

Staff Engagement
MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional development related to active supervision. These include the Teacher Tool on Active Supervision, PowerPoint training slides and activity handouts. These materials are available on the MO SW-PBS website at www.pbis-missouri.org. Obviously your SW-PBS Leadership Team will want to make these materials applicable in your school by sharing examples and nonexamples of active supervision in the hallway, playground, at arrival, during dismissal, and at other times during the day.

Team Activity
Discuss non-classroom settings where active supervision could be improved. Write action steps to teach staff about active supervision. Consider writing steps on your Action Plan about conducting observations to give supervisors feedback about their use of active supervision. What action steps will you add to your Action Plan to discuss active supervision during employment interviews and as part of performance reviews?

Team Activities

Stakeholder Enagement

Team Activities

Action Planning

Review the Teacher Tool on Active Supervision at the end of this Course. Discuss how you can teach teachers about active supervision. 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.pbismissouri.org. Consider writing action steps on your Action Plan about conducting observations to give teachers feedback about their use of active supervision.

Action Plan

ETLP # 6 – Opportunities to Respond

Strategies to provide opportunities for students to respond are critical to keep students engaged in learning. When learning new material, teachers should strive to obtain a minimum of 4 to 6 responses per minute with 80% accuracy. If activities involve the review of previously learned material, teachers should strive for 8 to 12 responses per minute with 90% accuracy (Reinke, Herman, & Stormont, 2013).

Examples

Opportunities to Respond

Teachers can use the following strategies to reach high rates of student responding.

Individual Questioning. One simple strategy is to use a response pattern to make sure that all students are called on. Calling on students unpredictably heightens student attention:

- Teachers can use the seating chart and call on students randomly, tallying on that chart to monitor the rate of questions presented to each student.
- Student names can be on strips of paper or popsicle sticks in a can or jar. As questions are posed, students' names are drawn.
- Using one of the above random call strategies, ask a student to repeat or summarize what the student who just answered said.

It is important to remember to ask the question first, and then pause before calling on the student to respond. This allows an opportunity for all students to think and be prepared to respond (see "Wait Time").

Choral Responding. Choral responding occurs when all students in a class respond in unison to a teacher question. To use choral responding, the teacher will: 1) develop questions with only one right answer that can be answered with short, one to three-word answers, 2) provide a thinking pause or wait time for three seconds or more between asking the question and prompting students to respond, 3) use a clear signal or predictable phrase to cue students when to respond in unison, 4) use a brisk pace, and 5) provide immediate feedback on the group response. Questions for choral responding should be prepared in advance and can be visually presented via PowerPoint slides or other visual cues.

Choral responding is best used with interspersed questions to individual students. This mixed responding strategy has an element of surprise and cues students to heighten their attention. It also allows you to assess individual student learning.

White Boards. Students have personal white boards with erasable pens to write answers to teachers' questions (Heward, 2006). Students can write letters, words, or numbers or draw symbols or solve problems; then, when cued, they can hold up their boards to display their answers. Students use an eraser, sponge, or cloth to erase their answer and await the next question.

Response Cards. Another nonverbal format is response cards. These are pre-printed cards, often on cardstock and laminated, that have choice words on each side such as Yes/No, True/False, Odd/Even. They might also include a set of a few options such as noun, pronoun, verb, and adverb. If using multiple responses, be sure that they are few enough to avoid confusion and can be identified quickly for response. Just as with choral responding, students must be taught the expected behaviors when using white boards or response cards (Heward & Gardner, 1996). Teachers should:

- Prepare questions to carefully match response options; if students are writing on white boards, minimal writing is best.
- Provide clear instructions for use of cards or white boards, including when to select their card or write their response, when to share, and when to clean boards or reposition cards for next question (e.g., "Write your answer now," or "Look and select your answer"; then, "Show your answer now," "Cards down, eyes up here, ready for the next question").
- Assess student responses and provide clear, specific feedback. ("That's right! The answer is 86!")
- Provide the correct answer and a brief explanation if a significant number of students did not respond accurately, and then present the question again.

Student Response Systems. Technology is a big part of our lives, and many schools are finding the value of using it to engage and motivate learners. When using student response systems, which are commonly called "clickers," the process has three steps: 1) during class discussion, the teacher displays or asks a question, 2) all students key in their answers using their wireless hand-held keypad or other web-based device, and 3) responses are received and displayed on the teacher's computer monitor as well as on an overhead projector screen. Each device is also numbered so that individual responses can be downloaded for recordkeeping or further analysis after the session has ended. Student engagement and motivation or student satisfaction seem to be enhanced as the devices allow for all to respond anonymously, using a familiar game approach (Reiser & Dempsey, 2007). An additional benefit of clickers is the ability for teachers to see immediately how students answer and adjust their teaching to either forge ahead with new content or continue teaching and review. Other electronically based resources are being developed and should also be investigated. Teachers may find the ability to automate data collection the most obvious benefit over other nonverbal response approaches.

Signals or Movement. Other signaling or movement activities might be used (e.g., thumbs up, thumbs down; stand up, sit down; move to four corners; or other creative signals).

Guided Notes. Guided notes are teacher-prepared handouts that lead students through a presentation or lecture with visual cues or prepared blank spaces to fill in key facts or concepts. Guided notes not only help to increase student attention and engagement but also provide students with a standard set of notes and help with outlining skills.

When developing guided notes: 1) examine your current lecture outlines, 2) identify key facts, concepts, or relationships that could be left blank and filled in by students, 3) consider inserting concept maps or a chart, diagram, or graph to help with understanding, and 4) provide the students with formatting clues such as blank lines, numbers, bullets, etc. Be careful not to require too much writing. The content of the guided notes can be adjusted to match the specific needs of students (e.g., motor deficits—more information and less writing; developmental delays—simplified terms, etc.)

Other Practices that Increase Opportunities to Respond (OTR)
Other commercial programs have evidence of their impact on learning through numerous opportunities to respond. Computer-assisted instruction provides frequent responses and immediate feedback on results to enhance motivation and learning. Classwide Peer Tutoring provides a systematic approach to reciprocal peer tutoring that promotes high levels of on-task behavior by simultaneously engaging all students. Direct Instruction is a teaching model that is the foundation of several commercially available reading and math programs that emphasizes carefully controlled instruction and an emphasis on high response rates and pace in a scripted interactive format. More information is available at http://www.nifdi.org or http://directinstruction.org.

Example
TEACHING PLAN TO INCREASE OPPORTUNITIES TO RESPOND

Subject/Content Area	Strategies to Increase OTR
Morning Meeting	Turn and talk; thumbs up
Reading – whole group	Alphabet response cards
Writing – whole group	White boards
Math – small group	White boards and counting cubes
Science – whole group	Body part response cards

Team Activity
Discuss the example and information about Opportunities to respond. As a team, use the form below as an exercise to create examples for teachers.

Team Activities

TEACHING PLAN TO INCREASE OPPORTUNITIES TO RESPOND

Subject/Content Area	Strategies to Increase OTR

Stakeholder
Enagement

Action Plan

Stakeholder Engagement and Communication

Staff Engagement
MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional learning related to multiple opportunities to respond. These include the Teacher Tool on opportunities to Respond, PowerPoint training slides and activity handouts. These materials are available on the MO SW-PBS website at www.pbismissouri.org. Grade-level teams and department teams can work together to plan lesson plans to address common learning targets using opportunities to respond.

Action Plan
Review the Teacher Tool on Opportunities to Respond at the end of this Course. 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.pbismissouri.org. Discuss how you can teach teachers to increase their use of Opportunities to Respond and the connection with improved student engagement. Write action steps on your Action Plan about conducting observations to give teachers feedback about their use of Opportunities to Respond.

ETLP # 7 — Activity Sequencing and Choice

Activity Sequencing

Effective educators know that it is important to consider how the daily activities are sequenced. Teachers often choose what subjects occur at certain times of the day to ensure student attentiveness. Two strategies to sequence activities are task interpersonal and behavioral momentum. Task interpersonal means including easier tasks among more difficult tasks, and behavioral momentum is using simple instructions to precede more difficult instructions.

Example

Task Interspersal

"Emily is an average math student, but when given more difficult problems, she works for a while, then quits and refuses teacher help. She has already mastered multiplication with one- and two-digit numbers. To help Emily, the teacher arranges her work to include a mix of three-digit, two-digit, and one-digit problems. The assignment includes more two- and one-digit problems than three-digit. When she finishes a series of problems, Emily is asked to raise her hand. The teacher praises Emily for effort and work completion. This series is repeated and the teacher increases the number of harder problems, checking to see that Emily is successful each time. Eventually, Emily is able to complete a full series of the three-digit problems with accuracy" (Colvin, 2009, p. 53).

Example

Behavioral Momentum

"Miguel does not like to read, and when he has been asked to do so, he has hung his head and closed his eyes. Today, his teacher begins the small group reading assignment by reading to him briefly. Then she asks him to follow along and read with her. When he does, she praises him then asks him to read every other sentence on his own. She praises him again and now asks him to continue reading by himself" (Colvin, 2009, p. 46).

Example

Choice

Mr. Franklin knows that his students enjoy project-based activities that relate to their everyday lives. He also knows of students who love using technology rather than paper and pencil tasks. He considers his resources (e.g., available computers, physical space, staff, and time) and develops his plan carefully.

When presenting the new Course on recycling, Mr. Franklin offers students a choice of two activities: 1) plan a recycling program, or 2) develop a recycling survey. He has students vote on what activity they want to pursue that day. Students then divide into two groups according to their choice.

Mr. Franklin further gives his students choice by allowing group one to develop a recycling plan for either their classroom or neighborhood; group two can develop their own survey questions or browse the internet to search for other surveys to use as an example. He further allows students to select whether they prefer to work in their group, pairs, or individually. After these decisions are made, Mr. Franklin guides them to choose the materials they will need. For example, students can hand-write their work or use the computer.

When the work is completed and shared, Mr. Franklin asks students to write on a piece of paper what parts of the lesson they enjoyed most and why. He plans to use the feedback for future lesson planning (adapted from Kern & State, 2009).

Team Activity

Review the examples related to activity sequencing and choice and discuss how they might be used in staff development.

Stakeholder Engagement and Communication

Staff Engagement
MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional learning related to activity sequencing and choice. These include the Teacher Tool on Activity Sequencing and Choice, PowerPoint training slides and activity handouts. These materials are available on the MO SW-PBS website at www.pbismissouri.org. Grade-level teams and department teams can work together to create lesson plans to address common learning targets using activity sequencing and choice.

Action Planning
Review the Teacher Tool on Activity Sequencing and Choice. What action steps should be added to your team action plan to ensure teachers understand activity sequencing and choice? 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.pbismissouri.org. Add action steps to your action plan that instruct teachers to write lessons that include activity sequencing and choice in them. Finally, add steps to your team action plan that pertain to how you will know teachers are increasing their use of activity sequencing and choice.

Team Activities

Stakeholder Enagement

Action Plan

ETLP #8 – Adjusting Task Difficulty

Selecting instructional materials or tasks that are at the correct level of difficulty involves considering aspects of the student, the materials, and the task.

Generally, adjustments can be made in three ways:
1) to the length of assignments or the time frame allotted,
2) the mode of task completion, or
3) the extent of instruction or practice provided.

Examples

Adjustment to the Length of Activity or Assignment or the Time Allotted to Complete Assignment

- Shorten the assignment, allowing the student to demonstrate mastery with fewer items.
- Highlight, in color, those problems for the student to complete.
- Break the assignment up into shorter tasks; put fewer problems on the page.
- Have shorter work periods with other assignments in between.
- When multiple tasks are required, help the student prioritize and then work on one task at a time.
- Provide physical breaks between difficult tasks.
- Provide alternative times for the student to complete their work.

Example

Adjustments to Response Mode for Students Who Have Difficulty Responding in Writing

- Provide a choice between written or oral answers.
- Allow the student to dictate answers to the teacher, assistant, or peer.
- Create guided notes that minimize writing.
- Allow the student to tape-record answers to tests or assignments.
- Allow the student to use other creative modes for demonstrating understanding (building, drawing, drama, etc.)

Example

Increased or Different Instruction and Practice

- Arrange for additional brief instructional sessions by teacher, assistant, or older student tutor using the modeling-guided practice-independent practice model (acquisition stage).
- Arrange for a peer tutor to assist or guide practice opportunities; ensure 90% accuracy before moving to independent practice (fluency-building stage).
- Use partner work to increase fluency with flash cards (fluency-building stage).
- Use meaningful real-life examples for practice and application (mastery or generalization stages).

Team Activities

Stakeholder
Enagement

Action Plan

Team Activity
Review the examples related to adjusting task difficulty and discuss how they might be used in staff development.

Stakeholder Engagement and Communication

Staff Engagement
MO SW-PBS has developed a number of materials to assist your SW-PBS Leadership Team in professional learning related to adjusting task difficulty. These include the Teacher Tool on Task Difficulty, PowerPoint training slides and activity handouts. These materials are available on the MO SW-PBS website at www.pbismissouri.org. Professional learning to discuss the idea of "fair" not meaning "equal" may be important to help your teachers understand the importance of adjusting task difficulty for students. Grade-level teams and department teams can work together to create lesson plans to adjust task difficulty for instruction of common learning targets.

Action Planning
Review the Teacher Tool on Activity Sequencing and Choice and the staff engagement suggestions above. 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.pbismissouri.org. What action steps should be added to your team action plan to ensure teachers understand adjusting task difficulty? Add action steps to your action plan that instruct teachers to write lessons that include adjusting task difficulty. Finally, add steps to your team action plan that pertain to how you will know teachers are adjusting task difficulty as part of their regular teaching strategies.

Tier 1 Action
Planning Checklist

END OF COURSE SELF-ASSESSMENTS

ACTION PLANNING CHECKLIST

If all steps have been developed and/or implemented, your team
can now consider how to question this work on term.

Action Planning Checklist	√ Developed
1. The process of writing lesson plans is documented.	
2. Lesson plans for initial teaching of all schoolwide and classroom behaviors, procedures, and rules are written.	
3. Lesson plans for maintenance "booster" teaching of schoolwide and classroom behaviors, procedures, and rules are written.	
4. A schedule for teaching expectations across schoolwide, non-classroom, and classroom settings has been developed.	
5. Professional learning on the Effective Teaching and Learning Practices (ETLPs) has been provided to all instructional staff (ELTPs #5-8).	

MO SW-PBS TEACHER TOOLS
Active Supervision

Practice: The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.

Practice	What it looks like
Moving Effectively	When supervising work or activities, circulate among students.
Scanning Effectively	Frequently and intentionally look around at students.
Interacting Frequently	While moving and scanning you should also frequently interact with students

Active Supervision: Self Assessment

Practice: The process of monitoring learning and performance on classroom expectations and rules that incorporates moving, scanning and interacting with students.

On numerical response questions, please rate your implementation using the following scale:
- 1-Rarely
- 2-Sometimes
- 3-Almost Always
- 4-Always

Classroom physical environment is designed to reduce the likelihood of unexpected behavior, provide options for early response, and maintain safety for all students.

• Do you maintain a classroom arranged for ease of instructional movement and supervision in whole group, small group, and individual work situations?	Yes No
• Do you maintain a classroom in which students are able to move about freely without safety risks or physical obstacles?	Yes No

Instruction is designed to allow for teacher movement throughout the classroom to monitor learning and performance.

• During instruction (whole group, small group, or individual work time), how often do you move about the room to monitor and promote engagement for all students?	1 2 3 4
• During instruction (whole group, small group, or individual work time), how often do you move about the room in anticipation or response to behavioral issues?	1 2 3 4

Teacher/facilitator visually monitors learning and performance.

• During instruction (whole group, small group, or individual work time), how often do you scan the room to monitor student engagement?	1 2 3 4
• During instruction (whole group, small group, or individual work time), how often do you use non-verbal communication i.e. gestures or facial expressions) to acknowledge you are monitoring student engagement?	1 2 3 4

Teacher/facilitator interacts with students positively and proactively, as well as in response to academic or social behavioral errors.

• During instruction (whole group, small group, or individual work time), how often do you provide verbal and non-verbal encouragement to students who are on-task?	1 2 3 4

Active Supervision: Practice Profile

Active Supervision				
Essential Functions	**Exemplary/ Ideal Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
Classroom physical environment is designed to reduce the likelihood of unexpected behavior, provide options for early response, and maintain safety for all students.	· The teacher physically arranges the classroom for ease of movement and supervision in whole group, small group, and individual work situations. · All areas accessible to students are visible, functional, and safe.	· The teacher physically arranges the classroom for ease of movement and supervision in most situations. · All areas accessible to students are safe.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* · Physical arrangement of classroom is safe for students, but supervision and/or movement around the room is hampered or difficult.	*(Follow-up professional development and coaching is critical.)* · Physical arrangement of the classroom contributes to safety issues (tripping, climbing, horseplay). · Supervision and/or movement around the room has multiple obstacles.
Instruction is designed to allow for teacher movement throughout the classroom to monitor learning and performance.	· During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity. · Frequent, random movement, with particular attention to targeted problem areas, is evident.	· During whole group, small group, and/or individual work time, the teacher moves throughout the room, promoting engagement and attention to task through proximity.	· The teacher moves around parts of the room throughout instruction, or the teacher moves only in response to unexpected behavior.	· Teacher stands or remains seated in one location throughout the class period.
Teacher/facilitator visually monitors learning and performance.	· During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement. · Frequent non-verbal communication may accompany the visual monitoring, such as smiling, head nodding, or other acknowledgment of attention.	· During whole group, small group, and/or individual work time, the teacher visually scans the room to monitor student engagement. · Occasional non-verbal communication may accompany the visual monitoring.	· The teacher visually scans the room occasionally during instruction, scans only a portion of the room, or uses no non-verbal communication to acknowledge students.	· Teacher rarely or never uses visual scanning during instruction.
Teacher/facilitator interacts with students positively and proactively, as well as in response to academic or social behavioral errors.	· During whole group, small group, and/or individual work time, the teacher uses group and individual verbal and non-verbal positive communication to increase the likelihood of engagement and on-task behavior, as well as in response to academic or behavior errors.	· During whole group, small group, and / or individual work time, the teacher uses occasional verbal and non-verbal communication proactively, and as a response to academic or behavior error.	· The teacher uses occasional verbal and non-verbal communication, but mainly in response to academic or behavior errors.	· The teacher rarely or never provides positive or proactive interactions with the students, either non-verbal or verbal.

MO SW-PBS TEACHER TOOLS
Opportunities to Respond

Practice: Teachers provide students with multiple Opportunities to Respond (OTR)

Antecedent	Behavior	Consequence
Teacher provides: *Verbal Questions, Prompts, Cues*	*Student Responses:* *Written, Choral Verbal, Motor*	*Teacher Provides:* *Specific, Positive Feedback*
Teacher says, "When I give the signal, everyone: What is 5 times 6?" Teacher waits a few seconds and gives signal.	Students chorally respond, "30" Repeat 3 times.	Teacher says, "Yes! The correct answer is 30." Teacher ignores error responses, gives correct response. Asks same question again.

Opportunities to Respond (OTR) Strategies		
Student Verbal Responses	**Student Non-verbal Responses**	**Other Practices**
· Individual Questioning · Choral Responding	· White boards · Response cards · Response on computer · Guided notes	· Computer assisted instruction · Classwide Peer Tutoring · Direct instruction

Opportunities to Respond: Self-Assessment

Practice: Teachers provide students with multiple Opportunities to Respond (OTR)

On numerical response questions, please rate your implementation using the following scale:
- 1-Rarely
- 2-Sometimes
- 3-Almost Always
- 4-Always

Students are provided varied and creative opportunities to respond verbally during instruction.

• On average, I provide students with at least 2 opportunities per minute to verbally respond.	1 2 3 4

Students are provided varied and creative opportunities to respond non-verbally to instruction.

• During instruction, I provide students with opportunities to respond non-verbally to instruction through physical response *(e.g. thumbs up/down).*	Yes	No
• During instruction, I provide students with opportunities to respond non-verbally *using white boards.*	Yes	No
• During instruction, I provide students with opportunities to respond non-verbally *using response cards.*	Yes	No
• During instruction, I provide students with opportunities to respond non-verbally *using guided notes.*	Yes	No
• During instruction, I provide students with opportunities to respond non-verbally using *Student Response Systems (e.g. clickers, iPads, smart phones, etc.).*	Yes	No
• During instruction, I provide students with opportunities to respond non-verbally using *computer aided instruction.*	Yes	No

Students are provided wait time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback.

• I provide a prompt, when requesting student responses.	Yes	No
• I provide at least 3 seconds of wait time for students to prepare a response.	Yes	No
• When students respond to my questions, I acknowledge them with positive feedback, if appropriate.	Yes	No
• When students respond to my questions, I acknowledge them with corrective feedback, if appropriate.	Yes	No
• When appropriate, I acknowledge student responses with a follow-up question, such as "Did you and your partner agree on this answer?"	Yes	No
• When appropriate, I acknowledge student responses with a follow-up comment, such as, "Talk more about that."	Yes	No

Opportunities to Respond: Practice Profile

Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Opportunities to Respond				
Students are provided varied and creative Opportunities to respond verbally during instruction.	• During whole group and small group instruction, students are provided multiple Opportunities to respond verbally to instruction, such as individual questioning, choral responding, Think-Pair-Share, and others. • The teacher provides an average of 3 Opportunities to respond per minute (combined verbal and non-verbal).	• During whole group and small group instruction, students are provided Opportunities to respond verbally to instruction, such as individual questioning, choral response Think-Pair-Share or others. • The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal).	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • At least daily, students are provided Opportunities to respond verbally to instruction, such as individual questioning, choral response Think-Pair-Share or others. • The rate of Opportunities to respond is lower than 1 per minute.	*(Follow-up professional development and coaching is critical.)* • There is no evidence of plans for or use of verbal Opportunities to respond in the classroom.
Students are provided varied and creative Opportunities to respond non-verbally to instruction.	• During whole group and small group instruction, students are provided multiple Opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. • The teacher provides an average of 3 Opportunities to respond per minute (combined verbal and non-verbal).	• During whole group and small group instruction, students are provided Opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. • The teacher provides at least 1 opportunity to respond per minute (combined verbal and non-verbal).	• At least daily, students are provided Opportunities to respond non-verbally to instruction, such as physical response (e.g. thumbs up/down), using white boards, response cards, guided notes, Student Response Systems (e.g. clickers, iPads, smart phones, etc.), or computer aided instruction. • The rate of Opportunities to respond is lower than 1 per minute.	• There is no evidence of plans for or use of non-verbal Opportunities to respond in the classroom.
Students are provided wait time to develop a response to a prompt, and participation is acknowledged with positive or corrective feedback.	• When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response. • The teacher acknowledges the responses with positive or corrective feedback, or prompts with a follow-up question or comment, such as, "Talk more about that," or "Did you and your partner agree on this answer?"	• When asking a question or otherwise prompting a student response, the teacher provides the prompt and provides at least 3 seconds of wait time for students to prepare a response. • The teacher acknowledges the responses with positive or corrective feedback	• When asking a question or otherwise prompting a student response, the teacher provides the prompt, but provides less than 3 seconds of wait time for students to prepare a response. • The teacher occasionally acknowledges the responses with positive or corrective feedback.	• When there is an opportunity to ask a question or otherwise prompt a student response, the teacher provides the prompt, but does not wait or acknowledge student participation (e.g. rhetorical questions like, "What's the next lesson in the writing process... revising").

MO SW-PBS TEACHER TOOLS
Activity Sequencing and Choice

Practice: Activity sequencing is thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior. Offering choice is providing options to engage in or complete activities (e.g. type of activity, order, materials, location).

Activity Sequencing	Examples	Choice (Student Chooses)	Examples
Task Interpersonal	Plan 1 easy or previously learned task, then new tasks, then easy/previously learned task within the same assignment	Type of Activity/Task	Menu of assignment options (e.g. draw a diagram vs. write a descriptive paragraph)
		Order of Tasks	3 tasks are assigned, student selects which to complete first
		Kinds of Materials	Keyboarding vs. pencil/paper; Purple ink vs. pencil
Behavioral Momentum	Plan 2 very easy tasks, then 2 tasks that are a little more difficult, then 2 newly learned/most difficult tasks within the same assignment	Work Group	Choose to complete a task with a partner, within a group, or individually
		Location	Complete a task at student desk or study center

Activity Sequencing and Choice: Self-Assessment

Practice: Activity sequencing is thinking about and altering the manner in which instructional tasks, activities or requests are ordered in such a way that promotes learning and encourages appropriate behavior. Offering choice is providing options to engage in or complete activities (e.g. type of activity, order, materials, location).

On numerical response questions, please rate your implementation using the following scale:
1-Rarely
2-Sometimes
3-Almost Always
4-Always

Teachers plan for and use the strategy of task interspersal to promote confidence and motivation for task completion.

• In my classroom, I assign group and independent work.	Yes	No
• In my classroom, I structure group and independent student activities so learners can suggest and make choices.	Yes	No
• During group and independent work, I provide students with choices of less demanding and more demanding activities.	Yes	No
• I plan group and independent work so that students can make instructional choices that reduce work refusal.	Yes	No
• I plan group and independent work so that students can make instructional choices that reduce off-task behavior.	Yes	No
• When students make instructional choices during group or independent activities that support confidence and task completion, I use positive feedback in response to expected behavior from students.	Yes	No

Teachers plan for and use behavioral momentum to engage and reinforce students for high probability behaviors, increasing the likelihood of the student engaging in more difficult or non-preferred tasks or behaviors.

• During group and independent work, I provide students with choices that start with less challenging tasks and move to more challenging.	Yes	No
• During group and independent work, I provide students with choices that start with highly preferred tasks and move to less preferred.	Yes	No
• During group and independent work, I provide students with activities that include small, high probability behavior requests so they have the opportunity to feel successful.	Yes	No
• When students make instructional choices during group or independent activities where they engage in more difficult or non-preferred tasks or behaviors, I use positive feedback in response to expected behavior from students.	Yes	No

Teachers plan for and use the strategy of offering choice to motivate and engage students.

• During group and independent work, I provide students with autonomous choices *(e.g. task from a list of choices, materials, work location)*.	1 2 3 4	
• In my classroom there are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired.	Yes	No

Activity Sequencing and Choice: Practice Profile

Essential Functions	Exemplary/ Ideal Implementation	Proficient	Close to Proficient	Far from Proficient
Activity Sequencing and Choice				
Teachers plan for and use the strategy of task interpersonal to promote confidence and motivation for task completion.	· When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need support to begin and stay working can suggest and make choices to alternate between less demanding tasks and more demanding tasks, reducing work refusal and off-task behavior. · The teacher uses specific positive feedback in response to student use of expected behavior.	· When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need support to begin and stay working can alternate between less demanding tasks and more demanding tasks. · The teacher uses specific positive feedback in response to student use of expected behavior.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* · When assigning group and independent work, the teacher occasionally structures plans and tasks so learners who need support to begin and stay working can alternate between less demanding tasks and more demanding tasks. · The teacher uses specific positive feedback in response to student use of expected behavior.	*(Follow-up professional development and coaching is critical.)* · There is no evidence of the use of task interspersal..
Teachers plan for and use behavioral momentum to engage and reinforce students for high probability behaviors, increasing the likelihood of the student engaging in more difficult or non-preferred tasks or behaviors.	· When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need to start with small, high probability behavior requests can suggest and make choices to increase the likelihood of experiencing success before presenting increasingly challenging or non-preferred activities or tasks. · The teacher uses specific positive feedback in response to student use of expected behavior.	· When assigning group and independent work, the teacher consistently structures plans and tasks so learners who need to start with small, high probability behavior requests can experience success before presenting increasingly challenging or non-preferred activities or tasks. · The teacher uses specific positive feedback in response to student use of expected behavior.	· When assigning group and independent work, the teacher occasionally structures plans and tasks so learners who need to start with small, high probability behavior requests can experience success before presenting increasingly challenging or non-preferred activities or tasks. · The teacher uses specific positive feedback in response to student use of expected behavior.	· There is no evidence of the use of behavioral momentum.
Teachers plan for and use the strategy of offering choice to motivate and engage students.	· When assigning group and independent work, the teacher structures plans and tasks so learners can suggest and make choices to have a degree of autonomy where choices are possible (e.g. task from a list of choices, materials, work location). · There are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired.	· When assigning group and independent work, the teacher consistently structures plans and tasks so learners can have a degree of autonomy where choices are possible (e.g. task from a list of choices, materials, work location). · There are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired.	· When assigning group and independent work, the teacher occasionally structures plans and tasks so learners can have a degree of autonomy where choices are possible (e.g. task from a list of choices, materials, work location). · There are protocols and procedures for supporting student choice and allowing students to adjust their choice if desired.	· There is no evidence of providing choice to students.

MO SW-PBS TEACHER TOOLS
Adjusting Task Difficulty

Practice: Task difficulty relates to work assignments that exceed the student's skill level. It is important to determine which aspects of the task/assignment do not match the student's skills, and then how they can be appropriately adjusted to decrease associated problem behaviors and increase Opportunities for academic success.

Strategy	Example
Time adjustments	· Have shorter work periods with other assignments in between. · Provide physical breaks between difficult tasks. · Provide alternative times for students to complete their work.
Length adjustments	· Highlight, in a color, the problems for the student to complete. · Have the student cover all tasks except the one the student is working on at the time. · Break up the assignment into chunks.
Adjust input mode	· Provide access to digital texts, text-to-speech functions, multimedia sources · Include illustrations or graphic organizers describing how to complete tasks or as additional structure and support · Highlight and/or underline important words in instructions and texts · Create Guided Notes that highlight key points
Adjust response mode	· Provide choice of written or oral answers · Provide options for typing if writing by hand is a barrier · Permit students to use outlining software to facilitate planning · Allow students to video or take pictures to produce journals or compose essays
Increased instruction or practice	· Different instructional strategies than are present during initial instruction - incorporate multiple representations. · Arrange for additional brief instruction using modeling, then guided practice, then independent practice if student is in the acquisition stage. · If students understands the content but needs more practice, arrange a peer tutor. Ensure 90% accuracy before moving to independent practice. · Use flash cards to increase fluency to 90%. · To assist with mastery or generalization, use meaningful real life examples for practice and application.

Adjusting Task Difficulty: Self-Assessment

Practice: Task difficulty relates to work assignments that exceed the student's skill level. It is important to determine which aspects of the task/assignment do not match the student's skills, and then how they can be appropriately adjusted to decrease associated problem behaviors and increase Opportunities for academic success.

On numerical response questions, please rate your implementation using the following scale:
> 1-Rarely
> 2-Sometimes
> 3-Almost Always
> 4-Always

Address situations where the academic tasks are accurately matched to the student's ability, but the length of the assignment exceeds the student's motivation or endurance.

You have given your student an academic task that is appropriate for their ability. When preparing an assignment, how consistently do you...

- reduce the length of the reading or the number of questions? 1 2 3 4
- adjust the length of the task so that your student can successfully complete the task? 1 2 3 4
- plan in advance, using student data, to have adjustments available that allow for successful completion while maintaining high expectations for meeting the learning objective successfully? 1 2 3 4
- use progress monitoring data to determine when to make adjustments? 1 2 3 4

Address situations where the mode or method of response make the academic tasks aversive or overwhelming to the student.

When the mode or method of response is overwhelming to your student. How consistently do you...

- anticipate this possibility and have alternate methods of response ready?
- make necessary adjustments to the mode in order to increase the likelihood of successful work completion? 1 2 3 4
- have a method of response available if necessary that has been successful in the past? 1 2 3 4
- use progress monitoring to determine when to step in and make an adjustment? 1 2 3 4

1 2 3 4

Use instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning.

How consistently do you...

- match instructional strategies to the needs of each student? 1 2 3 4
- consider student's background knowledge when selecting instructional strategies? 1 2 3 4
- consider student's stage of learning when selecting instructional strategies?
- consider accessibility when selecting instructional strategies? 1 2 3 4

1 2 3 4

Adjusting Task Difficulty: Practice Profile

Adjusting Task Difficulty				
Essential Functions	**Exemplary/ Ideal Implementation**	**Proficient**	**Close to Proficient**	**Far from Proficient**
Address situations where the academic tasks are accurately matched to the student's ability, but the length of the assignment exceeds the student's motivation or endurance.	• The teacher uses student data to appropriately adjust the length of tasks to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective. • Teacher uses progress monitoring to determine when to make adjustments and evaluates the effectiveness of the support.	• The teacher uses student data to appropriately adjust the length of tasks to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective.	*(Skill is emerging, but not yet to ideal proficiency. Coaching is recommended.)* • The teacher adjusts the length of tasks to increase the likelihood of successful work completion, considering the learning objective.	*(Follow-up professional development and coaching is critical.)* • No evidence of planning for possible adjustments to length of assignment or task.
Address situations where the mode or method of response make the academic tasks aversive or overwhelming to the student.	• The teacher uses student data to appropriately adjust the mode and method of response to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective. • Teacher uses progress monitoring to determine when to make adjustments and evaluates the effectiveness of the support.	• The teacher uses student data to appropriately adjust the mode and method of response to increase the likelihood of successful work completion, while maintaining the high expectations for meeting the learning objective.	• The teacher adjusts the mode and method of response to increase the likelihood of successful work completion, considering the learning objective.	• No evidence of planning for possible alternate methods of response.
Use instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning.	• The teacher uses student data to select instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning, while maintaining the high expectations for meeting the learning objective. • Teacher uses progress monitoring to determine when to make adjustments and evaluates the effectiveness of the support.	• The teacher uses student data to select instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning, while maintaining the high expectations for meeting the learning objective.	• The teacher uses student data to select instructional strategies appropriate to the student's needs including accessibility, background knowledge, and stage of learning, considering the learning objective.	• No evidence of planning for adjustment of instructional strategies.

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
Social Skills Lesson All Items necessary at Elementary. Starred * Items necessary at Secondary.	Includes Documentation of all: □ Clear description of behavior (Steps if applicable)* □ Location in which skill is to be used* □ Tell □ Show □ Practice □ Pre-correct/Remind* □ Supervise* □ Feedback* □ Re-Teach	Includes Documentation of all: □ Clear description of behavior(Steps if applicable)* □ Location in which skill is to be used* □ Tell □ Show □ Practice □ Pre-correct/Remind* □ Supervise* □ Feedback* □ Re-Teach	No lessons exist for matrix expectations	2 1 0
Year-long Teaching Schedule	□ Outlines a year, but room for flexibility based on data	□ Outlines a year, but room for flexibility based on data	No teaching schedule exists	2 1 0

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

SELF-ASSESSMENT SURVEY

Schoolwide Systems

SAS
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
			2. Expected student behavior are taught directly.			
			14. Booster training activities for students are developed, modified, and conducted based on school data.			
			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
			2. Schoolwide expected student behaviors apply to non-classroom settings.			
			3. Supervisors actively supervise (move, scan, and interact) students in non-classroom settings.			
			7. Staff receives regular Opportunities for developing and improving active supervision skills.			

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 teachers supervise and teach groups of students.	High	Med	Low
			3. Expected student behavior and routines in classrooms are taught directly.			
			6. Procedures for expected and unexpected behaviors are consistent with schoolwide procedures.			
			8. Instruction and curriculum materials are matched to students' ability (math, reading, language).			

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

TFI
Tiered Fidelity Inventory

TIERED FIDELITY INVENTORY

FEATURES	DATA	CRITERIA
1.4 Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations	· TFI Walkthrough Tool · Professional learning calendar · Lesson plans · Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations

This contains only the items from the Tiered Fidelity Inventory that address Teaching 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 4: Teaching Expected Behavior and Implementing
Effective Teaching and Learning Practices

References

Colvin, G. (2007). 7 steps for developing a proactive school discipline plan: A guide for principals and leadership teams. Thousand Oaks, CA: Corwin Press.

Colvin, G. (2009). Managing noncompliance and defiance in the classroom: A road map for teachers, specialists, and behavior support teams. Thousand Oaks, CA: Corwin Press.

De Pry, R. L., & Sugai, G. (2002). The effect of active supervision and precorrection on minor behavioral incidents in a sixth grade general education classroom. Journal of Behavioral Education, 11(4), 255–267. https://doi.org/10.1023/A:1021162906622

Heward, W. L. (2006). Exceptional children: An introduction to special education (8th Ed.). Upper Saddle River, NJ: Pearson Education.

Heward, W. L., & Gardner, R. (1996). Everyone participates in this class: Using response cards to increase active student response. Teaching Exceptional Children, 28, 4–10. https://doi.org/10.1177/004005999602800201

Kern, L., & State, T. M. (2009). Incorporating choice and preferred activities into classwide instruction. Beyond Behavior, 18(2), 3–11.

Reinke, W. M., Herman, K. C., & Stormont, M. (2013). Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. Journal of Positive Behavior Interventions, 15(1), 39–50. https://doi.org/10.1177/1098300712459079

Reiser, R. A., & Dempsey, J. (2007). Trends and issues in instructional design and technology (2nd Ed.). Upper Saddle River, NJ: Pearson Education.