Why Teach Behavior Skills?

I will turn my cell phone off during class.
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Johns & Patrick
Adopting school-wide expectations promotes:

- A culture of consistency and fairness
- Behaviorally specific communication
- Development of a behavior curriculum
- Consistent reinforcement and correction of student behavior
School-Wide Expectations

- Small in number (3-5)
- Positively stated
- Modeled by all staff
- Acknowledged & corrected by all staff
Define expectations using behaviorally specific, observable examples for all areas of campus:

- Cafeteria
- Hallway
- Playground
- Quad
- Office
- Library
- Etc.
Behaviorally Specific Examples

Identify specific, observable behaviors students will demonstrate in each location

Example:
Be in your seat with your pencil in hand when the bell rings

Non-Example:
Be prepared
Behaviorally Specific Examples

Focus on the expected behavior rather than the misbehavior

Example:
When others are talking, look at them, listen to what they are saying while keeping quiet

Non-example:
No talking
ACTIVITY:
Example OR Non-Example?

Possible Hallway Expectations –
- Walk at all times
- No running

Possible Office Expectations –
- Only speak when spoken to
- Wait to be addressed by the secretary before stating your question/concern
ACTIVITY Continued:
Example OR Non-Example?

- Were the examples positively stated?
- Did we only describe the behaviors we want to see more of?
- Are the examples observable?
Post the Expectations

Expectations should be posted in easy-to-see places, close to where the targeted activities will take place.
Take a Proactive Stance

Consistently teaching, acknowledging, and correcting a set of school-wide expectations creates an environment which sets students up for behavioral success.
Behavior Instruction 101

- Introduce the skill at a neutral (scheduled) time
- Model & practice the skill
- Provide behaviorally specific acknowledgement and correction
Behavior Instruction 101

- Consistently enforce the skills throughout the day
- Provide pre-correction and prompts
- Re-teach, when necessary
- Monitor/support students to skill mastery – “until we get it right”
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### Expectation by Location

#### Library Expectations

**Week of: __/__/____**

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<tr>
<th>Day of the Week</th>
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| **Monday**      | Explain the importance of being safe in the library.  
                 “What does it look like to be SAFE in the library?”  
                 1. Keep hands and feet to yourself.  
                 2. While seated: keep 2 feet and 4 legs on the floor.  
                 3. Walk at all times |
| **Tuesday**     | Explain the importance of being respectful in the library.  
                 “What does it look like to be RESPECTFUL in the library?”  
                 1. Use quiet voices.  
                 2. Listen to instruction & directions.  
                 3. Wait in a single file line |
| **Wednesday**   | Explain the importance of being responsible in the library.  
                 “What does it look like to be RESPONSIBLE in the library?”  
                 1. Push in your chair.  
                 2. Sit and read once you have checked out your book.  
                 3. Use book paddle to mark the book’s place |
| **Thursday**    | **Role-Play Positive Example:**  
                 **Teacher:** “Okay class, we are going to go to the library. Remember when we are in the library we use our whisper voices, we sit quietly, wait our turn to look for a book, and keep all objects to ourselves.”  
                 **Class:** Walk in a quiet line to the library (hands and feet to self). Once inside sit down (without talking) and wait for instruction from the librarian.  
                 **Librarian:** “Thank you for coming in quietly and finding a seat. I will dismiss you by table to get your new books. While you are waiting your turn you can read your old book, work on homework, draw, etc., but remember to use your whisper voice.”  
                 **Role-Play Negative Example:**  
                 **Teacher:** “Okay class, let’s all go to the library now.”  
                 **Class:** All get up at the same time talking to one another, walk as a big group to the library. Once inside the library walk around talking to one another.  
                 **Librarian:** “Class, class – could you please sit down so we could get started?”  
                 **Class:** Continue waiting time. No one is able to check out a book. |
| **Friday**      | **Check for Understanding:**  
                 1. Review with the class why it is important to use appropriate library behavior.  
                 2. Talk about comments and concerns students voiced during the role-plays.  
                 3. Optional: Use Library PowerPoint for review. |
Actively Monitor New Skills

Better no laws than laws not enforced.

Proverb
Classroom Expectations…

- Provide structure and consistency
- Allow teacher to create a positive environment
- Provide legal, ethical, and professional accountability
Teachers can enhance classroom management with explicit instruction and practice in behavioral expectations.
ACTIVITY: Example OR Non-example?

Possible Classroom Expectations –

- No Talking
- Come in quietly, take out your assignment and begin working
- No rude, mean, unkind, or silly behavior
- Allow all opinions to be heard without criticism
- Come to class geared-up and ready to learn
ACTIVITY Continued:
Example OR Non-example?

- Were the examples positively stated?
- Did we only describe the behaviors we want to see more of?
- Are the examples observable?
Remember: when teaching new behavior...

- Label the expectation
- Provide rationale for using the skill
- Model – provide examples & non-examples
- Role-play or practice skill use
- Reinforce the use of the new skill
PBS Coaches

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