![PBIS - Positive Behavioral Interventions & Supports | OCALI | PBIS - Positive Behavioral Interventions & Supports]
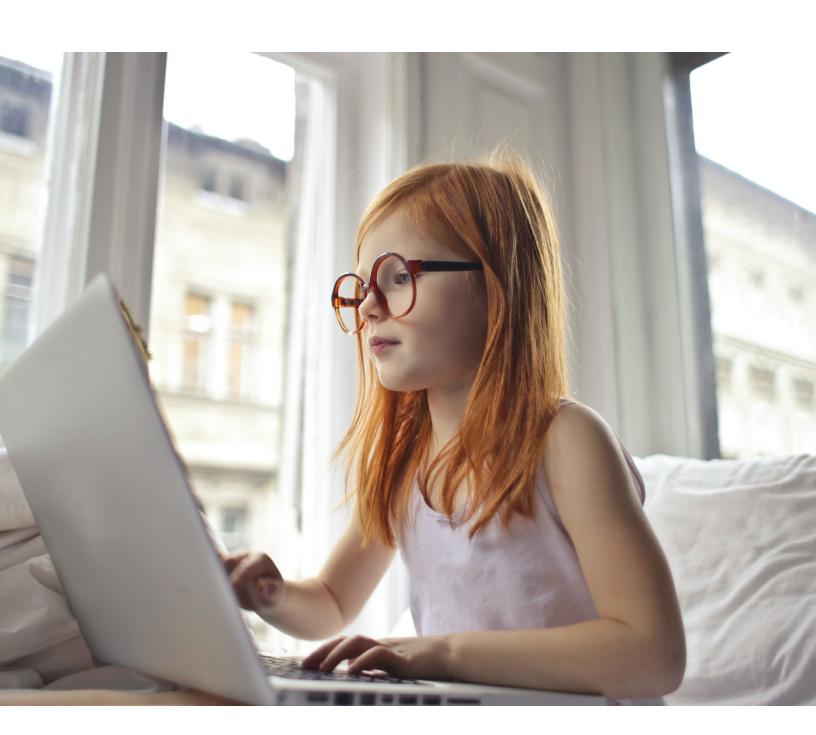
PBIS for Young Learners
Developing Expectations

ohioeducationstation.org

PBIS for Young Learners
A Team Lead Guide

Designed to accompany Ohio's Early Childhood PBIS modules

Table of Contents

Module Summary

This is a very exciting module. Behavioral expectations are key to the foundation of successful PBIS implementation. Developing expectations and creating a behavior matrix takes time and input from all staff and families.

New Teams

- Develop expectations.
- Build behavior matrix for all key settings.
- Create visuals that will assist young learners with understanding expectations.

Established Teams

- Review expectations (you can use the TFI walkthrough data to see if expectations are being used and embedded in your program).
- Revisit your behavior matrix. Be sure it is all brief, positively stated, and age-appropriate language.
- Create or revisit visuals.

"Teams adopt or revise expectations that reflect the cultural values of students, families, and their communities. Expectations and specific rules are identified based on a legitimate purpose within the setting, as opposed to simply school tradition or maintaining the status quo. Within a culturally responsive framework, behavior expectations should focus on high standards for all students, be able to be taught and learned, and be respectful of the students' cultures."

~ Considerations for Leadership Teams

Team To-Do List

Review the list below. If your answer is Yes, then your team already has this in place and no further action is needed. If your answer is Not Yet, jot a few notes of what needs to be accomplished and then use the team activities below to help guide the team to complete the tasks. You will also find sample resources that can be used or modified to meet your team's needs.

To learn more about Early Childhood PBIS coaching contact your regional State Support Team consultant

Key Items	Considerations	Notes	Reviewed
Establish three behavior expectations.	Align with school-age or district expectations. Simply and positively stated. Reflect the cultural values of the community. Staff and families have had the opportunity to give input.		
Create a building matrix.	Matrix has specific settings that align with the needs of the building. Rules are positively stated and simple. Common language is used throughout.		
Create visuals	Visuals are culturally responsive. Visuals are displayed at eye level and are visible to all students in all settings.		
Expectations rollout	Share expectations and matrix with all staff and train on how to use. Share expectations and matrix with families. Share expectations with students.		

Team Activity 1:
Establish Expectations

In the module, you were asked to consider several questions when establishing expectations. Team members can bring those responses to help answer the following questions and identify three expectations that meet the needs of your program and community. Work together to agree on expectations and then get additional feedback from staff and parents who may not be part of the leadership team.

1. What are our current expectations or rules?

2. What are the school age/ district expectations?

3. Can these be adopted or adapted to meet our needs?

4 .Name three clear and positive expectations that will help guide the mission of our building.
   Example - Be Safe, Be Kind, Be Responsible

5. Consider the expectations you choose and examine them for bias to ensure they will be universally supportive.

Team Activity 2:
Create a Matrix

"A behavior matrix is an organizer that adults can use to identify and describe expected behavior across the school."
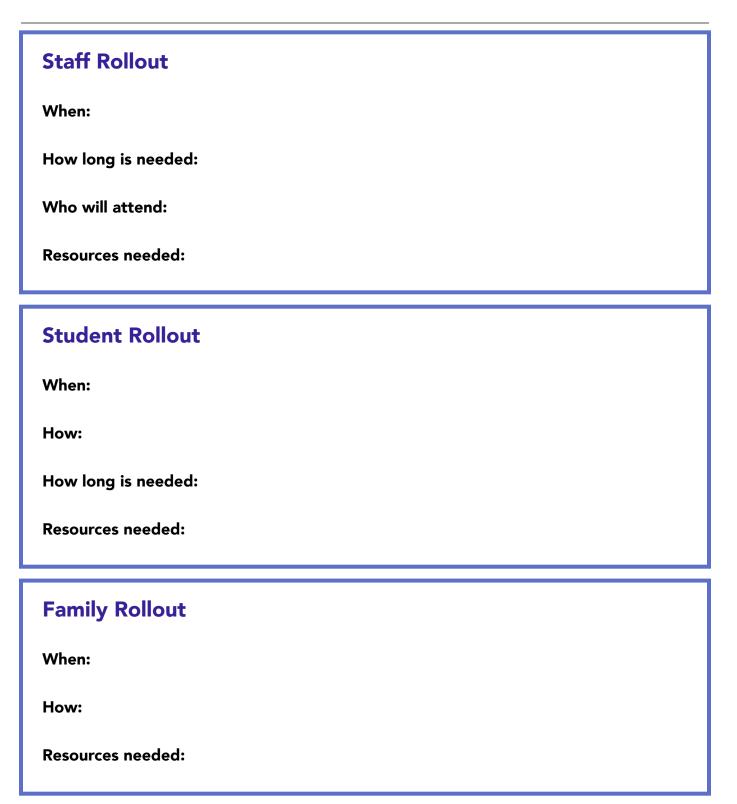
When creating your matrix, remember these key features. As your team builds their matrix, keep these features in mind and remind the team while you work on developing or revising your matrix.

1. **Stated positively:** We want the rules to tell students what we want them to do, versus what we don't want (E.g. walking feet vs. no running.).

2. **Observable and have clear criteria:** rules should be actionable. (E.g. quiet mouth).

3. **Specific to the setting:** Settings to be included on the matrix should be based on the needs of the building. (E.g. cafe, hallway, bathroom, bus, classroom, playground, etc.). You can use input from staff or discipline data if you have a data collection system already.

4. **Aligned with the expectations:** All rules should align with your overarching expectations. Also, rules should use the same language across all settings. (E.g. if you use walking feet in the hallway, you will also want to use those same words in the classroom.).

5. **Developmentally appropriate:** The language is appropriate and responsive to all students.

6. **Few in number:** Keep the rules limited to the most important ideas for each setting.

7. **Easy to remember:** Create rules that can be used quickly when talking with students. (E.g. if your expectation is to be responsible in the bathroom, you may keep it simple; Go, Flush, Wash, Leave).

Matrix Template

Team Activity 3:
Plan for Rollout

Staff Rollout

When:

How long is needed:

Who will attend:

Resources needed:

Student Rollout

When:

How:

How long is needed:

Resources needed:

Family Rollout

When:

How:

Resources needed:

Wrap Up

You have completed a huge step in your PBIS implementation! Establishing expectations and creating a matrix builds the foundation for your PBIS rollout. Your team should celebrate completing this task.

Before you move on to the next module, remember to add any unfinished items to your action plan to be completed at a later date. Any missing or remaining items in regard to leadership teams can be tracked on the action plan. This is a working document. Items added to the action plan should include what needs to happen, who is responsible, and a completion date.

Data Checkpoint:

The TFI walkthrough tool is a great resource to assess if your current expectations are being implemented with fidelity. If you are getting started, it is a great tool to assess how your implementation of expectations is going after it has been rolled out to staff. This should be completed annually to check in and see if expectations are being used. The goal is that 90% of the staff can state 67% of the expectations.

Implementation of PBIS cannot be undertaken alone. Don't forget to utilize the variety of supports and resources available through your building, district, region and the Ohio Department of Education and Workforce. To learn more about Early Childhood PBIS coaching contact your regional State Support Team consultant.

References and Resources

Expectations and Settings	Be Safe	Be Helpful	Be Respectful
Classroom	• Use toys and materials correctly • Use walking feet • Keep hands and feet to self	• Follow adult directions • Put toys away when finished playing • Tell adult if someone is hurt	• Greet everyone nicely • Listen to others • Use kind words and actions
Hallway	• Hands at sides • Use walking feet • Wear your backpack	• Use quiet voice	• Quietly greet and wave to others • Walk quietly, others are learning
Gym	• Ride bikes on brown bike track • Count your classmates before leaving gym • Use equipment safely	• Put toys away when finished playing • Let an adult know if someone needs help • Line-up when called	• Invite others to join your play • Join gym teacher in activity
Outside	• Walk on the sidewalk • Use equipment safely	• Put toys away when finished playing • Let an adult know if someone needs help • Lineup when called	• Invite others to join in your play • Take turns with equipment
Bus	• Sit on seat	• Keep hands and feet to self • Stay in your seat	• Follow adult directions • Talk quietly

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Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool

Overview
Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier 1 subscale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)

2. Have you taught the school rules/behavioral expectations this year?

3. Have you given out any _____ since _____?
    (rewards for appropriate behavior)   (2 months ago)

Student interview Questions

Interview a minimum of 10 students

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)

2. Have you received a _____ since _____?
    (reward for appropriate behavior)   (2 months ago)

SWPBIS Tiered Fidelity Inventory   27

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Date _____

State _____

...ector _____

School-wide Expectations:

_____

Acknowledgment System:

_____

	Student Questions (at least 10 students)	
	What are the (school rules)? Record the # of rules known	Have you received a _____ since _____?
1		Y N
2		Y N
3		Y N
4		Y N
5		Y N
6		Y N
7		Y N
8		Y N
9		Y N
10		Y N
11		Y N
12		Y N
13		Y N
14		Y N
15		Y N
Total		

15		Y N	Y N
Total			

SWPBIS Tiered Fidelity Inventory   28