

PBIS for Young Learners

Teaching Expectations







PBIS for Young Learners

Teaching Expectations

Designed to accompany Ohio’s Early Childhood PBIS modules

Table of Contents

Module Summary2

Team To-Do List.3

Team Activity 1: Creating Your Lessons.4

Team Activity 2: Build a Teaching Schedule5

Team Activity 3: Classroom Procedures (Prevention Plan).6

Team Activity 4: Expectations Roll Out7

Wrap Up8

References and Resources.9

Notes.12

Module Summary

In this module, your team learned about the importance of teaching expectations. As discussed in the module, this can be a mindset shift for some buildings or staff. We know that we must teach appropriate behaviors and rules before we expect students to demonstrate them. Just as we teach academic content, behavior must also be taught. When we dedicate time and systematically teach common expectations, we will see a reduction in problem behaviors. The job of the leadership team will be to complete the following tasks, so that teaching can occur with fidelity in all settings.

- Develop a lesson plan for explicitly teaching expectations and rules to students
- Develop a schedule for teaching expectations and rules throughout the year
- Identify classroom procedures connected to teaching expectations
- Develop a professional development plan to support all staff



"It used to be discipline, discipline, discipline. We are seeing research that's showing we have to must teach behavior just like we would teach reading, language, math, or any other subject."

~ Mike, Principal

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 |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| Lesson Plans | Lesson created for each setting on the matrix. Common language for adults is explicitly outlined in lessons. | | |
| Classroom Procedures | Describe skill and why it is important to students. Demonstrate what skill looks like in action. Include opportunities to practice new skills. | | |
| Teaching Schedule | Use data to determine what expectations need to be prioritized first. Include initial teaching times as well as opportunities to review and practice. | | |
| Professional Development | Create a written plan or schedule for PD. Plan should include: proactive approaches to prevent behaviors. System to respond to challenging behaviors. Instructions on resources provided and best practices. | | |



Team Activity 1:

Creating Your Lessons

The team will work together to answer the following questions. Many of these questions were highlighted in the modules. Team members can bring notes to help begin discussions. The answers to these questions will help guide the work in creating meaningful lessons that can be easily used. Be sure that your lessons all use the common language from the matrix, include opportunities for teaching, practice, and reminders about reinforcement.

Team Discussion Questions:

1. Does the building have a familiar lesson template that could be used for the lessons? If not, sample templates are included.
2. In what order should the expectations be taught?
3. Which settings should be prioritized to teach first? (Behavior data or office referral data can be used to help make these decisions.)
4. What materials are needed for each lesson? (It is helpful to have these resources ready and on hand for staff to use.)
5. How will we develop these lessons in a timely manner and when? Is there time in our schedule? Can we divide up the lessons and each create a few?

Once these questions are discussed, the team can begin to develop the lessons that will be distributed to all staff. See sample lessons included or use and modify lessons you currently have.



Team Activity 2:

Build a Teaching Schedule

Team Discussion Questions:

1. Do we have a current calendar with dedicated time for teaching expectations? If not, how will we create and share a teaching schedule to share with all staff?
2. How long will we need to teach each expectation?
3. How frequently will expectations be reviewed?
4. Is there a way to integrate our expectations into lessons that are currently being taught or our current curriculum?
5. How will we keep all staff “on track” in teaching expectations (e.g. email reminders or newsletter reminders)? . Who will be responsible for those reminders? sample templates are included.

Once these questions are discussed, the team can begin to develop the schedule that will then be distributed to all staff. See sample schedules included or use and modify a schedule you currently have.



Team Activity 3:

Classroom Procedures (Prevention Plan)

The team will work together to answer the following questions. Many of these questions were highlighted in the modules. Team members can bring notes to help begin discussions. The answers to these questions will help guide the work in creating consistent classroom procedures. Be sure all staff are using common language from the matrix, include opportunities for teaching, practice, and reminders about reinforcement.

Team Discussion Questions:

1. What resources (visuals, lesson materials) are needed to ensure expectations are being taught consistently in all settings? Who will collect resources or create resources? It is great to divide work among the team members.
2. How can we assist all staff in using the same common language to teach and reinforce expectations? How can we utilize the matrix to help with this?
3. How can we embed expectations into current lessons and instruction?
4. When and how will we include opportunities for students to practice the skills we are teaching?

Once these questions are discussed, the team can begin to develop the schedule that will then be distributed to all staff. See sample schedules included or use and modify a schedule you currently have.

Team Activity 4:

Expectations Roll Out

Use the following table to create a schedule to train all staff. Think about what the specific needs of staff will be based on their role and setting. See the sample below and then create your own.

| Who | When | Training Focus |
|-----------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers | August Staff Meeting | <ul style="list-style-type: none"> • Importance of common expectations • Classroom lessons • Classroom procedures • Teaching materials • Allow time for staff feedback |
| Cafeteria | August Before Shift | <ul style="list-style-type: none"> • Common language on matrix for cafeteria • Quick lesson to teach expectations in cafeteria to all students the first week of school |
| Classroom Aides | August PD Day | <ul style="list-style-type: none"> • Importance of common expectations • Classroom lessons • Classroom procedures • Teaching materials |
| Bus Drivers | August Bus Garage Staff Meeting | <ul style="list-style-type: none"> • Common language on matrix for bus • Common language to review bus matrix |
| | | |
| | | |
| | | |
| | | |



Wrap Up

You have completed a huge step in your PBIS implementation! Your team has established a plan to create lessons, a teaching schedule, and a plan for rollout with all staff.

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 teaching expectations 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 90% of the students can state 67% of the expectations.

PBIS Leadership Checkpoint:

These questions can be asked over and over again throughout implementation. It is great to pause and survey the team to hear their responses to the following questions.

Did we do what we said we were going to do?

Is it working?

This is a great time in implementation to check and see if what your team has established is effective. If the answer is no, then that is a great starting point to correct the course for your team.

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

Lesson Plan:

Expectation:

Rule:

Voice Level:

| | |
|----------------------------------------------------------------------------------------------|--|
| Specific Rule List rule and steps to complete | |
| Setting/Location Identify the location(s) where the behavior is expected | |
| Tell Introduce the behavior and why it is important | |
| Show Teacher demonstrates the behavior and models it | |
| Practice Give the students a chance to practice the behavior across all settings | |
| Remind Anticipate and give students reminder or prompt about the expected behavior | |
| Supervise Move, scan and interact with students | |
| Give Feedback Observe students and give positive, descriptive feedback | |
| Reteach Practice throughout the day | |



References and Resources

Teaching Schedule

| Week of... | Expectation | Focuses & Areas |
|------------|-------------|-----------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

TEACHING SCHEDULE

TEACHING SCHEDULE

| Week of... | EXPECTATION | FOCUSES & AREA |
|---------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| August 19th | Introduction | Introduce Respectful (I Take Care of My Friends) Introduce Ready (I Take Care of Myself) Introduce Responsible (I Take Care of My Things) |
| August 26th | Be Respectful | Use a quiet voice (Transitions/Hallway, Arrival/Dismissal) Listen (Hallway) Keep your hands and feet to yourself (Transitions/Hallway, Classroom/Sensory) Greet your friends (Arrival/Dismissal) Stay in your space (Restrooms) Wait your turn (Restrooms) Use your words (Classroom/Sensory, Gross Motor) Take turns (Classroom, Sensory, Gross Motor) Use gentle hands (Gross Motor) |
| September 2nd | Be Ready | Use walking feet |

*For the first 9 weeks, when you are introducing an expectation or an area, hand out Jacket Way tickets for the specific expectation and/or area.

*For the remainder of the year, Jacket Way tickets are given out when you feel appropriate for any expectation and/or area.

(Hallway/Transitions)

Stay together
(Hallways/Transitions, Arrival/Dismissal)

Follow directions
(Hallways/Transitions)

Wait for the teacher
(Arrival/Dismissal)

Try 1st, then ask
(Restrooms)

Wash and dry hands
(Restroom)

Listen
(Classroom/Sensory)

Follow the schedule
(Classroom/Sensory)

Line up when called
(Gross Motor)

Try 1st then ask
(Hallways/Transitions, Classroom/Sensory Room, Arrival/Dismissal)

Use watchful eyes
(Hallways/Transitions)

Take care of your things
(Arrival/Dismissal, Classroom, Sensory, Gross Motor)

Flush the toilet
(Restroom)

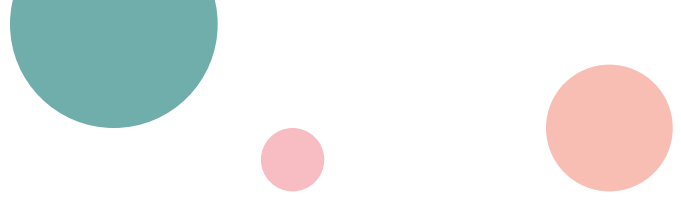
Throw away trash
(Restroom)

For an area, hand out Jacket Way

when you feel appropriate for any



Notes





ohioeducationstation.org