



Positive Behavioral Interventions & Support

Module 3: Teaching Behavioral Expectations Across All Settings

Ohio PBIS Training Modules



Ohio
PBIS
Network

Module 1

Introduction to PBIS

Module 2

Developing Clear School-wide
Expectations

Module 3

Teaching Behavior Expectations
Across All Settings

Module 4

Encouraging and Acknowledging
Desired Behavior

Module 5

Discouraging Problem Behavior

Module 6

Data-Based Decision-Making

Learning Objectives

Module 3: Teaching Behavioral Expectations Across All Settings



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- Develop teaching scripts for each expectation
- Determine what expectations will be posted and where throughout the school
- Determine who will teach the expectations and when
- Plan PBIS Instructional Kick-off
- Develop a plan for Booster Sessions



Once we have developed schoolwide expectations, it is not enough to just post the expectations on the wall...

WE MUST TEACH THEM!

Teach Expectations Across All Settings

- Review Schoolwide Expectations
- Offer a rationale for each expectation
- Discuss and review procedures for specific setting (i.e., hallway, cafeteria, assemblies, etc)
- Demonstration & Role Play (provide multiple examples and non examples)
- Actively involve students in discriminating between non-examples and examples of examples
- Review and Check for Understanding
- Ensure fluency of expected behaviors through ongoing prompts and feedback

Adapted from *Schoolwide Behavioral Support* Video 2001

Teach Expectations Across All Settings

Allow for discussion, practice & demonstration

Remind students (prompts, cues,)

Encourage & reinforce success

Provide corrective feedback

Provide re-teaching

Remove prompts as indicated by success



Ineffective Instruction

*Sets the Occasion
for Student Failure*

Miss Bence liked to go over a few of her rules on the first day of school.

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Effective Instructional Practices

Model

- Tell why
- Show why
- Explain rules

Lead

- Guided practice

Assess

- Can they do it?

This is a specific
EVIDENCE BASED
procedure for
teaching

Example Teaching Script *(page 1 of 3)*

Skill Teaching and Critical Expectations for Hallway:

What are some ways you think we can show we are using the Buccaneer behaviors in the hallway? (Try to shape student responses into observable behaviors)

There are several ways to demonstrate Buccaneer behaviors in the hallway. For example we can...

- Walk directly to next class
- Treat others with kindness
- Keep hands, feet & objects to self

What are some ways we can demonstrate the Buccaneer behaviors in the hallway?

- Review above key actions and any other skill that students identify

Demonstration:

Take students to hallway for this discussion “I’m going to show you some ways to be respectful, responsible and a problem solver and examples that are not respectful, responsible and a problem solver. I want you to watch and see if you can tell if I am following the Buccaneer behaviors.

Following each demonstration, ask students if you were following the Buccaneer behaviors. When students identify non-examples, ask what they might do instead.

•Non-Examples:

- running in hallway
- being loud
- walking as a large group
- being disrespectful to peers

Role Play:

Choose various students to role play appropriate examples of following Buccaneer Behaviors such as walking quietly in hallway, keeping hands to self, single file lines, treating someone with kindness

Following each role play, review with all students: “Was she being responsible, respectful, a problem solver? How do you know and why do you think so?”

Review and check for understanding:

“Earlier today we talked about Buccaneer Behaviors in the hallway.”
Review the guidelines using posters and allow for questions

Homework:

“This week teachers will be observing students in the hallway to see if students are following the Buccaneer behaviors. Staff will be asking students questions about the skills you are learning.”

Like the SIGN in the DENTIST'S OFFICE...



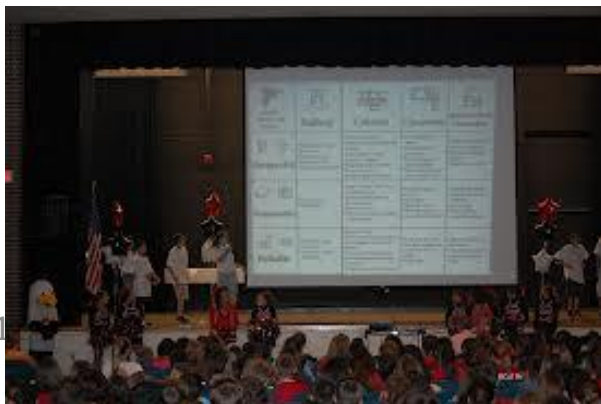
**You don't have to floss all your teeth,
Only the ones you want to keep.**

**Teachers don't have to practice all the procedures,
Only the ones they want students to follow.**

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Instructional Kick-off

- High Priority Event
- Initial Instruction of School-wide Expectations
- All Staff and Students Participate

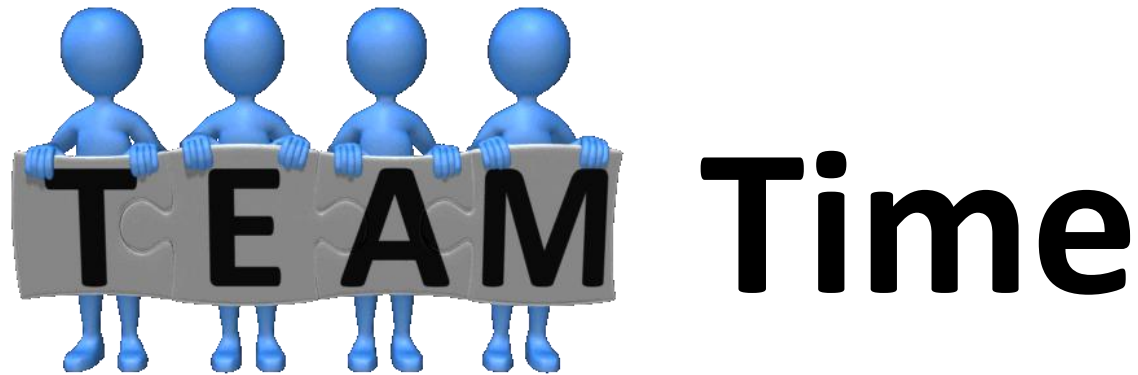




The Booster Sessions

Data will help your team to identify specific times, locations, and/or problem behaviors that indicate the need for specific booster sessions

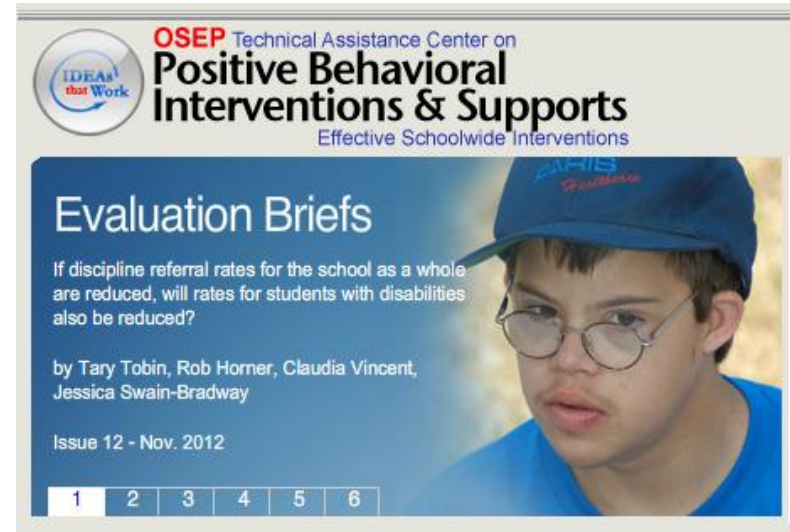
- Beginning of year
- After Thanksgiving, Holiday Break, Spring Break
- Two weeks before the end of the year
- Individually to new students as they come
- Anytime the data shows that something is not working



- What is our plan for developing instructional lessons for each setting?
- How will we teach each lesson?
- When will we instruct each teaching script?

Where To Find ...

- Lesson Plans (teaching scripts)
- Booster Shots



<http://www.pbis.org/training/student.aspx>

Go to website

- Spend 5 minutes becoming familiar with student resources
- Be prepared to share out at your table

education.ohio.gov

Social Media

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