

# Setting Expectations and Developing the Teaching Matrix

Tier 1 – School-wide PBS/MTSS

Prevention: Establishing School-wide and Classroom Systems



[www.delawarepbs.org](http://www.delawarepbs.org)

Delaware Positive Behavior Support Project

“It is important to note a proactive approach to schoolwide discipline by definition focuses on behavior that is desirable.”

- *Geoff Colvin, 2007*



# School-wide Expectations & Rules

## Expectations

- A list of specific, positively stated behaviors that are desired of all faculty and students
- These expectations should be in line with the school's mission statement and should be taught to all faculty, students, and families

## Rules

- Specific skills you want students to exhibit and the procedures you want students to follow in specific settings

# How Are Expectations and Rules Similar?

- Both should be limited in number (3-5)
- Both should be positively stated
- Both should be aligned with the school's mission statement & policies
- Both should clarify criteria for successful performance

# How Are Expectations and Rules Different?

## Expectations

- Expectations are broadly stated
- Expectations apply to all people in all settings
- Expectations describe the general ways that people will behave

## Rules

- Rules describe specific behaviors
- Observable
- Measurable
- Rules may apply to a limited number of settings
- Rules clarify behaviors for specific settings

# What Is Gained by Identifying Expectations & Rules?

- Establishes common, unifying language for staff, students and families
- Supports social behavioral curriculum design
- Promotes uniform instruction across multiple programs and settings within the school

Adapted from: [www.pbis.org](http://www.pbis.org)

# Our Goal!



Select three to five schoolwide expectations that define success for all students and are applicable in all settings.

Engage your team/staff/students in determining these expectations.

- Reflect on school's mission & vision statements
- Discuss the values we want our students to exhibit (social responsibility, honesty, kindness)
- Use data to focus on current concerns in the building

## Examples:

- Respectful
- Safe
- Cooperative
- Kind

# School-wide Expectations Guidelines



Expectations are the umbrella for more specific rules:

- Identify 3 – 5 positively stated expectations
- Use data to determine expectations
- Choose positive actions and terms
- Keep them simple and easy to remember
- Remember to be age appropriate

Overall goal to promote self-discipline, positive social *and* academic outcomes



# Our Goal!

Create a teaching matrix of specific behaviors/rules to further clarify each schoolwide expectation across settings and routines.



# Teaching Matrix Guidelines

Remember our behaviors/rules are specific tasks students are to do to achieve the schoolwide expectations

When defining specific behaviors/rules they should be:

1. **Observable** – behaviors that we can see,
2. **Measureable** – we could actually count the occurrence of the behavior,
3. **Positively Stated** – things to do to be successful,
4. **Understandable** – student-friendly language, and
5. **Always Applicable.**

# Example of Rules Following Guidelines

<b>Guidelines</b>	<b>This Means</b>	<b>Example</b>	<b>Non-Example</b>
<b>Observable</b>	I can see it.	Raise hand and wait to be called on.	Be your best.
<b>Measurable</b>	I can count it.	Bring materials.	Be ready to learn.
<b>Positively Stated</b>	I tell students what TO do.	Hands and feet to self.	No fighting.
<b>Understandable</b>	The vocabulary is age and grade appropriate.	Hands and feet to self.	Maintain personal space (K-1 rule)
<b>Always Applicable</b>	I am to consistently enforce.	Stay in assigned area.	Remain seated until given permission to leave.

# Specific Behaviors + Social-Emotional Skills

- Consider incorporating pro-social skills within the teaching matrix. Specific behaviors are important and necessary, but we are also addressing social competency with all our students.
- Because students spend more time in small cooperative, collaborative work groups, they rely on these prosocial skills for their academic work as well. You can increase content coverage when you precorrect and teach prosocial skills.

# Example: Specific Behaviors + Social-Emotional Skills

Expectation	Specific Behavior or Social Emotional Skill
Be Safe	Keep hands and feet to self
	I tell an adult when I am worried about a friend.
Be Respectful	Use the signal to ask a public or private question.
	Make sure everyone gets a turn.
Be Responsible	Turn in all work on time
	Check in with my feelings during the day

# Example: Specific Behaviors + Pro-Social Skills

## Specific Behaviors

- Throw paper in the waste can
- Use the right side of the stairway
- Bring all materials to class
- Keep hands, feet, and other objects to yourself

## Pro-Social Skills

- Choose kindness over being right; pick up trash even if it isn't yours
- Encourage others; tell peers they did a good job

# Teaching Matrix: Example

		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
EXPECTA- TION	Respect Ourselves	Be on task. Give your best effort. Have necessary materials.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Use a quiet voice. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately .	Wipe your feet. Sit appropriately .

# Teaching Matrix: Template

		ROUTINE/SETTING						
RULE/ EXPECT ATION								



# Classroom Teaching Matrix Template: Rules/Norms/Specific Behaviors

		Routines and Signal		
<b>School-Wide Expectations</b>	<b>Class-wide Rules/Norms</b>			

# Classroom Matrix

- Extend School-wide expectation to the classroom
- Take 3-5 positively stated expectations and classroom teachers & students define those expectations across their routines
- Definitions can look different across classrooms & routines
  - Science lab group work vs. History whole group instruction
  - Morning meeting vs. leaving the classroom

# Classroom Rules/Norms/Specific Behaviors



## Examples

- Turn in completed assignments on time
- Walk at all times in the classroom
- Keep hands, feet, and objects to yourself
- Raise your hand and wait for permission to speak
- Do what your teacher asks immediately
- Be in your seat when the bell rings
- Keep your hands, feet and objects to yourself
- Be on task during work times

## Non-Examples

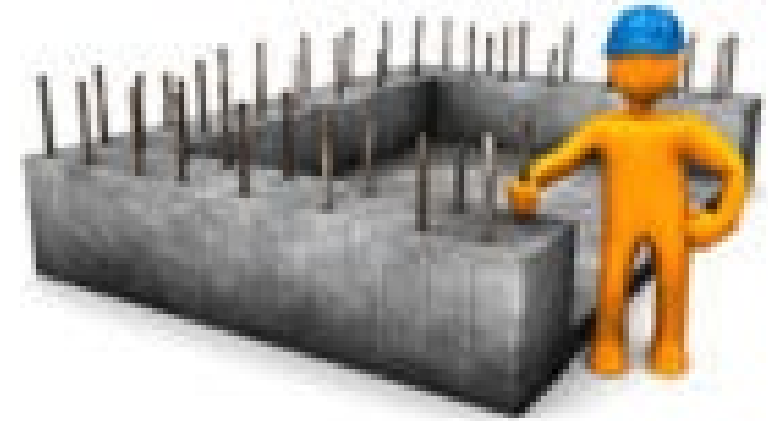
- Be responsible
- Be a good citizen
- Respect authority
- Pay attention
- Be ready to learn
- Do your best
- Be kind to others
- Be polite
- Be safe

## Expectations within Routines Matrix

 Routines							
 Expectations	<b>Entering the Classroom</b>	<b>Assignments/ Homework</b>	<b>Whole Class Instruction/ Activity</b>	<b>Small Group Activity</b>	<b>Leaving the Classroom</b>	<b>Conversation</b>	
<b>Be Responsible</b>	Bring with you everything needed for class. Be on Time.	Complete and hand in all assignments on time and to the best of your ability.	Actively listen to whoever is speaking.	Stay with your group. Follow the directions of the activity.	Write assignments, reminders, or “No Homework” in agenda.	Talk at the appropriate time.	
<b>Be Respectful</b>	Come into the classroom quietly and sit in your assigned seat.	Do your own “work”. Allow others to “work” w/o distractions.	Follow the directions that are given by the speaker.	Listen to/ be cooperative with your group members.	Remain in your seat until I dismiss. Throw away your trash.	Use language appropriate for class and/or school environment.	
<b>Be Engaged</b>	Take out needed materials. Begin the warm-up.	If help is needed, look in materials, ask neighbor, then teacher.	If information or instruction is confusing, raise hand & ask questions.	Complete your part of the activity. Help others in your group.	Gather your things. Think “What do I need for my next class”?	Keep topic of conversations positive and “drama free”.	

# Invest in Building a Strong Foundation

- The teaching matrix is foundation for
  - TEACHING behavior & social skills
  - ACKNOWLEDGING/REINFORCING skills
  - PRE-CORRECTING for desired behaviors, and
  - CORRECTING behavioral missteps through re-teaching.



# They're Alive!

IF YOU  
CHANGE  
NOTHING,  
NOTHING  
WILL  
CHANGE

emobijo

- Think of your School-wide and Classroom Matrices as living, fluid documents. If being responsive to your data and needs of your school and community, then teams and schools need to be flexible and willing to revisit expectations and rules.

# Resources & References

- [www.delwarepbs.org](http://www.delwarepbs.org)
- <http://pbissmissouri.org/>
- [www.pbis.org](http://www.pbis.org)
- <http://www.midatlanticpbis.org>



“In order to carry a positive action we must develop here a positive vision.”

- *Dalai Lama*