The steps necessary to teach students *expected behaviors* include:

* develop school-wide expectations.
* define expectations across all school settings.
* teach expectations to all students.
* provide modeling of expected behaviors.
* provide examples and non-examples of expected behavior.
* provide opportunities for students to practice/use expected behaviors.
* pre-correct students for expected behaviors.
* acknowledge students for exhibiting expected behaviors.

Using the matrix, the school is creating a common language and expectation of student behavior among adults. The common language and focus are then taught to students through the creation of age-appropriate lesson plans. For example:

* Elementary: Lesson plans are very concrete and are teaching what the social skill *looks like.* Focus on hands-on activities, teach across the day, and provide high levels of verbal and tangible reinforcement.
* Middle school: By middle school, students should have the basic knowledge of what the behavior expectations look like and how to use them. Focus for teachers is to reinforce the use of the behavior expectations and reinforce the appropriate behavior across settings. The teaching and reinforcement system will increase the liklihood the student will choose to use the expected behavior, thus internalize the skill and begin to generale across settings.
* High school: Similar to middle school, lesson plans are designed to increase the probability the student will use the expected behaviors to be part of their lifelong choices. Lesson plans involve more consensus building, problem-solving, conflict management, verbal feedback, peer feedback, and higher level social skills development. Lesson plans that include teaching students how their behavior effects themselves and others, how utilizing the expected behaviors will effect future jobs and/or educational choices, and how their behavior has a posiitive/negative effect on younger students.

Some general guidelines for schools to consider when developing strategies for teaching of behavioral expectations are:

*Teaching tools:*

* Matrix
* Posters (visual reminder/representation)
* Lesson Plans
* Reward System
* Violation System

*Teaching/lesson structure:*

TEACHING=Tell+Show+Practice+Feedback+Re-teach

Important componenets of teaching socail skills:

1. Teach expected social behaviors as you would an academic or any other skill through direct instruction.
2. Involvong students in the lesson presentation is a very powerful teaching tool.
3. Lessons should be short, 5-15 minutes.
4. Staff available in the designated areas support the classroom instruction through follow-up teaching, positive reinforcement, modeling of the expected behavior, and utilizing respectful error correction techniques.
5. Teaching skills in various areas of the building helps to promote generalization of the skill.
6. Adults modeling the expected behaviors expectations in the natural environmemnts are very powerful visual supports.
7. Error correction/feedback from adults is most effective when presented in a respectful manner. It is important to include the behavior you would like to see the student do as an alternative to the undesired behavior.
8. Teaching the behavior expectation at a meaningful and natural time with positive reinforcement increases the liklihood it will occur again.
9. As a rule of thumb, for every one redirection provide six positive statements.
10. Positive feedback to students utilizing the expected behaviors will not only increase the liklihood they will internalize the behaviors and use more often, but will increase the liklihood other students will use them as well. Everyone likes to hear what they did right!
11. Teach the expected behaviors in the natural environment as well as classroom.
    1. Give a brief rationale as to why it is an important skill to have.
    2. Teach through modeling, role play, etc.
    3. Give examples of what the behavior looks like.
    4. Give/show examples of behavior NOT resembling the expected behavior.
    5. Give the students an opportunity to practice the skill.
    6. Provide error correction and positive feedback as the students utilize the behavior.
    7. Continue to teach the lesson and reinforce the expected behavior as it occurs to internalize and sustain the new skill.
12. Follow the building schedule and/or teach the lessons for behavior expectations frequently in the beginning of the year. Here is a sample guide for teaching behavior expectations. Some students may need addiditonal small group or individualized support.

* Review/ teach the behavior expectations every day for the first quarter.
* Review/teach the behavior expectations one time per week the second quarter.
* Review/teach the behavior expectations at least two times per month the third and fourth quarter.

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| **Lesson Plan for Teaching School-wide Behavior Expectations** | |
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| School-wide expectations addressed in lesson (taken from matrix) | |
| Behavior definitions addressed in lesson (taken from matrix) | |
|  | |
| Teaching lesson structure  **TEACHING=Tell+Show+Practice+Feedback+Re-teach** | |
| TELL: Provide a narrative of how you will introduce lesson tying to SW-PBS (matrix & behavior statement). | |
|  | |
| SHOW:  Describe how you will model expected behaviors. | SHOW:  Explain how you will teach examples and non-examples of expected behavior. |
| PRACTICE: List teaching opportunities for students to practice/use expected behaviors. | |
|  | |
| FEEDBACK: Correct/pre-correct students implementing expected behaviors.  (List possible error correction and reinforcement techniques). | |
| Correction/pre-correction techniques | Positive reward system techniques |
| RE-TEACH: | |
|  | |
| Materials needed: | |