

# School-Wide Positive Behavioral Interventions and Supports (SWPBIS)

**Northeast PBIS (NEPBIS) School-Wide Team Training**

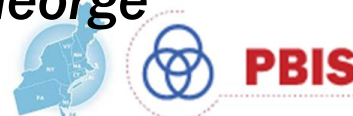


## Developing Plans for Teaching Schoolwide Expectations



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# Getting Started with SWPBIS

1. Establish an **effective and representative** leadership team
2. Develop brief statement of behavioral purpose
3. Identify positive SW behavioral expectations
4. Develop procedures for teaching SW expectations
5. Develop procedures for teaching class-wide expectations
6. Develop continuum for strengthening appropriate behavior
7. Develop continuum for discouraging violations of expectations
8. Develop data-based procedures for monitoring
9. Develop systems to support staff
10. Build routines to ensure on-going implementation



# Getting Started with SWPBIS

## 4. Develop procedures for teaching SW expectations

**Teaching social behavior  
explicitly?**

**Like academic behavior**

School-wide Positive  
Behavior Support

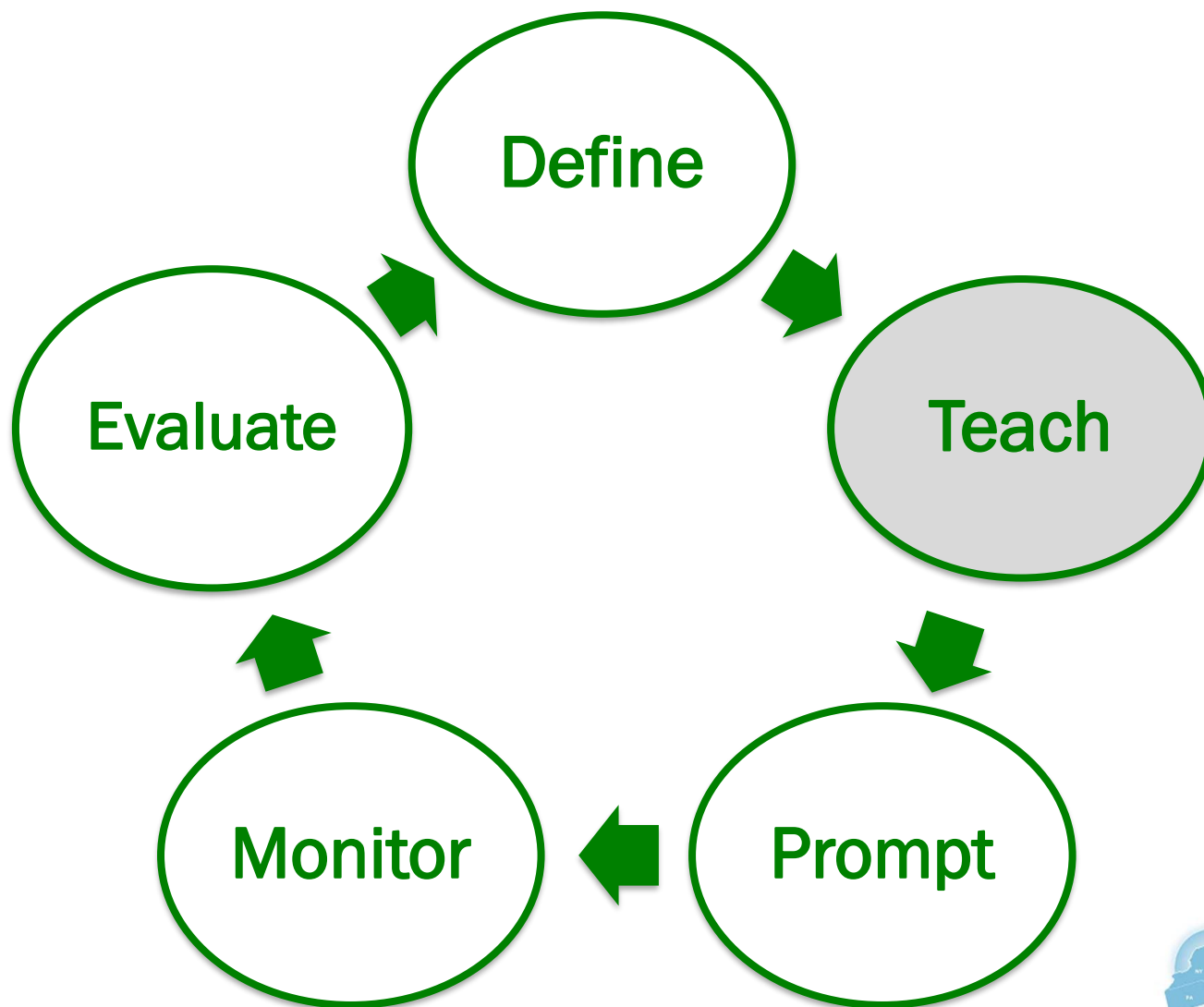
Getting Started Workbook

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# Follow the key steps for teaching



# Teach

## rules in the context of routines

- Teach expectations directly.
  - Create a lesson plan for teachers to follow
  - Define rule in operational terms—tell students what the rule looks like within routine.
  - Provide students with examples and non-examples of rule-following within routine.
- Actively involve students in lesson—game, role-play, etc. to check for their understanding.
- Provide opportunities to practice rule following behavior in the natural setting.

# Teaching Matrix

## SETTING

All Settings

Hallways

Playgrounds

Cafeteria

Library/  
Computer  
Lab

Assembly

Bus

Expectations

Respect  
Ourselves

Be on task.  
Give your  
best effort.  
Be  
prepared.

Walk.

Don't run.

Eat all your  
food.  
Select  
healthy  
foods.

Study, read  
or  
compute.

Watch for  
stop.

Respect  
Others

Don't talk back.  
Help/share  
with  
others.

Use normal  
voice  
volume.  
Walk to  
right.

Play safe.  
Include  
others.  
Share  
equipment.

Practice  
good  
table  
manners.

Whisper  
  
Walk

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.

1. SOCIAL SKILL

3. BEHAVIOR

2. NATURAL  
CONTEXT

# A lesson plan that puts all of this together...

## Social Skill Lesson Plan

### Lesson Focus:

Demonstrating \_\_\_\_\_ (expectation) in the \_\_\_\_\_ (setting).

### Teaching Objective:

Following instruction, students will demonstrate \_\_\_\_\_ (expectation) in the \_\_\_\_\_ (setting) by \_\_\_\_\_ (describe behaviors) across \_\_\_\_\_ out of \_\_\_\_\_ sampled opportunities (criteria).

### Teaching Examples:

#### Positive Examples

- 
- 
- 

#### Negative Examples

- 
- 
- 

### Lesson Materials:

### Lesson Activities:

#### Model:

#### Lead:

#### Test:

### Follow-up Activities:

#### Strategies to prompt:

#### Procedures to reinforce:

#### Procedures to correct behavioral errors:

#### Procedures to monitor/supervise:

#### Procedures to collect and evaluate student data:

### Behavioral Expectation:

#### SETTING: Bus

#### PROCEDURES:

- ~ Walk to the bus
- ~ Walk up the stairs
- ~ Walk to assigned seat
- ~ Sit in assigned seat
- ~ Put bag/items in appropriate place
- ~ Buckle seatbelt
- ~ Stay seated and buckled, until you are home
- ~ Follow directions first time given

#### EXPECTATIONS:

Be Safe	Be Kind	Be Responsible
<ul style="list-style-type: none"> <li>✓ Walk at all times</li> <li>✓ Keep hands, feet and objects to self</li> <li>✓ Face forward</li> <li>✓ All pencils, crayons, toys, etc. put in bag</li> <li>✓ Stay seated and buckled until you are home</li> </ul>	<ul style="list-style-type: none"> <li>✓ When given permission to speak, use kind words</li> <li>✓ Use appropriate tone of voice</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follow directions first time given</li> <li>✓ Keep all items with you</li> <li>✓ Stay in assigned seat</li> </ul>

#### TEACHING EXAMPLES:

##### Positive Examples:

1. Walking to/on the bus
2. Buckling seatbelt and sitting facing forward
3. Feet on the floor
4. Keeping materials with you/ in bag
5. Keeping hands, feet and objects to self
6. Using kind words/appropriate tone of voice

##### Negative Examples:

1. Running, skipping and hopping
2. Unbuckling seatbelt and turning around
3. Feet on the seats
4. Fooling with materials
5. Touching others
6. Saying unkind words/yelling


#### STUDENT ACTIVITIES:

1. Brainstorm/discuss how to be "safe" during the bus ride and write on board/chart paper
2. Teacher models expectations
3. Students act out positive examples

# See Appendix I

School-wide Positive  
Behavior Support  
Getting Started Workbook





# Remember to develop a System/ Schedule for your Staff to Follow

**Be sure to teach your  
staff how to deliver  
the lesson plans.**

## Inform your staff:

- When teaching will occur
  - First day / Week / Month
- Who will do the teaching
  - Stations or By Class
- Where to find materials
  - Shared computer drive
- How much time to spend
  - Create a schedule
- What products to create
  - Posters / Venn  
Diagrams





# Bellopoly Teaching Stations

- Support Staff
- Rotation Schedule
- Poster
- Lesson plan
- Stamp pad
- Goldie Stamper

First Grade

	9:00 - 9:12	9:15 - 9:27	9:30 - 9:42	9:45 - 9:57
Leavitt/Levine	Arrival/Dismissal	Playground	Specials	Lunch
Fairbanks	Lunch	Arrival/Dismissal	Playground	Specials
Babbitt	Specials	Lunch	Arrival/Dismissal	Playground

Second Grade

	9:00-9:12	9:15 - 9:27	9:30 - 9:42	9:45 - 9:57
Duffy	Arrival/Dismissal	Playground	Specials	Lunch
Blanchard/Bach	Lunch	Arrival/Dismissal	Playground	Specials
Willard	Specials	Lunch	Arrival/Dismissal	Playground
Sheppard	Playground	Specials	Lunch	Arrival/Dismissal

Third Grade

	9:00-9:12	9:15 - 9:27	9:30 - 9:42	9:45 - 9:57
Bowen	Lunch	Arrival/Dismissal	Playground	Specials
McMahon	Specials	Lunch	Arrival/Dismissal	Playground
Bowen/Pierce	Playground	Specials	Lunch	Arrival/Dismissal

<b>BELLING: Playground</b>		
<b>PROCEDURES:</b>		
<ul style="list-style-type: none"> <li>• Walk to and from the playground safely and quietly.</li> <li>• Use equipment appropriately.</li> <li>• Include others in playground activities.</li> <li>• Stay in assigned playground area.</li> <li>• Stop when you hear the whistle.</li> <li>• Line up promptly when called.</li> </ul>		
<b>EXPECTATIONS:</b>		
<b>Be Responsible</b>	<b>Be Respectful</b>	<b>Be Safe</b>
<ul style="list-style-type: none"> <li>• Put away all playground toys.</li> <li>• Report problems or injuries.</li> </ul>	<ul style="list-style-type: none"> <li>• Take turns.</li> <li>• Include everyone.</li> <li>• Share toys and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Set game boundaries.</li> <li>• Use gentle hands and feet.</li> <li>• Follow game rules.</li> </ul>
<b>TEACHING EXAMPLES:</b>		
<b>EXPECTED BEHAVIOR</b>		<b>UNEXPECTED BEHAVIOR</b>
<ol style="list-style-type: none"> <li>1. Walk in line appropriately.</li> <li>2. Follow rules for playing on equipment.</li> <li>3. Follow game rules.</li> <li>4. Respond to teacher directions and signals to the team.</li> <li>5. Collect and put equipment back in shed or bring back to classroom.</li> <li>6. Stay visible to teacher or lunch room.</li> <li>7. Use designated boundary for game.</li> </ol>		<ol style="list-style-type: none"> <li>1. Running in line, changing places, touching others.</li> <li>2. Being unsafe on structures and rock areas.</li> <li>3. Interrupting games played by others (ie. running into someone's game).</li> <li>4. Ignoring teacher signal or directions, and continuing to play or walk away from teacher.</li> <li>5. Leaving out toys and equipment on playground area and getting in line without clearing up.</li> <li>6. Inappropriate language and body contact.</li> </ol>
<b>STUDENT ACTIVITIES:</b>		
<ol style="list-style-type: none"> <li>1. Overview of lesson.               <ol style="list-style-type: none"> <li>a. Today we are talking about how we can be responsible, respectful and safe on the playground.</li> </ol> </li> <li>2. Brainstorm "expected" and "unexpected" classroom behavior. What does it look like and sound like?</li> <li>3. Teacher models expected playground behavior (see above).</li> <li>4. Allow students to practice expected behaviors on the playground and follow-up discussion.</li> </ol>		
<b>AFTER THE LESSON:</b>		
<ol style="list-style-type: none"> <li>1. Use visuals to remind students about expected behaviors on playground prior to recess.</li> <li>2. "Catch students being good" with specific praise statements and acknowledge system.</li> <li>3. Reinforce expectations annually and after vacations or long breaks by reviewing expected behaviors.</li> </ol>		

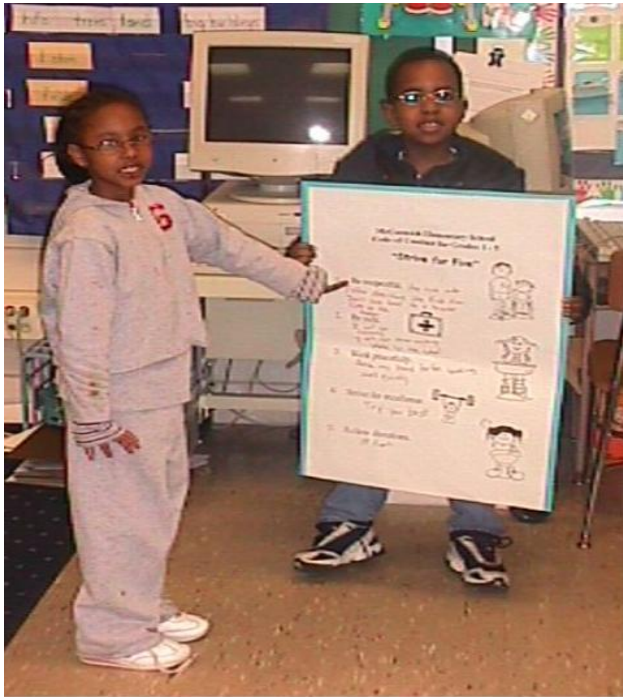


Stations Staffing

	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
Arrival/Dismissal	Jen Finnegan	Melissa B.	Christy H.
Playground	Melissa M.	Carol N.	Karen P.
Specials	Specialists	Specialists	Specialists
Lunch	Mary Anne L.	Janet B.	Denise D.



# Engage students in the lesson



McCormick Elem. MD 2003

- Be respectful.
- Be safe.
- Work peacefully.
- Strive for excellence.
- Follow directions.



Bell Elem. MA 2018



# Expectations & behavioral skills are taught & recognized in natural context



# BEHAVIORAL REFRESHERS

Jeopardy

School-wide Kick  
off/Pep Rally

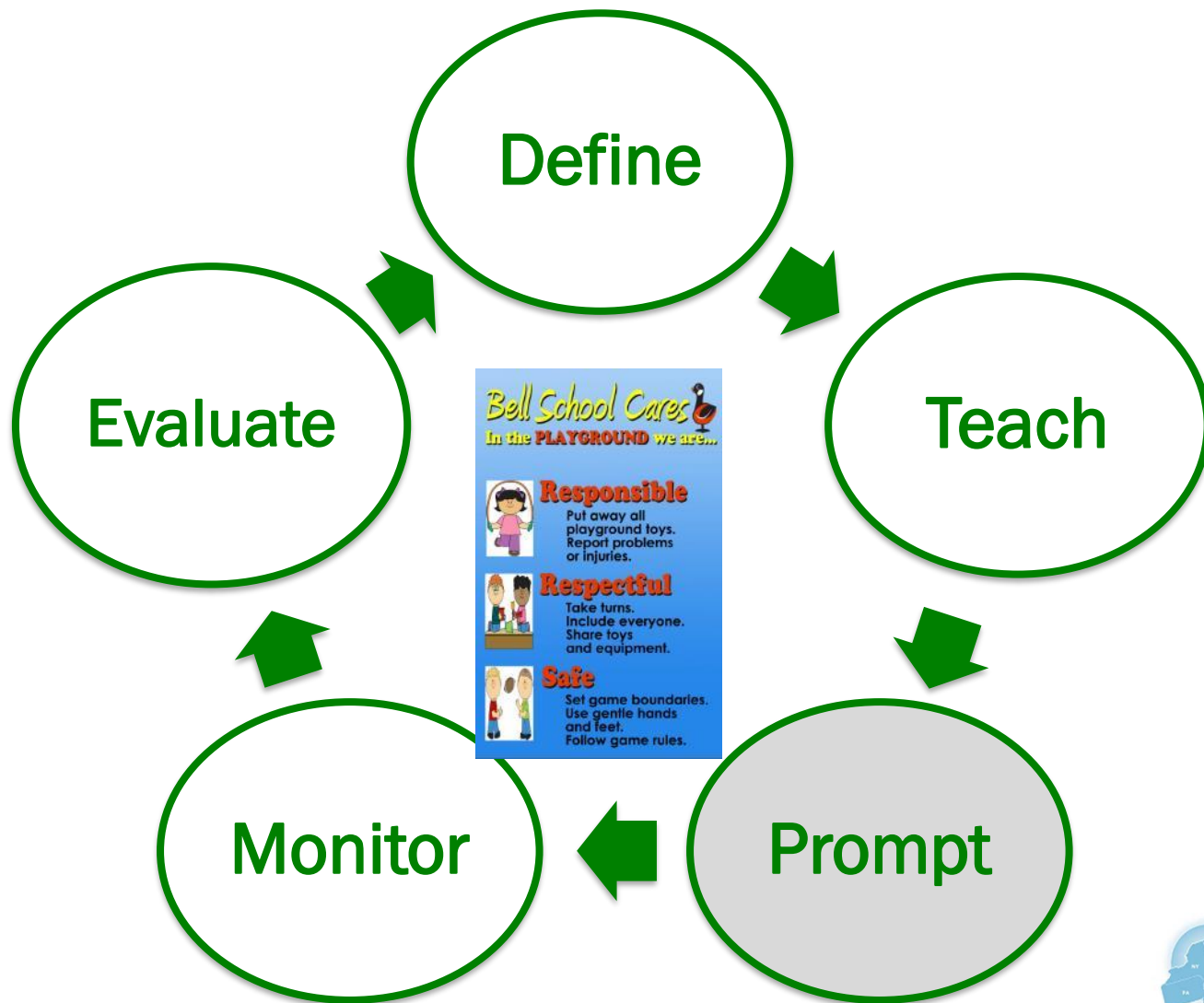
Peer Leaders

Word  
Searches

Create rap  
song/video

Themed  
Months/Weeks

# Follow the key steps for teaching



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# Activity:

## Teaching Expectations (Social Skills)

- **Work as a team**

- Review **guidelines** for teaching expectations.
- Draft components of a social skills lesson plan for each location on your matrix using provided template.
- Discuss with the administrator about the best time for teaching.
- Develop schedule for initial teaching/stations and ongoing booters throughout the year
- Add items to your **Action Plan** as necessary

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