| **ACTIVITY: Expectation Violations – Behavior Definitions** |
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| *Complete the following worksheets to design a school-wide approach to responding to expectation-violating student behavior.* |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 1. Specify **Definitions** for Violations of SW Expectations
* Contextually appropriate labels/names
* Definitions represent continuum of severity (e.g., situationally inappropriate, minor problem, major problem, illegal)
* Definitions comprehensive in scope (school-wide)
* Definitions in measurable terms
* Mutually exclusive (minimal overlap)

**Behavior Expectation Violations****Classroom Managed (Minor)**

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| **Behavior** | **Definition** | **Examples** |
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**Office Managed (Major)**

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| --- | --- | --- |
| **Behavior** | **Definition** | **Examples** |
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|  |  |  |
|  |  |  |

**OR** |
|  | **Level** |
|  | I. | II. | III. | IV. |
| **Name/Label** |  |  |  |  |
| **Definition** |  |  |  |  |
| **Examples** |  |  |  |  |
| **Procedures** |  |  |  |  |

Use the guidelines below related to culture/context and systems to inform your action plan and development process.

| **Guidelines for Culture and Context** | **Guidelines for Systems** |
| --- | --- |
| * Involve staff, students, & families in development
* Contextually/culturally appropriate (e.g., age, level, language)
* Examine disaggregated data to ensure implementation of each feature works for *all* subgroups of students
 | * Agreement by > 80% faculty and staff
* Include procedures for informing others (e.g. families, community, district administrators, substitute teachers & staff)
* Includes procedures for providing instruction to new faculty, staff, students, etc.
* Schedule continuous evaluation of effectiveness, efficiency, and relevance
* Include in school publications (e.g., handbook, posters, newsletters, etc.)
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Recommended Follow up: Pi Chart Activity

Similar to the T-chart, which is used to distinguish between staff-managed and office-managed unwanted behaviors, the Pi Chart is an activity that is used by a school team, whole school staff, or classroom (with students as the participants) to identify student behaviors that are not “wrong,” but simply inappropriate for the classroom (or other setting). Take 30-45 minutes to engage staff in reclassifying some behaviors as not universally “wrong” but rather inappropriate to the specific setting in school. A description of the activity and plan for completing with staff can be found in Appendix F of the PBIS Cultural Responsiveness Field Guide.

Leverson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (2019). *PBIS Cultural Responsiveness Field Guide: Resources for trainers and coaches.* OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>.

