Critical Element
Developing a System for Teaching Appropriate Behavior

“Give a man a fish and he will eat for a day. Teach a man to fish and he will eat for the rest of his life.”

- Chinese Proverb
Objectives

• Identify why and how to teach rules and expectations.
• Identify how to embed expectations in the curriculum.
• Develop system for teaching school-wide expectations and rules.
“If a child doesn’t know how to read, we teach.”

“If a child doesn’t know how to swim, we teach.”

“If a child doesn’t know how to multiply, we teach.”

“If a child doesn’t know how to drive, we teach.”

“If a child doesn’t know how to behave, we punish!”

“Why can’t we finish the last sentence as automatically as we do the others?”

Once you have developed school-wide rules, it is not enough to just post the words on the walls... 

YOU MUST TEACH THEM!
Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics.
- Procedures and routines create structure.
- Repetition and rehearsal are the keys to learning new skills:
  - For a child to *learn something new*, it needs to be repeated an average of 8 times.
  - For a child to *un-learn* an old behavior and replace with a new behavior, the new behavior must be repeated an average 28 times. *(Harry Wong)*
Why Develop a System for Teaching Behavior?

- Behavior problems occur more often because:
  - Students do not have appropriate skills - “skill deficits”.
  - Students do not know when to use skills.
  - Students have not been taught specific classroom procedures and routines.
  - Students are not taught skills in context.
  - Students have not learned how to communicate their needs.
Do all of your students enter your classroom on Day 1 and know how to behave appropriately?

YES

NO

We can no longer assume that students know the rules/expectations and appropriate ways to behave!
Do all of your students learn the rules and procedures of your classroom on the 1st day?

YES  NO

We can no longer assume that all students will learn appropriate behaviors quickly and effectively without consistent modeling or practice!
"As we start a new school year, Mr. Smith, I just want you to know that I'm an Abstract-Sequential learner and trust that you'll conduct yourself accordingly!"
Do all of your students learn in the same way?

YES    NO

We **MUST assume** that students will require different curricula, differentiated instruction, and different learning modalities to learn appropriate behaviors!
Will your students learn if they are not taught in an effective manner?

YES  NO

We **MUST assume** that we need to teach appropriate behaviors/expectations and rules as effectively as we teach academic skills!
Wow! That was a great lecture!

I'm so confused.

GREAT MOMENTS IN TEACHING
How do we Introduce the Expectations and Rules to Faculty?

- Themed kick-offs
  - Luaus
  - Round-Ups
  - Breakfast for staff
  - Play a game
  - Perform a song, dance or create a skit
How do we Introduce the Expectations and Rules to Faculty?

• Rotation Stations
How do we Introduce Expectations and Rules to Students?

- Pep Rallies
- Video/Newscasts
- Student PBS spokespeople
- Other planned activities
How do we Introduce Expectations and Rules to Students?

• Rotation Stations
How do we Introduce Expectations to Family Members?

• Open houses
• Family Nights
• Sports events
• Student performances
• Newsletters
• Videos
• Websites
The Key Elements for Developing SWPBIS Activities

- What is the desired outcome of the activity?
- What is the activity going to be? (e.g., rotation station, video, classroom instruction, assembly, etc.)
- Where is the activity going to happen?
- When is the activity going to happen?
- Who is responsible for planning and implementing?
- What is the plan for rewarding appropriate behavior?

All activities should correlate with the expectations and rules, and be supported by the data needs.
How do we Practice/Review the Expectations & Rules?

- Embedded into daily classroom activities and lesson plans (drill work, extra credit, quizzes, etc.)
- Booster trainings
- Morning or afternoon announcements
- Setting everyday classroom procedures to include rule and expectation review
- Catching students “doing it right” (reinforcement system)
- Hall monitors, cafeteria monitors, playground monitors, etc., to review rules
- Competitions or games
- Check with data to review areas of need
Discuss characters in a novel and how they did not show respect, then have the students write the story with the character showing respect.

Have the students develop their own expectations and/or rules and then have them write a persuasive essay or debate why theirs should be used instead of the school’s.
When choosing a school play, choose one with a theme centered around one of the school expectations or write your own play.

Have students come up with a campaign for promoting expectations to the entire student body.

Have the students compose a song/rap with the expectation.
Have the students count the number of tickets redeemed monthly for prizes & graph them. You can include ratio of number of tickets per student, # of tickets per teacher, etc.

Hypothesis:

Conclusion about the graphs & reach a
& teachers, make survey students, parents,
school. Have them
behavior problems at
they think are the top
Hypothesis about what

23
Have students research different cultures to find out how they define “respectful.”

Talk about how different historical events occurred because of conflict and come up with solutions on how the conflict could have been resolved.
Critical to Success

• School-wide activity or event needs to be a high priority, not given a few minutes within some other activity.

• Administration needs to support and allocate time within the school day.

• Develop a plan for teaching new faculty and new students.
Action Plan!
PBIS Critical Element
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- In the Overview Resource Section complete Benchmarks of Quality (29 - 34) and Action Plan form