

# Welcome! Please Sign In

<https://forms.gle/P6T5Dj6s4hjHxxNC9>

Or, use this QR Code



# PBIS Tier 1, Day 2A Training

## November 8 , 2021

**Lesson Planning and  
Acknowledgement Systems**

<https://www.ycoe.org/pbis>





# Who is in the room today?



Patwin Elementary



Plainfield

Small School with Big Expectations



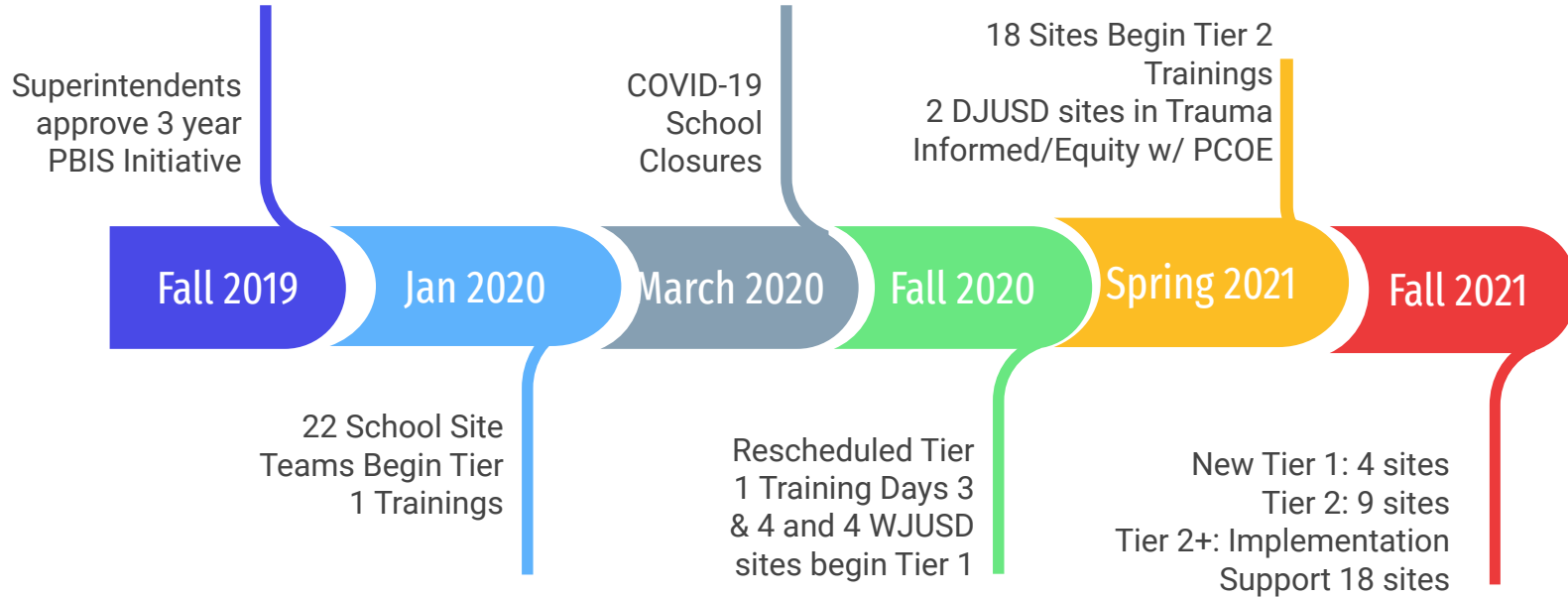
Virtual  
Academy



Beamer Park

Preparing and empowering all students for a future of endless possibilities

# Yolo County PBIS Timeline





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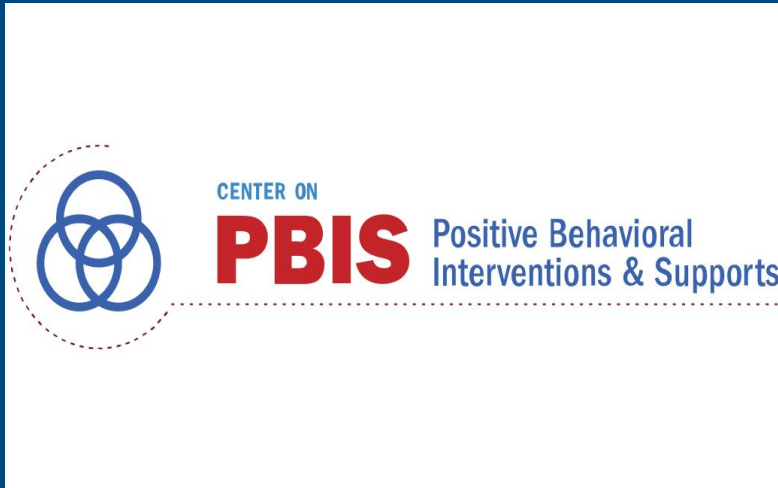
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Center on PBIS  
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- Heather George, University of South Florida
- Tim Lewis, University of Missouri
- Kent McIntosh, University of Oregon
- Brandi Simonsen, University of Connecticut

Senior Advisors:

- Robert Horner, University of Oregon
- George Sugai, University of Connecticut

# Acknowledgements



California PBIS Coalition  
[www.pbisca.org](http://www.pbisca.org)

Midwest PBIS Network

Northwest PBIS

Nevada PBISTA Center



# Group Agreements

## Respectful

- Start and end on time.
- Listen actively (and without distractions).
- Mute yourself when not speaking.

## Responsible

- Your participation will result in systems and practices that will benefit all students.
- Participate in live or virtual discussions and activities.
- Practice self care.
- Give your full attention.

## Committed

- Expect to begin tasks that will need to be finished later.
- Expect committed trainers that will provide feedback and encouragement, listen and meet you where you are.

# Tier 1 Training Sequence

<input type="checkbox"/>	Day	Content
	1	Overview, Team Development, Behavioral Expectations
<input type="checkbox"/>	2A&B	Lesson Plans, Posters, Acknowledgement System
	3	Function of Behavior, Responding to Problem Behavior, Consequence Systems
	4	PBIS and the Classroom, Kickoff,
	SWIS	School-Wide Information System

# Training Objectives

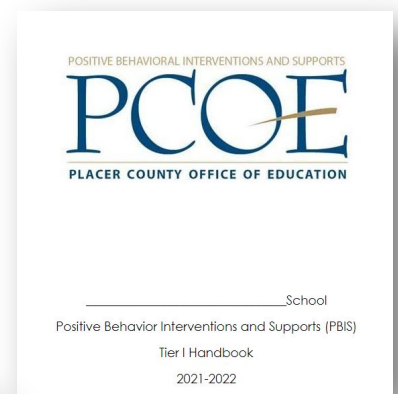
## Teams will:

- **Develop a Teaching Expectations Plan**
- **Develop Expectations Posters**
- **Develop Lesson Plans and a schedule for teaching them**
- **Develop a Feedback and Acknowledgement System**
  - Acknowledgement Ticket
  - Menu of Reinforcers
- **Develop a Staff Recognition System**

# Action Plan and Team Handbook

- The Tier 1 Action Plan continues to guide your work.
- Continue to document your work in your Team Handbook.
- Be sure that you are working from your team's Action Plan and Handbook.

Return to Top		2021-2022 PBIS Tier 1 Action Plan:			
Focus	Action Item #	Action Item	Reference Documents/Links	Who	
Tier 1 Training	1	Tier 1 Handbook downloaded, copied and shared with PBIS Tier 1 Team Members	<a href="#">113 PBIS Tier 1 Team Handbook</a> <a href="#">102 PBIS Tier 1 Team Members</a>		
	2	Team member roles assigned and documented in your Tier 1 Handbook	<a href="#">103 TIPS Team Member Responsibilities</a>		
	3	Team Purpose created and documented in your Tier 1 Handbook	Your Tier 1 Handbook		
	4	Team Agreements created and documented in your Tier 1 Handbook	Your Tier 1 Handbook		
Defining Behavior Expectations	5	Elements of Culture - activity presented to Staff	<a href="#">106 Elements of Culture</a>		
	6	3-5 Schoolwide Expectations created and documented in Tier 1 Handbook	<a href="#">108 Behavior Matrix Template</a> <a href="#">109 Behavior Matrix Example</a>		
	7	Schoolwide Behavioral Matrix completed and documented in your Tier 1 Handbook	<a href="#">108 Behavior Matrix Template</a> <a href="#">109 Behavior Matrix Example</a>		



# Collaborative Worktime

## Review Action Plan Tasks

Items 1-10

<a href="#">Return to Top</a>		2021-2022 PBIS Tier 1 Action Plan:			
Focus	Action Item #	Action Item	Reference Documents/Links	Who	
Tier 1 Teaming	1	Tier 1 Handbook downloaded, copied and shared with PBIS Tier 1 Team Members.	<a href="#">113 PBIS Tier 1 Team Handbook</a>		
	2	Team member roles assigned and documented in your Tier 1 Handbook.	<a href="#">102 PBIS Tier 1 Team Members</a> <a href="#">103 TIPS Team Member Responsibilities</a>		
	3	Team Purpose created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook		
	4	Team Agreements created and documented in your Tier 1 Handbook.	Your Tier 1 Handbook		
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# Google Activity Slides

## *Action Planning*

Share your progress with us!

*School Name*

Name an item from your Action Plan that you completed and are excited about.	Name and item from your Action Plan that you may have a roadblock in completing.
Have you presented to staff? How did you present the information? (PPT, staff meeting discussion...)	What does your team want to accomplish today?

# Developing Rules and Expectations Posters

TFI Items related to this section:

- **1.3:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.

[Asynchronous Module](#): Have you started your posters?

# Asynchronous Module Review: Posters

- Have you begun developing your posters?
- Do you have any questions on getting started, the process, or specific how to's?
- For review, consult Slides 17-26 of this slide deck and/or review the [Asynchronous Module](#)





# Publicly Posted Expectations are a Part of Our Everyday Life

## What Is Your Lane?



**Families and Special Assistance**

- small children; strollers
- groups
- assistance needed
- new to flying



**Casual Traveler**

- familiar with TSA procedures
- multiple carry-ons



**Expert Traveler**

- expert at TSA procedures
- always ready with items removed
- flies more than twice a month
- travels light
- elite frequent flyer member

Transportation Security Administration

got feedback?  
[www.tsa.gov/blog](http://www.tsa.gov/blog)



## PUBLIC NOTICE CORONAVIUS COVID-19



COUGH



FEVER



TROUBLE BREATHING

### PLEASE DO NOT ENTER

IF YOU ARE EXPERIENCING THESE SYMPTOMS  
FOR THE SAFETY OF OUR GUEST & STAFF

COVER YOUR MOUTH - WASH HANDS - AVOID CONTACT

Made in the USA - Sign Fever (046) 714-6812 - 154-005129

# Do Adults Need Reminders?



# Publicly Post School Expectations

Posters should be easily visible and posted in every location.

Why post behavioral expectations:

- Prompts staff and students to acknowledge positive behavior, not only negative behavior
- Increases accountability for staff and students to use consistent school-wide expectations
  - Signs can reduce personal focus or confrontation... Adults can point to the poster and cite the school rule that is not being followed.

# Poster Examples



Quincy Elementary

Pictures for non-readers, or non-English speakers

Use your School Mascot

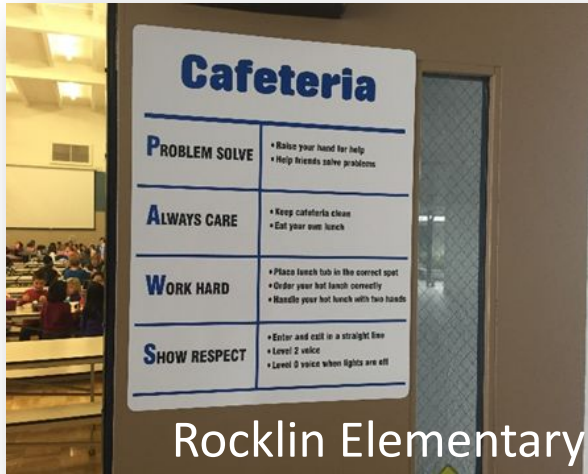
Mojave Jr./Sr. HS



<b>HALLWAYS</b>	
<b>PRESENT &amp; PREPARED</b>	<ul style="list-style-type: none"> <li>• Walk On The Right Side</li> <li>• Pay Attention</li> </ul>
<b>RESPECT</b>	<ul style="list-style-type: none"> <li>• Say Excuse Me</li> <li>• Respect All Property</li> <li>• All Body Parts To Yourself</li> </ul>
<b>INTEGRITY</b>	<ul style="list-style-type: none"> <li>• Use Appropriate Language</li> <li>• Clean Up Trash Along The Way</li> <li>• Use The Trash Can</li> </ul>
<b>DETERMINATION</b>	<ul style="list-style-type: none"> <li>• Be On Time</li> <li>• Walk At A Safe Pace</li> </ul>
<b>ETIQUETTE</b>	<ul style="list-style-type: none"> <li>• Be Safe</li> <li>• Be Polite</li> <li>• Watch For Doors</li> </ul>

Yuba Gardens Middle School

# Poster Examples



Rocklin Elementary

This sign is a magnet and can be moved if needed



Sandwich Board  
Sign

# Think of the Culture of Your School

Are there any language barriers that **must** be addressed?



# Tips For Your Posters



Make it  
fit the  
culture  
of your  
school



Use Graphic Design  
Classes to Design  
Posters

Paint it on!





# Poster Guidelines

- Readable and Legible
- Student and Staff eye level
- Specific to each area
- Durable

*Recommendation:*

Posters should be printed **after** feedback from staff is provided and agreed upon!

# Is Posting Expectations Enough?



Why is it not enough to just post expectations publically? What else do we need?

# Teaching Behavioral Expectations and Routines

TFI Items related to this section:

- **1.4 Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across campus settings/locations.

# Why Develop a System for Teaching Behavior?

- Behaviors are prerequisites for academics
- Procedures and routines create structure
- Repetition is key to learning new skills:
  - For a child to ***learn something new***, it needs to be repeated on average **8** times
  - For a child to ***unlearn*** an old behavior and replace it with a new behavior, the new behavior must be repeated on average **28** times (*Harry Wong*)

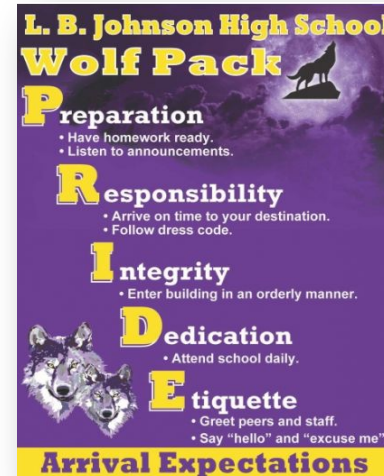
# PBIS Training Continuum

**Step 1: Complete Behavior Matrix**  
(with staff feedback)

Cooley Middle School School Wide Expectation Grid			
School Rules			
Common Area	Be Safe	Be Responsible	Be Respectful
Multi	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Sit while eating</li> </ul>	<ul style="list-style-type: none"> <li>Wait in line patiently</li> <li>Eat at tables/ designated areas</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Use kind words and actions</li> <li>Use garbage cans and recycling bins</li> </ul>
Bus Area	<ul style="list-style-type: none"> <li>Walk at all times</li> <li>Keep hands and feet to self</li> <li>Stay behind yellow line</li> <li>Keep hands, feet, body in bus</li> <li>Enter and exit bus appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Wait in line patiently</li> <li>Have bus pass ready</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Use kind words and actions</li> <li>Use indoor voice</li> </ul>
Library	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Use chairs and tables appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Return books to proper places</li> <li>Push chair in</li> <li>Take care of library property</li> <li>Stay on task</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Use kind words and actions</li> <li>Use inside voices</li> <li>Handle books with care</li> <li>Follow Library Rules</li> </ul>
Computer Lab	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Use chairs and tables appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Use Internet appropriately</li> <li>Print only what is needed</li> <li>Be responsible for computers and lab -- use computers appropriately</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Use kind words and actions</li> <li>Use inside voices</li> </ul>
Restrooms	<ul style="list-style-type: none"> <li>Keep water in sink</li> <li>Wash hands</li> <li>Put towels in garbage</li> </ul>	<ul style="list-style-type: none"> <li>Flush toilets</li> <li>Wash hands</li> <li>Put towels in garbage</li> <li>Inform adults of vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate language</li> <li>Use kind words and actions</li> <li>Give people privacy</li> <li>Respect property -- yours and others</li> </ul>

Document 9

**Step 2: Create Posters for Each Location** (You may wait until PBIS roll out)



# PBIS Training Continuum

## Step 3: Create Lesson Plans/Videos for Each Location

### PBIS Lesson Plan

#### Bus

##### Step 1: Review School Wide Rules

Be Respectful, Be Responsible, Be Hard Working

##### Step 2: Teach Expectations for Specific Settings

Be Respectful	Be Responsible	Be Hard Working
<ul style="list-style-type: none"> <li>• Inside voices</li> <li>• Keep hands to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Walk to seat</li> <li>• Stay in your seat</li> <li>• Take your belongings with you when you leave.</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up others' trash</li> <li>• Remind others to take their belongings with them</li> </ul>

##### Step 3: Tell Why Rules are Important

Following the school rules on the bus are important because they keep everyone safe.

##### Step 4: Demonstrate Rules

Rule	Example	Non-Example
Be Respectful	Enter the bus and sit down quietly. Pretend there is an imaginary line between the seats and stay in your side of the line. Talk quietly while you are on your way home.	Enter the bus loudly. Continue to bother your neighbor by touching them or pretending you're going to touch them. Yell while the bus driver is driving.
Be Responsible	Enter the bus by walking. Stay seated for the whole trip. Make sure you don't leave your backpack, jacket, or trash when you leave.	Enter the bus by running and jumping. Move from seat to seat while the bus driver is driving. Leave your backpack and trash when you exit the bus.

## Step 4: Teach Lesson Plans for Each Location



# Proactive Teaching v. Reactive Teaching



- Youth provided with support to ensure they can perform the expected behavior.
- Opportunities to practice.
- Clear feedback.



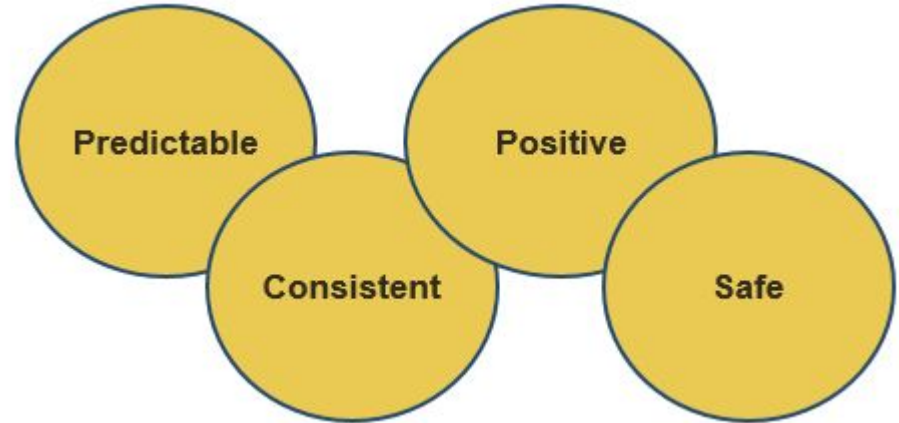
- Repeatedly stating to a youth what he/she is doing wrong without giving them corrective feedback.

# What Is the Purpose of PBIS?

PBIS makes school learning environments:

- More effective
- More equitable

And is for *ALL* students.





# PBIS Lesson Plans

TFI Items related to this section:

- **1.4 Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

# Google Activity Slides

## *Lesson Plan Elements*

What basic elements would you want to see in a lesson plan?

*School Name:*

In-class Lesson Plan:

Remote/Online Lesson Plan:

# Proactive Teaching

**Teach behavior in every setting**

- “Show me” vs. “Tell me”
- Teacher demonstrates “wrong way”

**Build in frequent opportunities to practice**

- Learning requires frequent practice
- Students practice “right way”. Provide prompts as needed

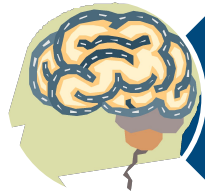
**Provide immediate feedback**

- Affirming feedback
- Corrective feedback (Let’s try this again)

# Teaching Behavioral Expectations and Routines



Fun & Engaging Lesson Plan



Developmentally Appropriate Instruction



Opportunities to Practice within Context

# Teaching Behavioral Expectations and Routines



Fun & Engaging Lesson Plan



Developmentally Appropriate Instruction



Opportunities to Practice within Context

# Expectations and Behavioral Skills Taught in Natural Context



Positive coaching during practice of skill

Students can help teach expectations

# Expectations and Behavioral Skills Taught in Natural Context



**Teach in Natural  
Context  
Positive Coaching**



**Students can help  
teach expectations**

Teaching Matrix		SETTING					
		All Settings	Hallway	Play-ground	Cafeteria	Library/ Computer Lab	Assembly
Respect	Ourselves	Be on task. Give your best effort. Be prepared.	Walk		Eat only your own food Select healthy foods.	Study, r compu	Watch for your stop.
	Others	with o	normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/wate Use appropriate applause. your seat.
	Property	Recycle. Clean up after self.	Pick up litter. Maint phy spa	ge can.	ays & sils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately. Wipe your feet. Sit appropriately.

**1. SCHOOL WIDE EXPECTATION**

**2. NATURAL CONTEXT**

**3. BEHAVIOR EXAMPLES**



# Key Features of a Behavioral Lesson Plan

Specify the location

Transfer the expectations from the matrix onto the lesson plan

Describe why the expectations are important

Provide examples and non-examples

Include teaching activities and follow up

# Specify Location

Teaching Matrix		SETTING						
		All Settings	Hallway	Play-ground	Cafeteria	Library/ Computer Lab	Assembly	Bus
Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat only your own food Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.	
Respect Others	Be kind. 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	Whisper. 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	

# Transfer Expectations

Teaching Matrix		SETTING					
		All Settings	Hallway	Play-ground	Cafeteria	Library/ Computer Lab	Assembly
Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat only your own food Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Be kind. 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	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	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.

# Transfer Expectations

## Cafeteria

Follow along with  
Document 116

### Step 1: Review School Wide Rules

*Respect Ourselves, Respect Others, Respect Property*

### Step 2: Teach Expectations for Specific Setting (**Cafeteria**)

<b>Respect Ourselves</b>	<b>Respect Others</b>	<b>Respect Property</b>
<ul style="list-style-type: none"><li>• Eat only your own food.</li><li>• Select healthy foods.</li></ul>	<ul style="list-style-type: none"><li>• Practice good table manners.</li><li>• Be polite to the lunch staff.</li></ul>	<ul style="list-style-type: none"><li>• Replace trays &amp; utensils.</li><li>• Clean up eating areas.</li></ul>

# Describe why the Expectations are important

<b>Respect Ourselves</b>	<b>Respect Others</b>	<b>Respect Property</b>
<ul style="list-style-type: none"><li>• Eat only your own food.</li><li>• Select healthy foods.</li></ul>	<ul style="list-style-type: none"><li>• Practice good table manners.</li><li>• Be polite to the lunch staff.</li></ul>	<ul style="list-style-type: none"><li>• Replace trays &amp; utensils.</li><li>• Clean up eating areas.</li></ul>

## Step 3: Tell Why Rules are Important

Following the cafeteria rules is great practice for when you eat at someone else's house or at a restaurant.

# Demonstrate: Provide Examples and Non Examples

## Step 4: Demonstrate Rules

<u>Rule</u>	<u>Example</u>	<u>Non Example</u>
<b>Respect Ourselves</b>	Walk into the cafeteria with bag lunch and move straight to assigned table. When someone offers you their apple, say "no, thank you".	Waste food. Trade your lunch with others. Sit with a table that is not your assigned
<b>Respect Others</b>	Walk in line and get in line. Face forward. Please your neighbor when handing out milk.	Come in loud. Push people out of the way. Cut in line.
<b>Respect Property</b>	Finish eating, place all of your trash in your napkin and take it to trash. Help a friend clean up.	Leave the cafeteria as soon as you are done eating. Leave your food on the table and the ground.

Students Model

Adults Model

# Provide Opportunities to Practice

## Step 5: Provide Opportunities to Practice

- Practice entering the cafeteria quietly and remember to face forward while in line.
- Class/Partner Discussion
- Role Playing
- Brainstorm/List Examples or Ways to Follow Rules
- Draw/Write Examples and Non-Examples
- Read A Book That Demonstrates Rule or Behavior
- Students Teach Other Students About Rule

# CA PBIS Coalition – 1<sup>st</sup> Place Video 2019

<https://drive.google.com/file/d/1EqaNexn6NDGIg8jgZh5AOsG0woM6WSRv/view?usp=>



# CA PBIS Coalition Submission 2019

## El Rancho HS – PBIS Respect

<https://drive.google.com/file/d/1uuRluP687UrdmG3JjaDpGwY1ebhKRTC2/view>

# PBIS Videos for Parents

## CA PBIS Coalition Submission 2019

**Michael G. Wickman Elementary:**

*Chino Valley Unified School District*

*Title: PAWS for Parents*

*Video Category: Setting Specific Expectations*

# PBIS Video “Keep It Clean”

“Keep It Clean” by  
A&M Consolidated  
High School.

<https://www.youtube.com/watch?v=SILZ82YEpcM>

# Collaborative Worktime

## *Action Item 12:*

Lesson plans have been developed for the common areas defined in the behavior matrix – videos are optional.

Location

Step 1: Review School Wide Rules

Expectations Here

Step 2: Teach Expectations for Specific Setting (Cafeteria)

Respectful	Responsible	Safe

Step 3: Tell Why Rules are Important

Explanation in student friendly terms

Step 4: Demonstrate Rules

Rule	Example	Non-Example
Respect Ourselves		
Respect Others		
Respect Property		

Document 115 – blank lesson plan (also in Handbook)

**Helpful hint:** create folder in your google drive to house lesson plans, link to Handbook.

# Scheduling Teaching and PBIS Roll Out

After Lessons (videos optional) are completed,  
plan for teaching

At the beginning of the year, after breaks, as data indicates

Use Teaching Schedule to plan

# Develop School-Wide Teaching Plan

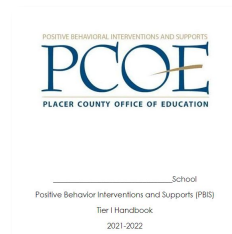
## Teaching Behavior Expectations: School-Wide Plan for 2017-18 (Page 1)

School: \_\_\_\_\_

Date: \_\_\_ / \_\_\_ / \_\_\_

### How will the Initial Teaching of Behavior Expectations Take Place?

Locations	How will this be done?	Who will teach?	When will it occur?	What Materials are needed?
Classrooms	We will discuss the classroom	more specifically on	day 4	
Hallway				
Cafeteria				
Gym				
Media Center	<b>How?</b>	<b>Who?</b>	<b>When?</b>	<b>What?</b>
Bus Loading Zone				
Assemblies/ Sporting Events				
Other:				
Other:				



# Develop On-Going School-Wide Plan

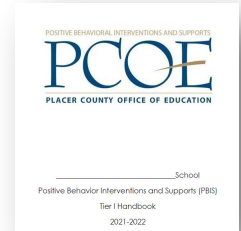
Teaching Behavior Expectations: School-Wide Plan for 2017-18 (Page 2)

School: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Plan for Reviewing School-Wide Expectations

Time Period(s)	What Lessons will be Taught?	Who is involved?	What Materials are needed?	How will know that Teaching Took Place?
1 <sup>st</sup> Week of School or Kickoff	<Defined on Page 1>	<Defined on Page 1>	<Defined on Page 1>	
Every Monday- First Month of School				
After Every Break (e.g., Thanksgiving, Winter, Spring Break)				
When new person enters class/school (e.g., substitute, new student, etc.)				
Other: (specify)				



# Teaching Expectations on Calendar

## Online Behavior Expectation Lessons - Schedule

These online behavior expectation lessons have been developed by the PBIS Tier 1 team, and cover each of the locations addressed on the MUSD Elementary Distant Learning Behavior Matrix. The lessons are hyperlinked in this schedule, and the folder with all lessons can be located [here](#). It should take approx 10-15 minutes of your SEL time to teach, model, and practice each lesson.

During the first two weeks, teachers will teach 1 online behavior lesson per day. After that, teachers will teach the behavior expectation focus of the week during their Tuesday SEL time.

Date	The Cougar Way: Safe, Respectful, and Responsible
Week of January 5th	<b>Teach Virtual Classroom Behavior Expectations:</b> <a href="#">Entering an Online Class</a> , <a href="#">Digital Citizenship</a> , <a href="#">Recess/Breaks</a> , <a href="#">R.O.A.B.S.</a>
Week of January 11th	<b>Teach Virtual Classroom Behavior Expectations:</b> <a href="#">Whole Class Instruction</a> , <a href="#">Chromebooks &amp; Tablets</a> , <a href="#">Homework</a> , <a href="#">Small Group Activities</a> , <a href="#">Headphones</a>
Week of January 18th	<b>Teach-To</b> <a href="#">Getting Ready for Class</a> TK/K Booster Lessons
Week of January 25th	<b>Teach-To</b> <a href="#">Entering an Online Class</a> 1st Grade/SDC Booster Lessons
Week of February 1st	<b>Teach-To</b> <a href="#">Whole Class Instruction</a> 2nd Grade Booster Lessons
Week of February 8th	<b>Teach-To</b> <a href="#">Chromebooks &amp; Tablets</a> TK/K Booster Lessons
Week of February 15th	<b>Teach-To</b> <a href="#">Homework</a> 1st Grade/SDC Booster Lessons
Week of February 22nd	<b>Teach-To</b> <a href="#">Small Group Activities</a> 2nd Grade Booster Lessons
Week of March 1st	<b>Teach-To</b> <a href="#">Headphones</a> TK/K Booster Lessons
Week of March 8th	<b>Teach-To</b> <a href="#">Recess/Breaks</a> 1st Grade/SDC Booster Lessons
Week of March 15th	<b>Teach-To</b> <a href="#">One-on-One Instruction</a> 2nd Grade Booster Lessons
Week of March 22nd	<b>Teach-To</b> <a href="#">Mealtimes</a> TK/K Booster Lessons
<b>March 25th - April 5th</b>	<b>Spring Break</b>
Week April 5th	<b>Teach-To</b> <a href="#">Digital Citizenship</a> 1st Grade/SDC Booster Lessons
Week of April 12th	<b>Teach-To</b> <a href="#">Getting Ready for Class</a> 2nd Grade Booster Lessons
Week of April 19th	<b>Teach-To</b> <a href="#">Entering an Online Class</a> TK/K Booster Lessons
Week of April 26th	<b>Teach-To</b> <a href="#">Whole Class Instruction</a> 1st Grade/SDC Booster Lessons
Week of May 3th	<b>Teach-To</b> <a href="#">Chromebooks &amp; Tablets</a> 2nd Grade Booster Lessons
Week of May 10th	<b>Teach-To</b> <a href="#">Homework</a> TK/K Booster Lessons
Week of May 17th	<b>Teach-To</b> <a href="#">Small Group Activities</a> 1st Grade/SDC Booster Lessons
Week of May 24th	<b>Teach-To</b> <a href="#">Headphones</a> 2nd Grade Booster Lessons
Week of May 31st	<b>Teach-To</b> <a href="#">Recess/Breaks</a> No Boosters

## 8 Keys of Excellence Schedule

The table below outlines the schedule for which keys are covered each month.

TK-8th Grade Keys of Excellence	
Month	Focus Key
<b>August</b>	Introduce all 8 Keys
<b>September</b>	Integrity
<b>October</b>	Failure Leads to Success
<b>November</b>	Speak with Good Purpose
<b>December</b>	This is It!
<b>January</b>	This is It!
<b>February</b>	Commitment
<b>March</b>	Ownership
<b>April</b>	Flexibility
<b>May</b>	Balance
<b>June</b>	Review All Keys



# Collaborative Worktime

## *Action Plan Item 13:*

Plan for teaching of behavior expectations of common areas documented in handbook

## *Action Plan Item 14:*

Plan for yearly teaching or review of schoolwide expectations recorded in handbook

**Teaching Expectations**

Teaching Behavior Expectations: School-Wide Plan for 2021-22

School: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Locations	How will the Initial Teaching of Behavior Expectations Take Place?			
	How will this be done?	Who will teach?	When will it occur?	What Materials are needed?
Classrooms				
Hallway				
Cafeteria				
Gym				

**Teaching Behavior Expectations: School-Wide Plan for 2021-22**

School: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Plan for Reviewing School-Wide Expectations**

Time Period(s)	How will staff be trained/reminded?	What Lessons will be Taught?	Who is involved?	What Materials are needed?	How will know that Teaching Took Place?
1 <sup>st</sup> Week of School or Kickoff		<Defined on Page 1>	<Defined on Page 1>	<Defined on Page 1>	
Monthly Review (Define Review Schedule)					
After Every Break (e.g., Thanksgiving, Winter, Spring Break)					

# Review of Training Objectives

## Teams will:

- Develop a Teaching Expectations Plan
- Develop Expectations Posters
- Develop Lesson Plans and a schedule for teaching them
- **Develop a Feedback and Acknowledgement System**
  - Acknowledgement Ticket
  - Menu of Reinforcers
- **Develop a Staff Recognition System**

DAY 2B

# Please a minute to fill out our Feedback Form!

Feedback

<https://forms.gle/TqhUwRKC UdQuWdur8>



See you on **Monday, December 6 @ 3:00-5:00PM**  
for PBIS Tier 1 Day 2B

