



# Welcome back!

## Sorting Activity





# Sorting Activity:

- C:** Talk to your partner/team at level 1-2 about the activity
- H:** If you have any questions, raise you hand and an instructor will come over to you
- A:** Paper matching activity with slips of paper and a sheet
- M:** Stay with your team; use responsible movement
- P:** Reading the slips of paper, talking to team, agreeing on placement, arranging all slips on sheet
- S:** Stop your activity and face the instructor when the signal is given





# Pick Sticks



What are your school-wide expectations?





# EXPECTATIONS

Module 3





# Expectations are...

specific statements about attitudes, traits, and characteristics important for *everyone* to demonstrate to be successful





# Objectives

## By the end of this training, you will:

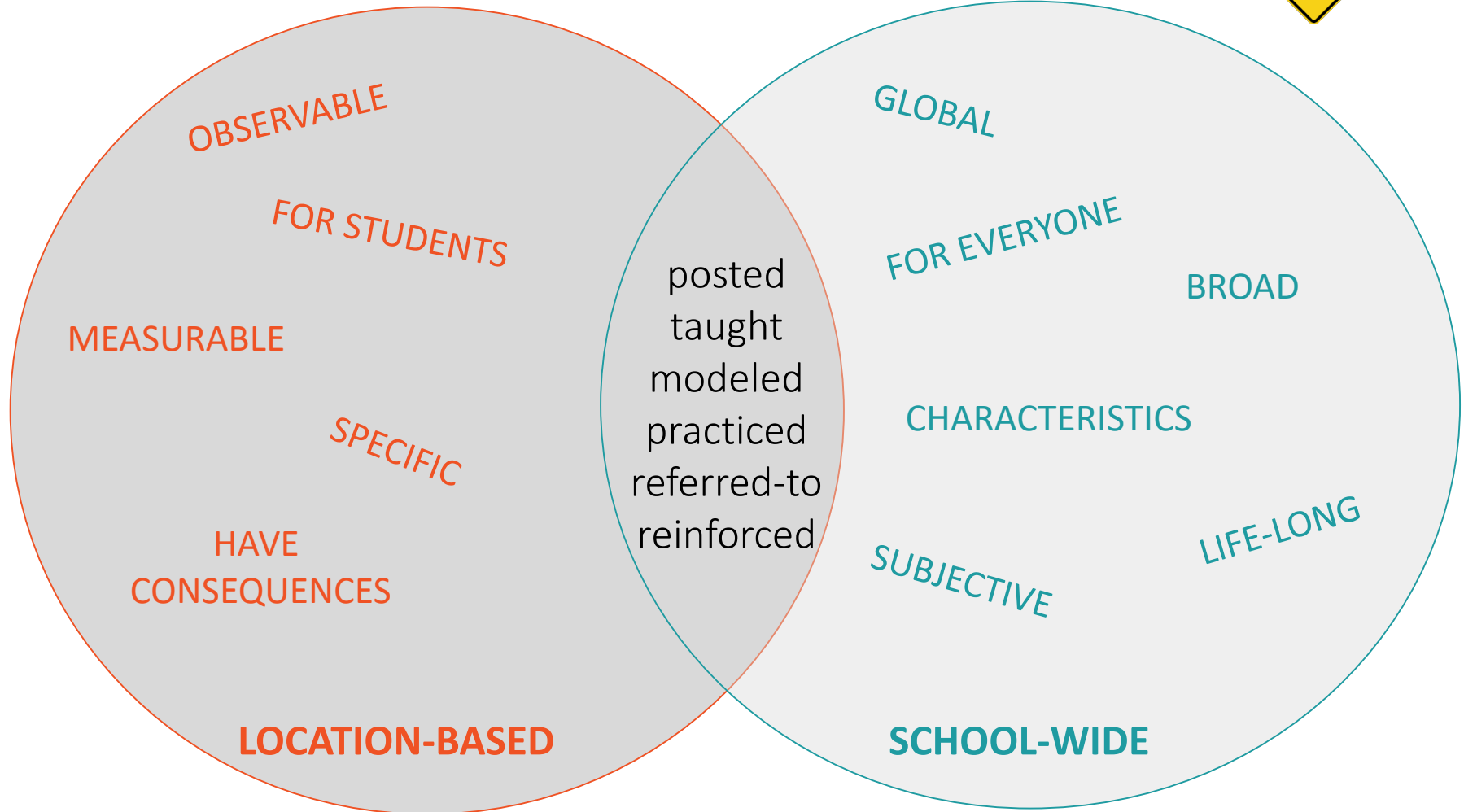
- Understand the difference between Expectations and Rules
- Connect Expectations to your School-wide Positive Behavior Plan (SPBP)
- Learn the criteria of effective Expectations
- See some effective Expectations samples
- Learn how to teach Expectations



# Expectations are not rules

Rules

Expectations





# School-wide Positive Behavior Plan

3B. School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the demonstration of the top school-wide misbehaviors above. ALL people on campus model these expectations.

School-wide Expectations
1.
2.
3.
4.
5.

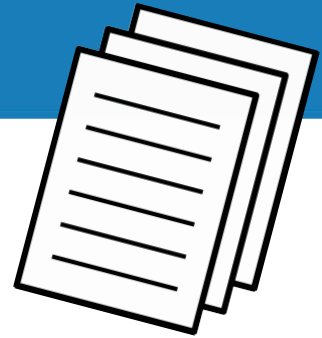
It is mandatory for every school in Broward County to have a SPBP which includes specific school-wide expectations.







# Worksheet Practice



List your school-wide (and classroom) Expectations





# Expectation development

Expectations are CHARACTERISTICS that are developed to be incompatible with common school misbehaviors.

For example,  
if you are focusing on  
**being respectful**,  
then you are  
less likely to see  
**insubordination**

(Characteristic) ←

(Behavior) ←

## *Everyone* on campus:

- ✓ Focuses on them
- ✓ Models them
- ✓ Expects them
- ✓ Talks about them
- ✓ Posts them
- ✓ Refers to them
- ✓ Rewards them





# Develops a common language

Thank you for picking up my paper. That follows our expectation to “Help others”.

You're welcome!



# Elementary example

TIGERS  
Rule!

- Be responsible
- Be organized
- Help others





# Secondary example

It takes....

**P**ride

**R**esponsibility

**I**ntegrity

**D**edication

**E**ffort

...to be successful!



Go Lions!!



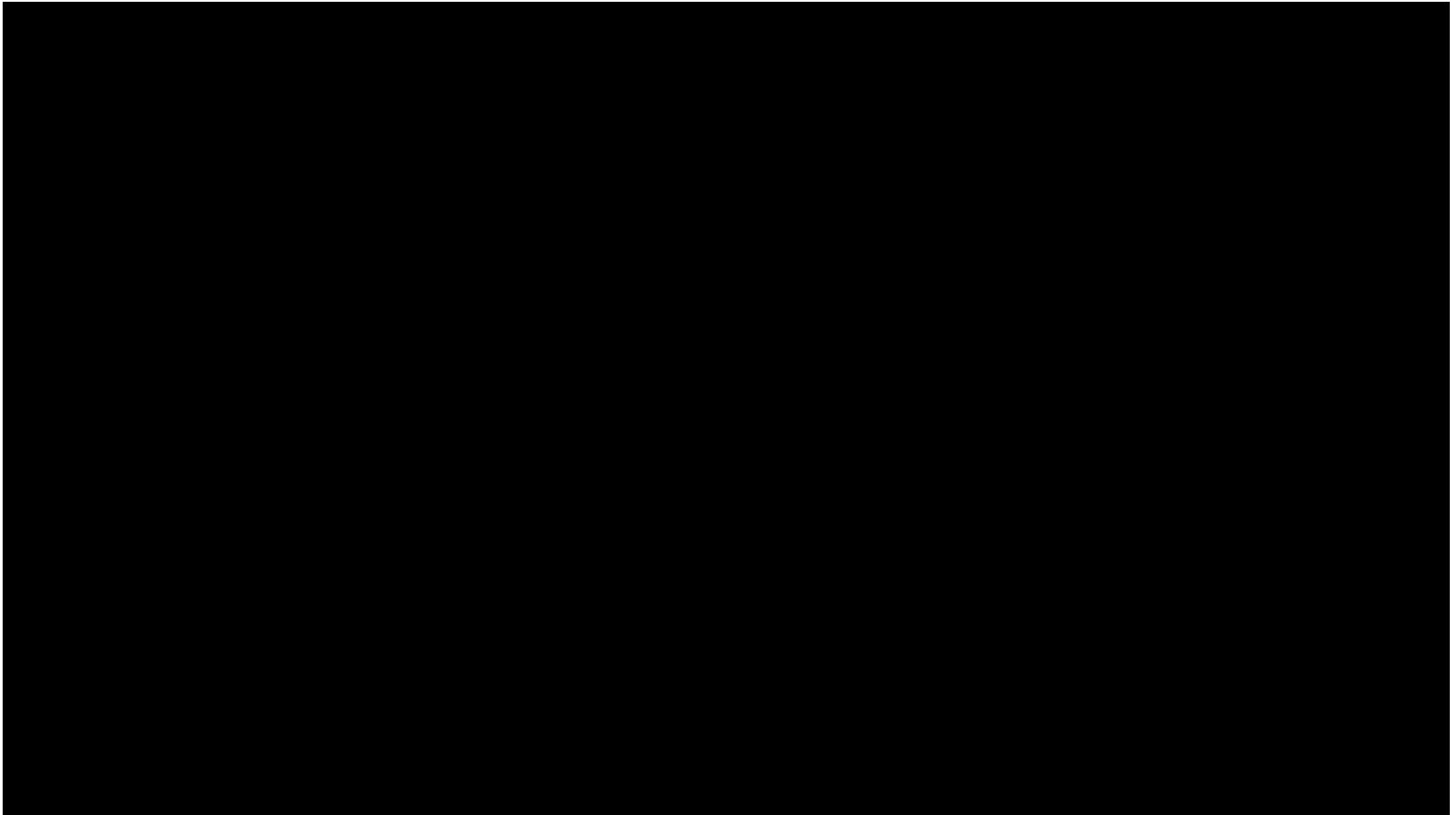
# Video K-5

**Expectations K - 5**  
**Classroom Management Strategies**  
**Inspired by CHAMPs**

PARTICIPATION  
MOVEMENT  
PARTICIPATION



# Video 6-12





# Teaching Expectations

## Expectations need to be taught:

- ✓ At the beginning of the school year
- ✓ After long weekends and breaks
- ✓ Whenever you are not seeing the behaviors you want
- ✓ Explicitly to all students (regardless of age)
- ✓ In the same manner we teach all academic content.

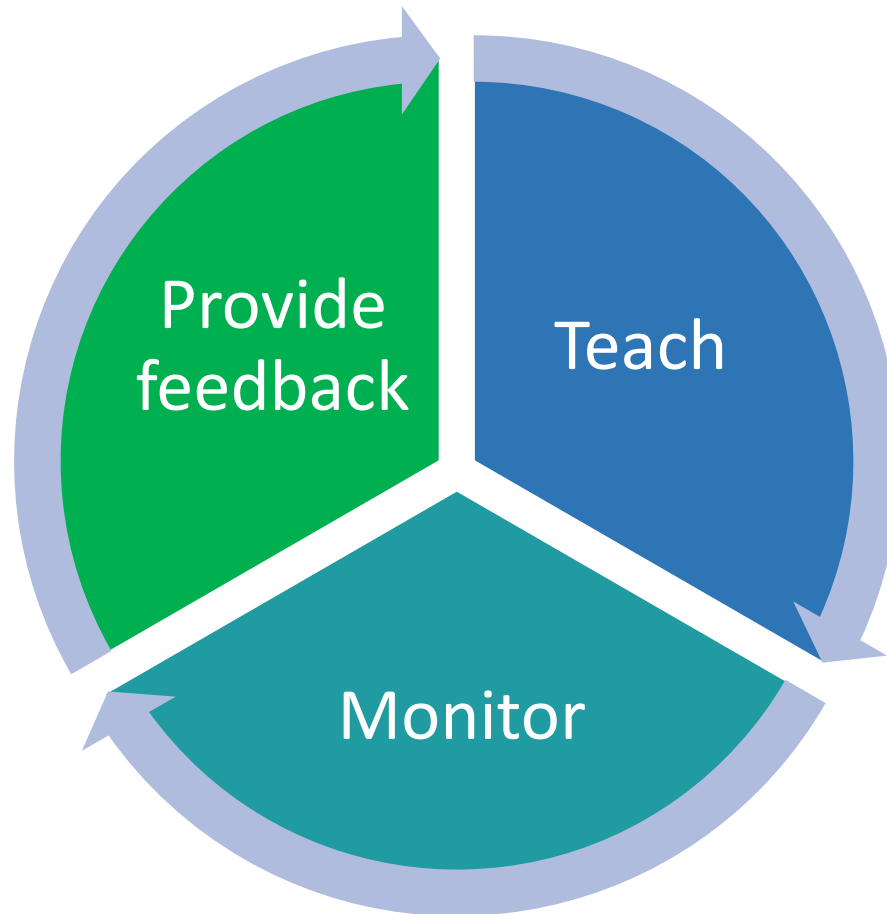






# Teaching Expectations

Operationalize expectations into **observable** & **measurable** behaviors





# Teaching Expectations

## Expectation: **Be Respectful**

Most frequent classroom problem: excessive talking, calling out, interrupting

“Be Respectful” in our classroom:

### **Looks Like:**

- Raising your hand
- Waiting for the teacher to call on you
- Having eye contact with the teacher
- Listening to others
- Allowing others to talk

### **Sounds Like:**

- Saying “excuse me, please, etc.”
- Using a calm and low voice
- Demonstrating a pleasant attitude
- Making kind statements to others



# Teaching Expectations

“Remember...”





# Teaching Expectations

## Teaching School-wide Expectations Behavior Lesson Plan

### School-wide Expectation #2: Be responsible for yourself

Definition of expectation:	
<i>Being responsible means that you consider the consequences of your actions before you act as well as after you have acted. It means making the best choices for yourself and those around you. It means taking ownership for your decisions and your behaviors.</i>	
Rationale for having this expectation	
<i>Students are less likely to act out if they think of the consequences before engaging in any negative behavior.</i>	
Positive examples: "looks like"	Non-examples
<i>Demonstrates self-control</i>	<i>Acting impulsively</i>
<i>Being an active learner</i>	<i>Using cell phone in classroom</i>
<i>Following the school's rules</i>	<i>Horseplay in the hallway</i>
<i>Being present, on time, and prepared</i>	<i>Being tardy or skipping</i>
List 2 resources (websites, curriculum, programs, etc.) you will use to teach this lesson plan. <b>Be specific enough so the resources can be located by anyone.</b>	
1. <i>Character.org - <a href="http://character.org/lessons/lesson-plans/high/boys-town-high-school/">http://character.org/lessons/lesson-plans/high/boys-town-high-school/</a></i>	
2. <i>Got Milk? ad campaign success - <a href="http://www.inc.com/issie-lapowsky/marketing-tips-got-milk.html">http://www.inc.com/issie-lapowsky/marketing-tips-got-milk.html</a></i>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. <i>Introduce the idea of marketing to students. Review the "Got Milk?" campaign and 5 marketing tips.</i>	
2. <i>Tell students that they will become ad campaign managers – marketing "responsibility".</i>	
3. <i>Students can choose their own form and expression of media. Students will develop their marketing campaigns in small groups.</i>	
4. <i>Campaigns will be presented to other classrooms and will be displayed for a week. Other students will vote on the "best" marketing campaign that convinces them it is in their own best interest to be responsible.</i>	
5. <i>Winners of the marketing campaign will receive a "manager's luncheon" – free pizza for their team and one "associate" each, sponsored by our PTSA.</i>	

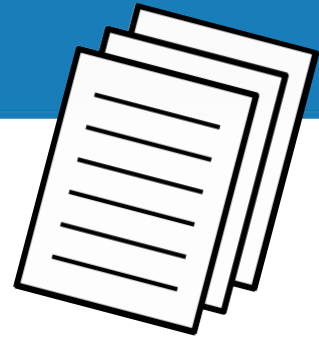
Your school's SPBP binder contains sample lesson plans for each of your school-wide expectations.

Ask your Administration for copies if you are unsure where they are located.

The lesson plans for expectations should be taught at least three times a year and more often when needed.



# Worksheet Practice



Thinking of you student's needs, complete the "sounds like" and "looks like" T charts for each of your expectations





# Points to Remember



- ✓ Clearly post 3 – 5 school-wide expectations
- ✓ Expectations are not the same as rules; reinforcing Expectations can reduce the use of consequences for breaking rules
- ✓ Expectations need to be taught in observable language (“looks like” and “sounds like”) to all students of all ages
- ✓ Expectations need to be referred to, reviewed, practiced, and reinforced frequently throughout the year, especially after long breaks





# Questions?

For more information,

Call:

The School Climate & Discipline Department  
*(formerly Diversity, Prevention & Intervention Dept.)*  
Lauderdale Manors Resource Center  
(754) 321-1655



Check out our PBIS Sharepoint Site:

<https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/PBIS.aspx>



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