

Behavioral Expectation Lesson Plan Activity

Classroom Expectation Lesson Plan (from Simonsen & Myers, 2015)

Lesson Focus

Demonstrating _____ (expectation) in _____ (setting).

Teaching Objective

Following instruction, students will demonstrate _____ (expectation) in _____ (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:

Westside Elementary Lesson Plan Template

Setting <i>Dismissal</i>		
List the SW Expectations. (Circle those that apply to this setting) 1. <i>Respect</i> 2. <i>Care</i> 3. <i>Responsibility</i> 4. <i>Personal Best</i> 5. <i>Safety</i>	Brief description of activity for teaching the expectations in this setting: <i>Discuss the school-wide expectations while presenting student generated posters, icons, and/or photographs.</i>	
Generate Specific Behaviors/Rules for the Setting. SW Expectation #1: <u><i>Respect</i></u> Rationale or Reason: _____		
Behavior <i>Use level 1 voice</i>	Example <i>Everyone is walking to bus line talking with a level 1 voice.</i>	Non Example <i>Everyone is walking to bus line, some students are talking loudly in the hallway.</i>
SW Expectation #2: <u><i>Care</i></u> Rationale or Reason: _____		
Behavior <i>Taking care of belongings</i>	Example <i>Students walking with coat and backpack on.</i>	Non Example <i>Students dragging coat and bookbag.</i>
Behavior <i>Leave school displays untouched.</i>	Example <i>Student walking with hands at side or in pockets.</i>	Non Example <i>Student walking w/hands touching walls and knocking off displays.</i>

Lesson Plan for Westside Elementary (Cont).
Generate Specific Behaviors for the Setting (Cont.)

SW Expectation #3: Responsibility Rationale or Reason: _____

Behavior	Example	Non Example
<i>Keep hands and feet to self</i>	<i>Student walking in line with hands at sides or on backpacks or in pockets.</i>	<i>Students bumping, pushing, kicking.</i>
Behavior <i>Walk directly to designated area when called.</i>	Example <i>Bus number is announced. students walk directly to bus.</i>	Non Example <i>Student asks if bus number 37 was called and then meanders to another bus stop.</i>
Behavior <i>Have coats on at dismissal</i>	Example <i>Students walk with coat on.</i>	Non Example <i>Student walks with coat in bag, dragging coat and then coat tied around waist.</i>

SW Expectation #4: Personal Best Rationale or Reason: _____

Behavior	Example	Non Example
<i>Follow directions given by adults</i>	<i>Students lining up when adults ask.</i>	<i>Student talking, lining up in wrong place.</i>
Behavior <i>Follow hallway procedure</i>	Example <i>Walking on right side, holding rails, hands down</i>	Non Example <i>Walking on left side, running into others, hands on wall, knocking displays off.</i>

SW Expectation #5: Safety Rationale or Reason: _____

Behavior	Example	Non Example
<i>Walk on right side of hallway And staircase</i>	<i>Walking on right side moving over when approached.</i>	
Behavior <i>Stay on sidewalks</i>	Example <i>Walking behind adult on Sidewalk to load bus</i>	Non Example <i>Walking on wall, jumping on and over wall.</i>

5. Student activities for practicing desired behaviors. (Attach any role play cards for students or directions for teachers.)

1. *Arrange to time practice dismissal procedures immediately after the lesson.*

2.

3.

4.

Plan for responding to students as they practice behavior. (Consider feedback and reward systems and model these when students practice desired behaviors.)

- 1) *The class can earn extra minutes for preferred activities on Friday if they exhibit the correct behaviors during dismissal during the week.*
- 2) *Individual students can earn Cat Cash if they are got following the dismissal expectations.*



Classroom Behavior Expectations Matrix

The primary prevention within a positive behavioral interventions and supports (PBIS) framework consists of rules, routines, and physical arrangements that are developed and taught by teachers to prevent initial occurrences of behavior they would like to target for change.

When establishing positive behavioral interventions and supports in the classroom, it is essential that behavior expectations are established and actively taught to students.

Best Practice Indicators

- Matrix is posted and lists positively stated behaviors for classroom settings/activities
- Routines are executed automatically with minimal teacher direction
- Teacher refers to expectations explicitly during instruction
- Students are engaged in expected behaviors
- Teacher can articulate plan for teaching expectations
- Teacher prompts for expected behaviors throughout instruction.

Strategy Name	What it is...
Classroom Behavior Expectations Matrix posted	A prominently displayed visual of the behaviors that students are expected to display in the classroom. Matrix lists 3-5 positively-stated behaviors for the classroom.
Behavior Expectations Taught	Teacher provides direct instruction to teach students the established classroom behavior matrix. This instruction can come in various forms including but not limited to lecture, guided discussion, and role-play as evidenced by teacher lesson plans.
Scaffolding	Teacher provides prompts or cues for expected behaviors throughout instruction if/when students are not meeting established behavior expectations or cannot successfully demonstrate expectations without scaffolding.
Periodic Checks/Booster Sessions	Teacher refers to expectations explicitly during instruction, such as during transitions to/from activities, or reminders during instruction. Booster sessions are also implemented several times throughout the year as reminders of classroom behavior expectations.

EXAMPLE

Shaker Lane School
Classroom Behavior Matrix

Expectation	Starting Class	Teaching Time	Group Work	Independent Work	Ending Class
Kind	<ul style="list-style-type: none"> Arrive and be seated before the bell Use voice level 0-1 Place all personal items in locker. 	<ul style="list-style-type: none"> Look at the speaker Answer questions & requests of teacher Raise hand before speaking 	<ul style="list-style-type: none"> Use kind words to solve problems Help partners when Use voice level 1-2 	<ul style="list-style-type: none"> Focus on your own work Use nice words to ask for help Use Voice level 0 	<ul style="list-style-type: none"> Wait until you're dismissed by teacher Keep area clean before you leave Use voice level 0-1
Cooperative	<ul style="list-style-type: none"> Stay in your personal space Respect personal space and property of others Only have what you need for class 	<ul style="list-style-type: none"> Follow directions first time given Hands, feet and objects to self Keep desk area organized 	<ul style="list-style-type: none"> Do your part of the assignment Respect everyone's feelings Take turns 	<ul style="list-style-type: none"> Keeping working through period. Do your own work Help others when prompted 	<ul style="list-style-type: none"> Help others Help pick up materials for safety Help pick up materials for safety
Build Community	<ul style="list-style-type: none"> Maintain needed supplies Use kind words to others No late homework 	<ul style="list-style-type: none"> Save talking for when teacher gives signal Mind your own business Be a team player 	<ul style="list-style-type: none"> Cheer your classmates when they do well. Use "I messages" to solve problems Work as a team 	<ul style="list-style-type: none"> Check your work before turning in. Follow the signals Model following directions for your peers 	<ul style="list-style-type: none"> Only neat work Fix your mistakes End class with a smile

NONEXAMPLE

Shaker Lane School
Classroom Behavior Matrix

Expectation	Starting Class	Teaching Time	Group Work	Independent Work	Ending Class
Kind	<ul style="list-style-type: none"> Don't be late Be quiet No talking in class 	<ul style="list-style-type: none"> Pay attention Listen 	<ul style="list-style-type: none"> Get along Don't be selfish 	Don't distract others	<ul style="list-style-type: none"> Wait until you're dismissed
Cooperative	<ul style="list-style-type: none"> Stay in your seat Don't lose your materials 	<ul style="list-style-type: none"> Follow directions Don't get off task 	<ul style="list-style-type: none"> Work as a group Don't be bossy 	Don't get off task	<ul style="list-style-type: none"> Help others
Build Community	<ul style="list-style-type: none"> Don't forget your supplies Don't be mean to others No late homework 	<ul style="list-style-type: none"> Don't be rude Mind your own business 	<ul style="list-style-type: none"> Don't be loud No arguing 	<ul style="list-style-type: none"> Don't be loud No late work Only good work accepted 	<ul style="list-style-type: none"> Only neat work Fix your mistakes

Sample matrices and lesson plans can be found at: <http://bit.ly/1JCaY7F> or scan the QR code:



PBIS in the Classroom (Tier 1) Implementation Standards

PBIS in the Classroom (Tier 1) Component	
Structure (T-TESS Dimension 3.1)	Materials and décor are reflective of classroom culture** (3.1)
	Décor is student-centered and does not pose a distraction** (3.1)
	Aisles/common spaces are clear and clutter-free (3.1)
	Desk arrangement is conducive to instructional activity (3.1)
Expectations (T-TESS Dimensions 2.5, 3.1 and 3.2)	Matrix is posted and lists positively-stated behaviors for each setting (3.1 and 3.2)
	Routines are executed automatically with minimal teacher direction (3.1)
	Teacher refers to expectations explicitly during instruction (3.1 and 3.2)
	Students are engaged in expected behaviors (3.1 and 3.2)
	Teacher can articulate plan for teaching expectations (3.1 and 3.2)
	Teacher prompts for expected behaviors throughout instruction (2.5 and 3.2)
Interaction (T-TESS Dimensions 2.3, 2.4, 2.5, 3.2 and 3.3)	Teacher gives students frequent opportunities to respond** (2.3, 2.4, 2.5 and 3.3)
	Students are on-task and engaged (2.5, 3.2 and 3.3)
	Interactions between teacher and students are almost all positive** (2.3, 3.2 and 3.3)
	Teacher body language conveys enthusiasm and awareness** (2.3, 3.2, and 3.3)
Reinforcement (T-TESS Dimensions 3.2 and 3.3)	Teacher uses specific and contingent praise statements** (3.2 and 3.3)
	There is an observable reinforcement system in place (3.2 and 3.3)
Correction (T-TESS Dimension 2.1 and 3.2)	Error corrections are as discreet as possible, use expectation-based language, and offer opportunity for reinforcement (2.1 and 3.2)
	Teacher behavior during error corrections is respectful, calm, and informative** (2.1 and 3.2)
	Teacher uses corrective strategies to address a student's behavior error (2.1 and 3.2)
	Classroom management plan outlines a range of in-classroom corrective actions for teacher-managed behaviors (2.1 and 3.2)

** = practices that enhance classroom culture and embrace student-teacher relationship building.