

Establishing and Teaching Positive Behavioral Expectations

SW-Positive Behavioral Expectations reflect the values of the community and the schools they represent. Use of your *Behavioral Statement of Purpose* will guide in the development of your school-wide expectations. Creating positive expectations not only creates a common language across the community, it also “institutionalizes” the behaviors students and adults need to be successful in the world.

Discipline is critical in establishing safe and positive schools in an environment conducive to learning. A teaching approach to discipline has enduring results because new behaviors are taught and learned. Teaching acceptable social behaviors requires that behavior is functional, predictable and changeable. (Crone, & Horner, 2003)



Glasgow Middle School's *Panther Principles*

	Kindness	Commitment	Safety
What it means	<ul style="list-style-type: none"> Consider your impact on others Use compassionate language Be helpful Treat others how you would like to be treated 	<ul style="list-style-type: none"> Show up on time Try, even when it is difficult Do your best Be present and engaged 	<ul style="list-style-type: none"> Follow the dress code Keep your hands to yourself Know & follow procedures See something, say something
In our CLASSES we . . .	<ul style="list-style-type: none"> Know & use each others' names Actively listen when others speak Care for and protect our materials Support others when they need help 	<ul style="list-style-type: none"> Advocate for ourselves Bring all materials Do what we say we will do Take advantage of learning opportunities and resources Make learning our focus 	<ul style="list-style-type: none"> Sit properly in chairs Listen to and follow directions Keep items in a safe and appropriate area
In the HALL we . . .	<ul style="list-style-type: none"> Acknowledge when others are speaking to us Help others who are lost or have dropped something Care for and protect our environment 	<ul style="list-style-type: none"> Take care of our needs quickly (water, locker, bathroom) and then get to class Help others live up to their commitments Walk with a purpose Make healthy choices 	<ul style="list-style-type: none"> Use our own locker and keep it private Walk on the right Are aware of our surroundings Are where we are expected to be Stay quiet enough to hear instructions Take turns and wait in line Clean up spills and trash on the floor quickly
In the CAFÉ we . . .	<ul style="list-style-type: none"> Clean up after ourselves and others in all areas of the Café Speak kindly to those around us Are welcoming 	<ul style="list-style-type: none"> Finish eating and cleaning in time to get to class Separate trash and recyclables 	

SWPBIS Tiered Fidelity Inventory

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *School-wide PBIS Tiered Fidelity Inventory*. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

1.3 Behavioral Expectations:

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.

- Δ *Has the team identified five or fewer behavioral expectations?*
- Δ *Do they include examples by location / setting?*
- Δ *Are they posted publicly throughout the school?*

Having school-wide, positive expectations is among the best ways to establish a positive social culture.

1.4 Teaching Expectations:

Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

- Δ *Are regularly scheduled times identified for teaching expectations at least once per school year?*
- Δ *Is there a documented teaching schedule?*
- Δ *Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)?*

Behavioral expectations need to be taught to all students in order to be effective.