



TEACHING SCHOOL-WIDE BEHAVIOR EXPECTATIONS

Starting The Year Off Right

During the first week of school, staff should spend some time focusing on teaching the school-wide behavioral expectations, and should begin to develop routines for all students across all settings in the school. To truly start the year off right we will need participation and support from the entire staff. In addition, the PBIS team will be providing staff support with one-on-one coaching sessions at request so that if you need any help in accomplishing these goals, we will provide you with the support you need.

Why teach the Expectations, and Routines during the first week of school?

One of the major reasons to teach behavioral expectations and routines across settings is that so all students experience consistency in what is expected of them. By doing this the first week of school, the tone is set for the year and many of the behavioral issues that arise later can be prevented. In particular, when dealing with students who struggle meeting behavioral expectations, concrete, consistent, effectively taught expectations can often prevent many behavioral challenges before they come to a crisis point.

Another major reason to teach behavioral expectations and routines is to demonstrate that staff members agree on what is expected. Surprisingly often, staff members have different expectations about what behavior is acceptable in different settings, which can confuse the students. Consistency across staff in enforcing the School-Wide Behavioral Expectations will improve consistency of experience therefore, behavior.

Finally, we cannot assume that students will behave appropriately if we have not taught them what appropriate behavior is. As a part of our evaluation process, the PBIS Team needs to have evidence that teachers have taught behavioral expectations either in the form of lesson plans, or documented class activities.