



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

> Setting Positive Behavior Norms and Expectations

Presenters:

Christine Downs
Michelle Pratt



EDC.ORG

MayInstitute
Shaping Futures. Changing Lives.

dese
MASSACHUSETTS
Department of Elementary
and Secondary Education

Expectations for this webinar:

- Self-monitor
 - Are you participating?
 - Engaged as a learner?
- Stretch, break, stand as needed
- If you have questions or comments:
 - Raise hand

Self



- Listen while others are speaking
- Work as a team:
 - Room for every voice
 - Reinforce participation

Others



- Have your computer charged and ready to go
- Keep necessary materials at hand
 - action plan
 - relevant docs
 - water/snacks
- Minimize distractions as much as possible

Environment



Agenda

Introductions

Overview of Expectations

Why? - The power of positivity

What is your purpose?

How to develop 3 - 5 Positive Norms/Expectations

Defining expectations:

- **School-wide**
- **Classroom**
- **Personal/Home**

Teaching positive behaviors

Acknowledgments

Evaluating our efforts

Connector...

Think of a time you entered a new environment for the first time

How did you feel?

Was it welcoming?

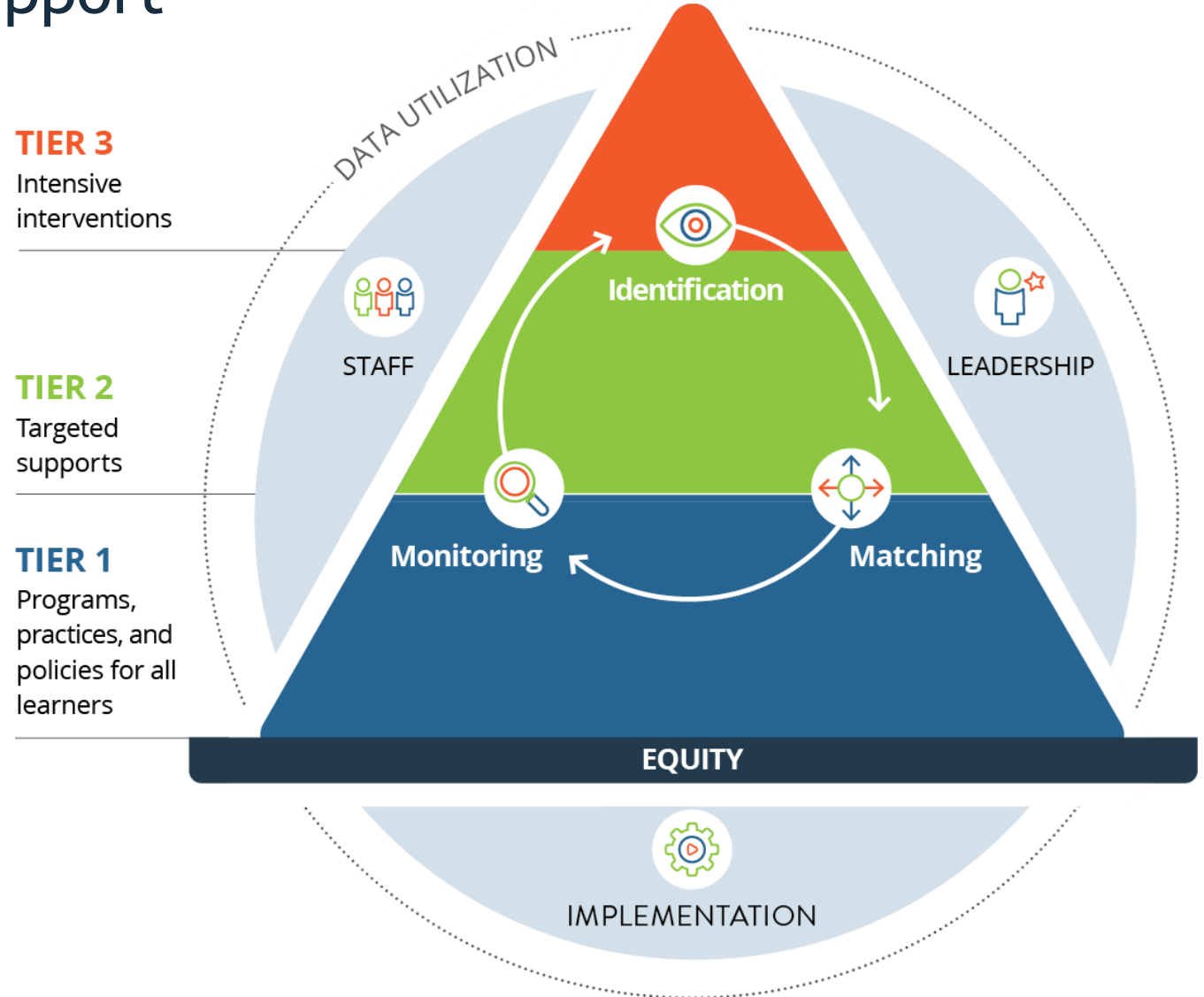
Did you know what to do?

Did you want to go back?



Multi-tiered Systems of Support

Tier 1:
establishing norms
that are clear,
consistent and
culturally relevant for
ALL is part of a Tier
1 approach



Use Tier 1 Strategies to create a supportive environment

Successful individual student behavior support is linked to host environments or school climates that are effective, efficient, relevant, & durable.

(Zins & Ponti, 1990)

Why? Positivity is powerful!

 Increases social climate

 Decreases negative behavior

 Builds a sense of belonging

 Enhances learning

 Improved staff morale

Process for establishing positive norms and expectations

- 01 Establish a statement of purpose
- 02 Establish a team
- 03 Establish norms
- 04 Define and Teach Prosocial Behavior
- 05 Acknowledgements
- 06 Evaluate

Establish a Team



TEAM COMPOSITION



**System Coordinators
(Coaches)**



Administrator



**Grade/Department
Representatives**



Specialists

Special Educator, Counselor, School
Psychologist, Social Worker, etc.



Support Staff



Parent/Family Members

Represented by non-staff members



Community Members





Students

Establish a Statement of Purpose




What is your WHY?

 Establish a common statement of purpose

 Clear and concise

 Authentic

 Timeless

 Co-create

Purpose statement identifies WHY you need positive norms at your school

Ensure all students develop the social-emotional-behavioral (SEB) skills needed to be effective learners through the implementation of evidence-based interventions and use of data to inform decisions.

- Positively stated
- 2 to 3 sentences in length
- Supportive of academic achievement and social-emotional-behavioral (SEB) health
- Comprehensive in scope (relevant to all students, staff & settings)



Example:

Our classroom (School)
will be a **positive, considerate**
learning environment
that fosters **academic excellence**
and **respect for others.**
All students will strive to do their best,
both academically and behaviorally,
to promote the success of everyone
in the classroom. (Building)

Discussion Prompt

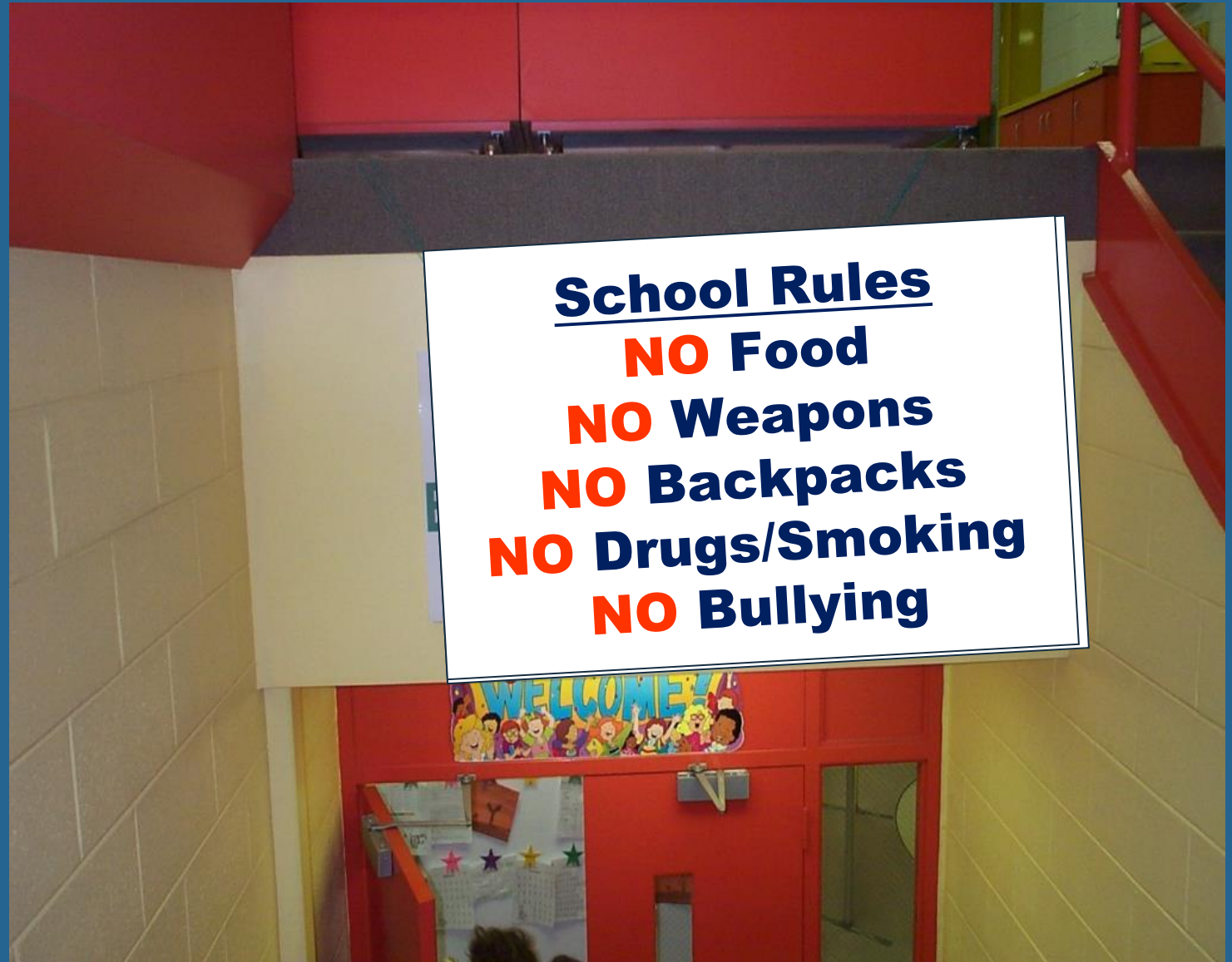
- Do you have a team to do this work?
- Does the team have a statement of purpose?



Establish 3 - 5 Positively Stated
Norms/Expectations



REDESIGN
LEARNING &
TEACHING
ENVIRONMENTS



GUIDELINES FOR EXPECTATIONS

- Linked to social culture of school
- Appropriate cultural and contextual fit
- Considerate of social skills that already exist
- 3-5 in number
- 1-3 words per expectation
- Positively Stated
- Supportive of academic achievement
- Comprehensive in scope
- Mutually exclusive (minimal overlap)

Examples: 3-5 Positively Stated Expectations

STHS Expectations 

Students at Springwater CARE

| | |
|----------|---|
| C | Community <ul style="list-style-type: none">○ Influence others to do the right thing○ Build relationships and help others |
| A | Accountability <ul style="list-style-type: none">○ Attend class everyday and on-time○ Be prepared and meet deadlines○ Follow the rules |
| R | Respect <ul style="list-style-type: none">○ Respect yourself and others○ Take care of public spaces and equipment |
| E | Excellence <ul style="list-style-type: none">○ Challenge yourself to do your best○ Be involved, engaged and have a positive attitude |

Attract what you expect, reflect what you desire, become what you respect, mirror what you admire.

School-Wide Expectations

George F. Butler High School

Be punctual
Act appropriately
Respect self & others
Keep it clean 

Fairfield  
Schoolwide 
Rules 

Be Safe
Be Respectful
Be Responsible

Sea Seguro
Sea Respetuoso
Sea Responsable



Assess existing expectations based on fit with values and needs of staff, students, & families

Gather student input

Rules Gallery Walk. This activity is particularly helpful for middle and high schools. It engages students in both gathering and examining rules around the school.

1. Ask students to walk around the school and document (e.g., photograph) any posted “rules” they can find around the school.
2. Once collected, post the rules on the walls around a large common area (e.g., gymnasium) with a set of questions below each set of rules on flipchart paper. Examples include:
 - a. Is the rule positively stated?
 - b. What is the purpose of the rule?
 - c. What is the underlying value that this rule promotes?
 - d. Is this rule necessary?
 - e. Does this rule fit within any of our school-wide expectations (if they exist)?
3. Use the results to revise expectations and rules

Discussion Prompt

- Does your school have Norms/Expectations?
- Are they frequently used with students?


















Define and Teach



Define

| Teaching Matrix | | SETTING | | | | | | |
|-----------------|-------------------|--|---|---|--|---|--|--|
| | | All Settings | Hallways | Playgrounds | Cafeteria | Library/ Computer Lab | Assembly | Bus |
| EXPECTATIONS | Respect Ourselves | Be on task. Give your best effort. Be prepared. | Walk. | Have a plan. | Eat all your 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. |

Behavioral Expectations

| <i>McAvinnue Lions</i> | Be Respectful | Be Responsible | Be Safe |
|---|---|---|---------|
| Hallway  <ul style="list-style-type: none"> Voices turned off Silent hellos Honor bubble space |  <ul style="list-style-type: none"> Go directly to your destination Stay in your line, one behind the other, eyes forward |  <ul style="list-style-type: none"> Walk Maintain body control | |
| Stairway  <ul style="list-style-type: none"> Stay to the right Honor bubble space Voices turned off |  <ul style="list-style-type: none"> Keep control of your belongings Stay in your line, one behind the other, eyes forward |  <ul style="list-style-type: none"> Take one step at a time One hand on the railing Maintain body control | |
| Recess  <ul style="list-style-type: none"> Share the equipment Follow the rules of the game Take turns |  <ul style="list-style-type: none"> Put the equipment away Include others |  <ul style="list-style-type: none"> Use the equipment properly Walk to the line when called | |
| Cafeteria  <ul style="list-style-type: none"> Use a restaurant voice Honor bubble space Include others |  <ul style="list-style-type: none"> Raise your hand if you need something Clean your area and put your trash in the barrel Use table manners |  <ul style="list-style-type: none"> Eat your own food Walk | |
| Bathroom  <ul style="list-style-type: none"> Flush Honor privacy Keep objects in the classroom |  <ul style="list-style-type: none"> Put paper towels in the trash can and toilet paper in the toilet Take care of business (TCB) and leave |  <ul style="list-style-type: none"> Wash your hands Keep the water and the soap in the sink | |
| Bus  <ul style="list-style-type: none"> Keep the bus clean Use kind words Honor bubble space |  <ul style="list-style-type: none"> Leave toys and electronic devices at home Follow adult directions Keep your belongings in your backpack |  <ul style="list-style-type: none"> Sit and stay in your spot Maintain body control Use a quiet voice | |





WALLKILL SENIOR HIGH SCHOOL EXPECTATIONS AND SETTINGS MATRIX



SETTING











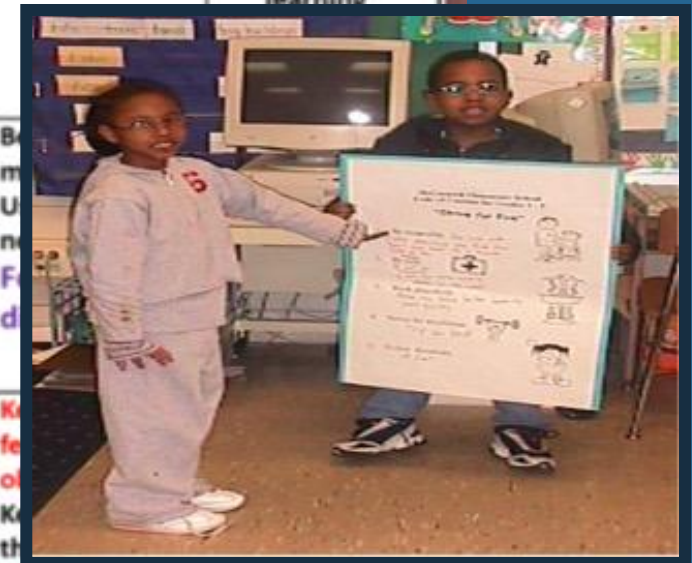
EXPECTATIONS

| | ARRIVAL | HALLWAY | CLASSROOM | LUNCHROOM | BATHROOM | DISMISSAL |
|---------------------------------|--|--|--|---|---|--|
| R Respectful | <ul style="list-style-type: none"> ❖ Wait in line to enter school ❖ Use appropriate language ❖ Respect school and personal property | <ul style="list-style-type: none"> ❖ Use appropriate language ❖ Let others pass and say excuse me ❖ Be aware of classes in progress ❖ Follow school dress code | <ul style="list-style-type: none"> ❖ Recognize other people's right to learn ❖ Respect opinions of others ❖ Comply with teacher requests ❖ Use appropriate language and tone | <ul style="list-style-type: none"> ❖ Use manners ❖ Be polite and patient ❖ Keep area graffiti free | <ul style="list-style-type: none"> ❖ Respect each other's privacy ❖ Keep area graffiti free | <ul style="list-style-type: none"> ❖ Use appropriate language ❖ Respect school and personal property |
| O Organization | <ul style="list-style-type: none"> ❖ Have I.D. out and ready ❖ Maintain and respect personal space | <ul style="list-style-type: none"> ❖ Keep lockers clean, orderly, and locked ❖ Get required materials for classes | <ul style="list-style-type: none"> ❖ Bring proper materials ❖ Return class materials to designated areas | <ul style="list-style-type: none"> ❖ Keep an orderly eating area ❖ Maintain Personal space | <ul style="list-style-type: none"> ❖ Wait your turn ❖ Have a pass | <ul style="list-style-type: none"> ❖ Take home proper materials |
| A Achieve | <ul style="list-style-type: none"> ❖ Arrive to school on time ❖ Positive interactions with peers and adults | <ul style="list-style-type: none"> ❖ Keep direct route to destinations ❖ Use time wisely ❖ Positive interactions with peers and adults ❖ Greet and Smile | <ul style="list-style-type: none"> ❖ Bring and use planner daily ❖ Listen and follow directions ❖ Participate ❖ Set and work towards academic goals | <ul style="list-style-type: none"> ❖ Make healthy and nutritious choices ❖ Use time wisely ❖ Make new friends | <ul style="list-style-type: none"> ❖ Return to class in a timely manner ❖ Use closest restroom | <ul style="list-style-type: none"> ❖ Arrive on time and safely to transportation ❖ Exit building appropriately and timely |
| R Responsible | <ul style="list-style-type: none"> ❖ Get to homeroom in a timely manner ❖ Listen to morning announcements ❖ Follow dress code | <ul style="list-style-type: none"> ❖ Contribute to clean environment ❖ Be on time (assigned area when bell rings) ❖ Carry and show hall pass | <ul style="list-style-type: none"> ❖ Be on time and prepared ❖ Be accountable for your own actions ❖ Keep electronics off and away | <ul style="list-style-type: none"> ❖ Clean and clear up your eating area ❖ Recycle ❖ Fulfill financial obligations | <ul style="list-style-type: none"> ❖ Practice Proper Bathroom etiquette ❖ Wash hands ❖ Throw away trash | <ul style="list-style-type: none"> ❖ Resolve conflicts maturely ❖ Listen to afternoon announcements ❖ Wait for "students" are released" |
| S Safety | <ul style="list-style-type: none"> ❖ Remain in designated areas ❖ Enter in an orderly manner | <ul style="list-style-type: none"> ❖ Walk ❖ Keep to the right ❖ Refrain from horse play ❖ Be aware of traffic flow | <ul style="list-style-type: none"> ❖ Follow safety procedures ❖ Maintain personal space | <ul style="list-style-type: none"> ❖ Enter and exit in an orderly manner ❖ Maintain personal space | <ul style="list-style-type: none"> ❖ Refrain from horseplay ❖ Report unsanitary /hazardous conditions to an adult | <ul style="list-style-type: none"> ❖ Exit in an orderly manner |



Defining Class-Wide Norms and Routines

| Lincoln Lakers are... | ALL Classrooms | EXPECTATIONS | Classroom Procedures/Routines | | | | |
|--|---|--|---|---|---|---|---|
| | | | Class-Wide | Arrival | Cooperative Learning Groups | Independent Seat Work | Whole Group |
|  |  | | Attention Signal: Hollah Back! When I say, "Hollah", you say "Back" | | | | |
| Respectful  | • Respect classroom | Be Respectful  | <ul style="list-style-type: none"> Use kind words & actions Use appropriate voice level | <ul style="list-style-type: none"> Enter/exit classroom prepared Use inside voice | <ul style="list-style-type: none"> Listen to others Accept differences Encourage Others Wait your turn to speak | <ul style="list-style-type: none"> Use quiet voice Keep your materials in your work area. | <ul style="list-style-type: none"> Eyes/ears on speaker Raise hand to speak Contribute to learning |
| Responsible  | • Always to on time | Be Responsible  | <ul style="list-style-type: none"> Follow adult directions Take care of materials/equipment | <ul style="list-style-type: none"> Place materials in correct area Begin warm-up promptly | <ul style="list-style-type: none"> Use Time Wisely Contribute Complete your part | <ul style="list-style-type: none"> Be m U ne F d | |
| Safe  | • Use equipment to leave | Be Safe  | <ul style="list-style-type: none"> Keep hands, feet & objects to self Use all equipment & materials appropriately | <ul style="list-style-type: none"> Walk | <ul style="list-style-type: none"> Use Materials Carefully Stay in your designated area | <ul style="list-style-type: none"> Keep track of you materials | materials not in use in desk |



Sample: Classroom Behavioral Expectations Matrix

| Voice: 0=Whisper 1=Quiet talking/whisper 2=Normal talking 3=Outside voice | Expectation #1 Be Responsible | Expectation #2 Be Respectful | Expectation #3 Be Safe | Expectation #4 Be a Learner |
|--|--|---|---|---|
| Entering Class | *Be in the room before the bell rings *Have all supplies with you before coming to class | *Go directly to seat so others may enter. *Voice level 0-1 | * Walk * Sit in your assigned seat | *Read and work on GET STARTED assignment listed on chalk board. |
| Handing in assignments/Home work | * Be sure you have your name and heading on all work to be handed in * Place work into IN Box | * Wait until the beginning or end of class to turn in work * Voice level 0-1 | * Keep the floor clear of books and other objects | * If you have difficulty with an assignment, ask for help by raising your hand and waiting *Leave a note on your homework if you had trouble and we did not speak in class |
| Working in Groups | *Bring all books and supplies with you before you move into groups *Give your input into the group activity | *Move to your group quietly and quickly *Voice level of 0-2 | *Walk to your group table. | *Listen to gain information *Keep on task with the group assignment |
| Exiting Class | * Clean up your area before leaving *Return any borrowed supplies to proper area | * Exit with a voice level of 0-1 | *Walk out of class | *Be sure to write the homework assignment in your planner before leaving |

Develop Predictable Routines

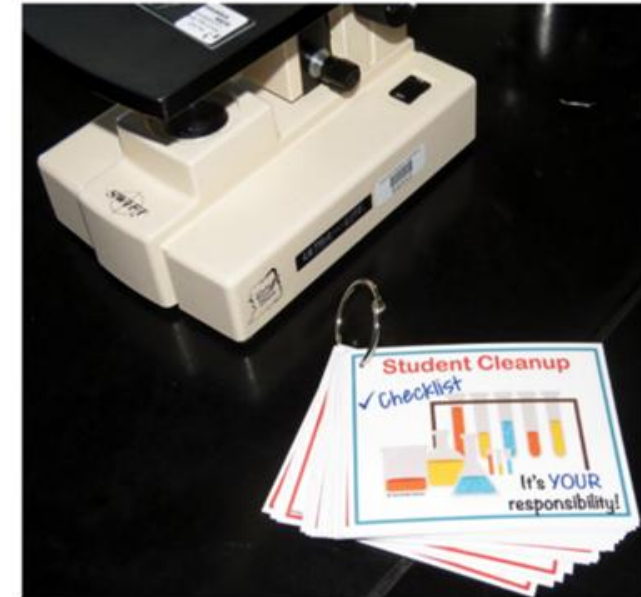
Establish a predictable schedule and clear procedures for each activity and transition

For each routine/procedure:

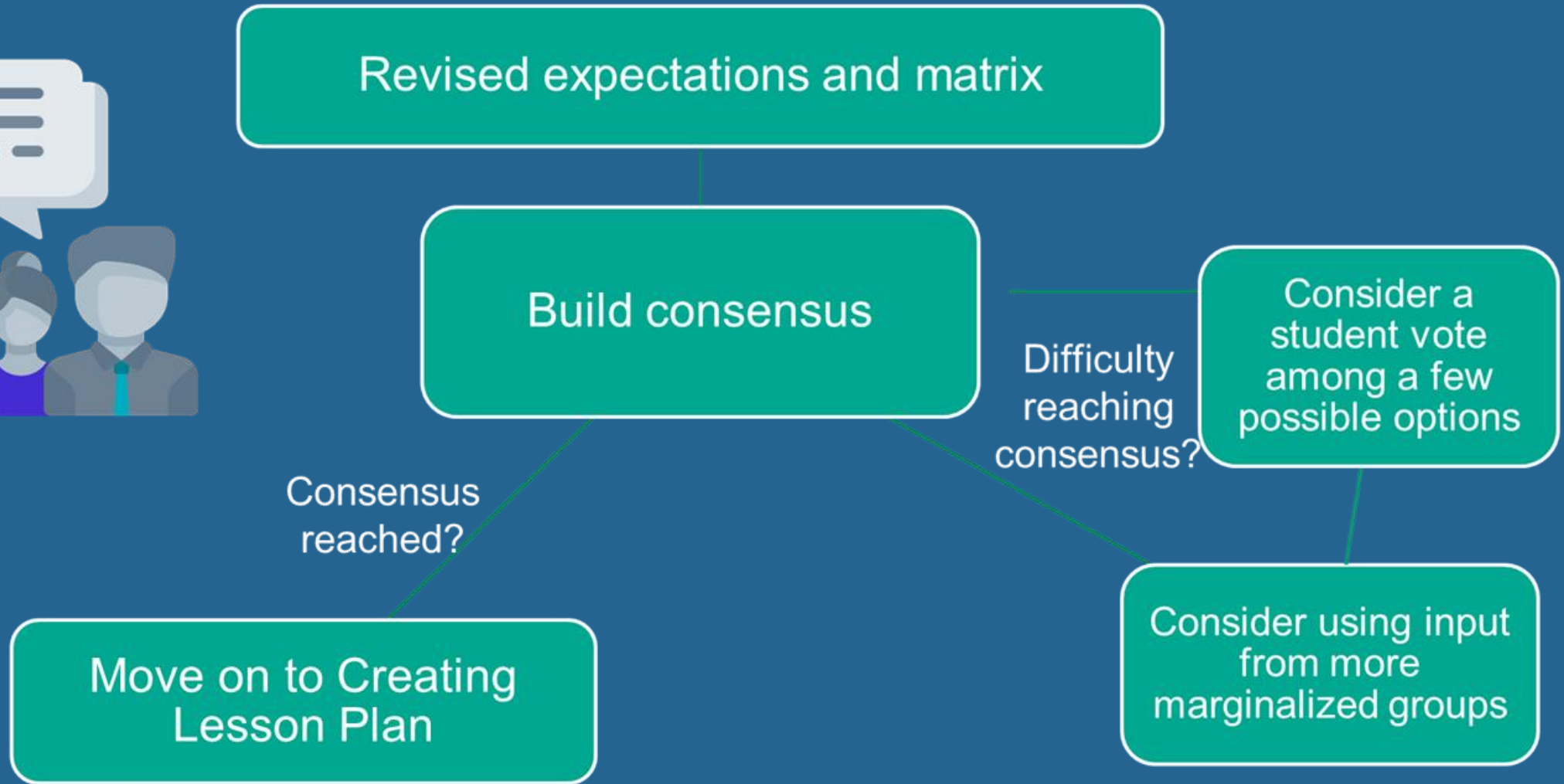
- Post steps to promote independence
- Teach explicitly
- Practice regularly and reteach frequently
- Provide specific feedback on student use

Arriving to the Classroom

1. Enter the Classroom quietly
2. Take a seat at your desk
3. Get out your homework
4. Grab Classroom materials
5. Check the board for the warmup
6. Complete the warmup
7. Explain the agenda for the day
8. Review and correct warmup



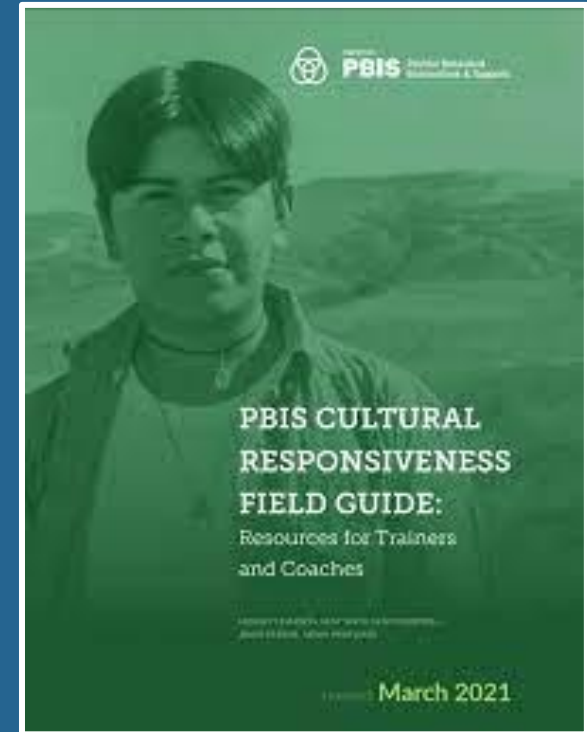
Agree on revised expectations and matrix



Determine if the expectations and matrix fit your school community!

Collecting stakeholder input to guide our work helps with...

- Staff buy-in
- Ensuring our supports reflect each member of our school community (students, parents, community members).
- Ensuring different perspectives and cultural values are considered.

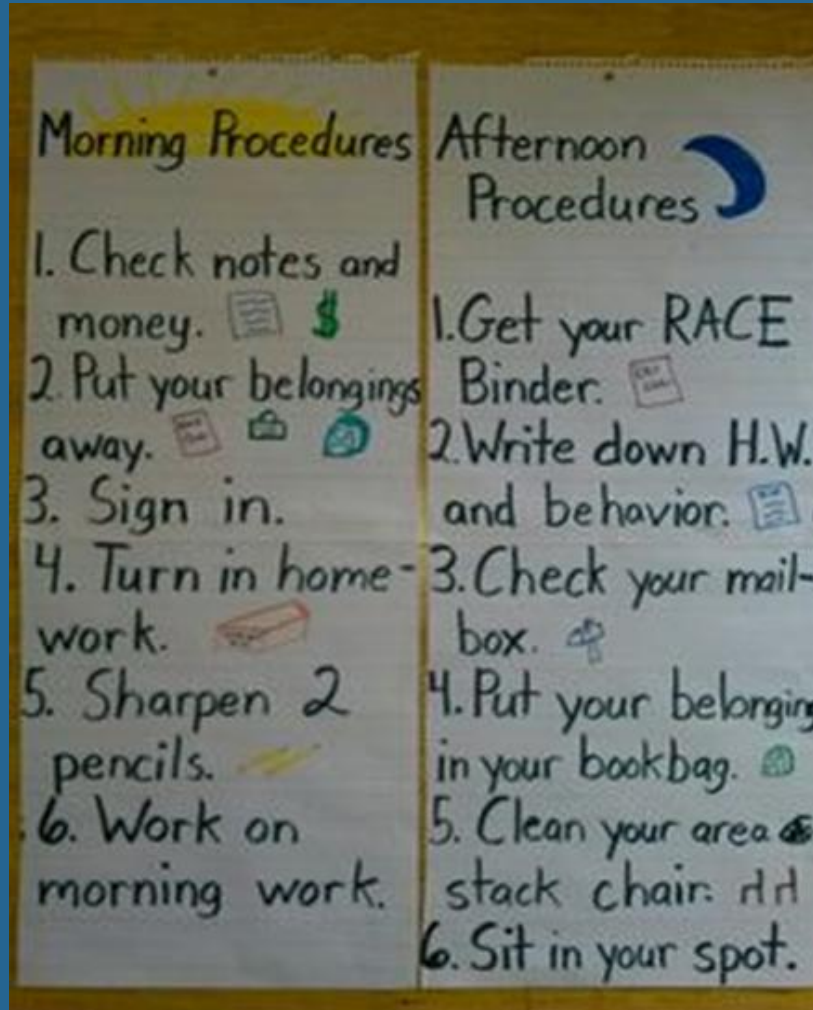


Discussion Prompt

- Have you defined your Norms/Expectations?
- Have you gotten staff/student/family input?



Remember Signage



Use Visuals for Nonreaders or Language Learners



take care of the learning environment



bring all materials to class



use materials for the intended purpose

Classroom



be ready for learning



display on task behavior



listen to others when they are talking



complete all assignments on time



Be Safe

Keep floors clean

Eat your own food

Keep hands, feet & objects to yourself

We are a PBIS School

Consider a Home Matrix



Consider sharing a sample blank matrix with families so they can develop their own matrix aligned with school expectations for consistency



“The Tweak”

Using the school norms ask parents to create a matrix for challenging routines at home:

- Morning Routine
- Meal Times
- Homework
- Nighttime Routine

Your team and staff have identified school-wide expectations and developed a matrix...

STHS Expectations
Students at Springwater CARE




| | |
|----------|-----------------------|
| C | Community |
| A | Accountability |
| R | Respect |
| E | Excellence |

- Community**
 - Influence others to do the right thing
 - Build relationships and help others
- Accountability**
 - Attend class regularly and on time
 - Be prepared and meet deadlines
 - Follow the rules
- Respect**
 - Respect yourself and others
 - Take care of public spaces and equipment
- Excellence**
 - Challenge yourself to do your best
 - Be curious, engaged and have a positive attitude



**North Brunswick High School
 PBIS Matrix
 "STING"**



| | Cafeteria | Movement | Classroom | Restroom | Bus | Assemblies |
|-------------|--|--|---|--|---|---|
| Scholarly | Follow directions and procedures | Follow directions and procedures without reminders. Silent lining activities | Use your best effort and make good choices. Ask questions during class time only in an appropriate way. | Make use of your instructions. Use responses during class time only in an appropriate way. | Comply with all bus rules and procedures. | Be a positive leader. Help others and care for the presenter. |
| Timely | Walk directly to the cafeteria. Wait your turn. | Walk directly to appropriate destinations. Arrive to class on time. | Arrive on time. Comply with instructions quickly and efficiently. | Move out for a rest of class. Use between classes when possible. | Be on the bus and seated in time in order. | Proceed directly to your destination. Find your seat quickly and quietly. |
| Inspiring | Have positive conversations. Use appropriate language. | Hold doors for classmates. Exhibit good manners. Use appropriate language. If someone offers to buy or sell... | Attend your events with your academic needs. Be a good role model. | Use restroom between class periods. Minimize the loss of instructional time. | Be on the bus and seated in time in order of the day. | Proceed directly to your seat quickly and quietly. |
| Maintaining | Show respectful manners. Please and thank you and your friend. | Keep all trash in a bin at trash and litter. Pick up trash even if it is not yours. | Minimize loss of your belongings. Value school and personal property. | Wash hands. Wash hands. Respect the privacy of others. | Report harassment or inappropriate behavior. | Follow directions and appearance. |
| Grateful | Keep the cafeteria area clean. | Travel on the right side of the bus. Walkways and exit routes. | Have your front seat in a speaking. Have your materials by date. | Keep the bus clean. Report suspicious activity and/or vandalism. | Keep the bus clean. | Apply responsibility to show appreciation. Display good sportsmanship at all times. |



33%

Developing a System for Teaching Appropriate Behavior

- ✦ Once you have developed school/class-wide expectations, it is not enough to just post the words on the walls...
- ✦ **YOU MUST TEACH (and RETEACH) THEM!**
- ✦ Effective teachers spend **33%** of their time the first days/weeks of each school year teaching expectations & reviewing expectations throughout the year. (Cotton, 1995)

Create Lesson Plans

Lesson Plan Focus: Restroom

| Respect Ourselves | Respect Others | Respect Our Environment |
|-----------------------------|-------------------------------|--|
| Flush toilet | Give others space and privacy | Put paper towels in the trash can |
| Wash and dry my hands | Take turns | Turn off faucet |
| Return to class immediately | Clean up after myself | Flush the toilet |
| | | Report any issues to a teacher immediately |

| Learning Plan | Time |
|---|---------------|
| A. Introduce School Rules/Expectations 1. Review the Expectations Chart: Read and discuss. 2. Ask students to explain what they think these expectations look like and sound like (make a chart to document student thoughts and post next to classroom rules). 3. Show students a quick video of expected student behaviors for the restroom. | 10-15 minutes |
| B. Demonstrate examples of not following expectations. 1. Respecting Ourselves/Others – Showing privacy (i.e., looking under the stall, not washing their hands before leaving the bathroom). Talk with students about how else a person might not be following the Respectful expectation in the restroom. 2. Respecting Environment - Show example of not cleaning up the space (throw paper towel on the floor, smear soap on the mirror) etc. Talk with students about how else a person might not be following the Responsible expectation in the restroom. | 5 minutes |
| C. Choose a couple of students to “show” examples of following the expectations. 1. Respecting Ourselves (flush toilet, wash/dry hands, return to class) 2. Respecting Others (give others space/privacy) 3. Respecting Environment (throw paper towels in trash) | 5 minutes |
| D. Practice 1. Have students practice lining up at the door (show them where you want the line to start and practice students line order). 2. Escort students to the boys and girls bathroom and have them line up outside of the restroom and allow students to go in the bathroom 3-4 at a time | 10 Minutes |

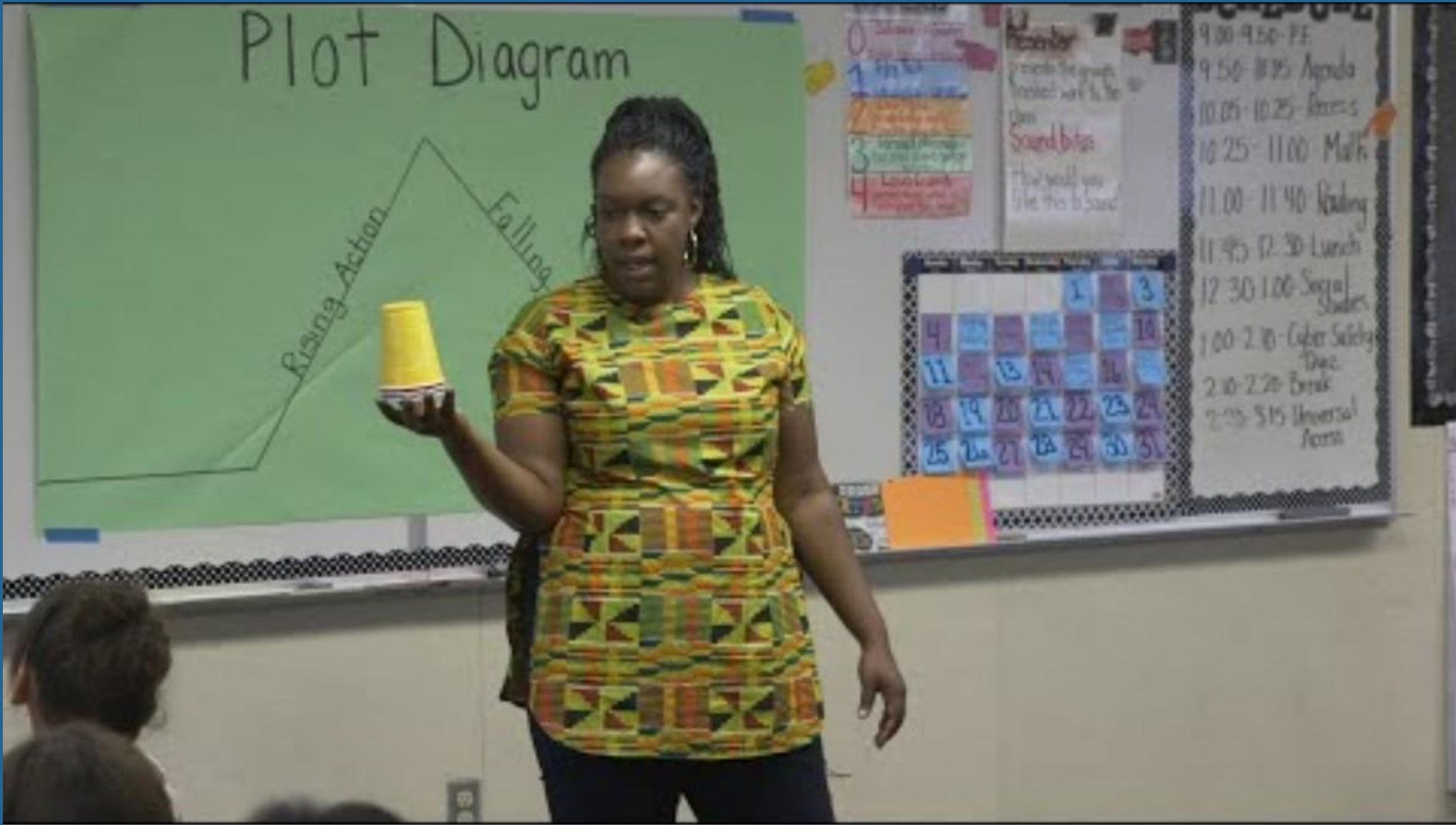
Hallway Lesson Plan



| | | |
|---|---|---|
| SETTING: Hallways | | |
| PROCEDURES: | | |
| <ul style="list-style-type: none"> Walk in a single line on the right side of the hallway. Yield for others who are trying to get through hallways. Walk quietly and facing forward. | | |
| EXPECTATIONS: | | |
| Take care of yourself. | Take care of others. | Take care of the environment. |
| <ul style="list-style-type: none"> Walk quietly. Look ahead. Listen to directions. | <ul style="list-style-type: none"> Hands, feet, and objects to self. Be polite. Yield to others. | <ul style="list-style-type: none"> Respect property. Everything on the wall, stays on the wall. |
| TEACHING EXAMPLES: | | |
| POSITIVE EXAMPLES: | | NEGATIVE EXAMPLES: |
| 1. Walk by a friend and give a friendly, verbal greeting. 2. Walk through the hallways and keep your hands to yourself (not touching walls, bulletin boards, or others). 3. Walk in a single line and stay on the right side of the hallway. | | 1. You are walking in the <u>hallway</u> and someone accidentally bumps into you. You push them. 2. You want to get to music class first. So, you leave your spot in line and “cut” a friend when the teacher is not looking. 3. You slide down the railing of the stairs making a loud noise at the bottom when landing and bump into another student. |
| STUDENT ACTIVITIES: | | |
| 1. Overview of lesson: <ul style="list-style-type: none"> “Today we are going to talk about how we ‘take care of ourselves, others, and the environment’ in the hallways.” “Could someone tell us what we are going to learn and practice today?” “Why is it important for students to walk quietly and safely in the hall?” | | |

Expectations and behavioral skills are taught and recognized IN CONTEXT





Social Skill Lesson Plan Template

Skill Name

Getting Help: how to ask for assistance for difficulty tasks

Teaching Examples

1. When you're working on a math problem that you can't figure out, *raise your hand and wait until the teacher can help you.*
2. You and a friend are working together on a science experiment, but you are missing a piece of lab equipment, *ask the teacher for the missing equipment.*
3. You are reading a story but you don't know the meaning of most of the words, *ask the teacher to read and explain the word.*

Kid Activity

1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.
2. Ask students to indicate or show how they could *get help*.
3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses.

After the Lesson (During the Day)

1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could *get help* if they have difficulty (precorrection).
2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they *need help* (reminder).
3. Whenever a student *gets help* the correct way, provide specific praise to the student.

Prompting Routines



TeachingMinute: Expectations and Pre Corrects



High School Tier I PBIS- Teachers' Role

Guidelines for Teaching Expectations

| | |
|----------|---|
| Include | Include main school settings/contexts/routines i.e. Arrival, Hallways, Cafeteria, Dismissal |
| Consider | Adapt or use lessons that already exist |
| Specify | List 2-3 observable, positive, examples for each expectation within each setting |
| Teach | Teach social behavior just like academic skills |
| Practice | Provide opportunities for students to practice new expectations |
| Prompt | Provide prompts, precorrections, & feedback in natural context |
| Schedule | Schedule time for introducing teaching plan to staff & getting feedback on lessons |
| Schedule | Schedule time for obtaining feedback from students, families, & community members |
| Plan | Schedule initial instruction in natural context |
| Review | Evaluate the feedback, reteach, practice, & follow-up as needed |

Discussion Prompt

- Have you actively taught Norms/Expectations?



Acknowledge



How many ways do we receive reinforcement in our everyday lives?



List and share





15% OF MSRP CASH BACK
ON SELECT 2015 CHEVY CRUZE, EQUINOX, TRAVERSE, IMPALA & MALIBU MODELS!

*Excludes Cruze and Equinox L models. On select 2015 models with MSRP of \$17,114 and above. See dealer for details. Offer valid through 6/30/15.



2014 - 2015 School Year

| Step | Bachelor's degree Lane 1 | Master's degree Lane 2 | Master's + 15 credit hours Lane 3 |
|------|--------------------------|------------------------|-----------------------------------|
| 1 | \$50,653 | \$54,161 | \$55,916 |
| 2 | \$51,588 | \$55,096 | \$56,850 |
| 3 | \$52,728 | \$56,236 | \$57,990 |
| 4 | \$53,984 | \$57,493 | \$59,247 |



BlueCross BlueShield Federal Employee Program

Benefit Plans | Wellness Resources & Tools | Using My Benefits

INCENTIVES FOR 2014
EARN REWARDS WITH WFI | NESS

Benefits of Acknowledgements

+ Creates positive interactions between students and teachers and amongst staff

+ Let's students know what they are doing "right" so they're more likely to do it again

+ Clarifies school expectations for appropriate behavior

+ Reduces the need for engaging in time-consuming disciplinary measures

As teacher praise rates increase, student outcomes improve!

Teacher praise rates

Student engagement and on-task behavior

Disruptive behavior from students

Provide more acknowledgement than corrections.

Strive for 5+ \geq 1-

Develop a continuum of acknowledgments to strengthen demonstration of expectations



Consider individual, group, immediate, long-term and intermittent schedules

- **Student-Student**– Create opportunities for students to give each other ‘shout-outs’ for social, emotional, behavioral & academic success and effort.
- **School-Student** – Attendance, grades, behavior, state assessment, improvement, etc. (i.e. Attendance Campaign)



60-Second Strategy: Shout-Outs

Evaluate 

How will you know if you're making a difference?



What data tool will give you the best assessment?

- Office Referrals
- Climate Survey
- Out of Class Time (to office/buddy class)
- Informal Surveys/Counselor Feedback



How will everyone else know if you're making a difference?



Share data!



Celebrate!

What questions or thoughts do you have?





SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

➤ Thank You





SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY



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➤ Webinar Evaluation

