

# SECTION 5

## TEACHING EXPECTED BEHAVIOUR



## Section 5: Teaching Expected Behaviour



If a child doesn't know how to read,  
we teach.  
If a child doesn't know how to swim,  
we teach.  
If a child doesn't know how to  
multiply, we teach.  
If a child doesn't know how to drive,  
we teach.  
If a child doesn't know how to behave,  
we ... teach? ... punish?  
Why can't we finish the last sentence  
as automatically as we do the others?

Herner, 1998, page 2

Once your school community has agreed on school-wide expectations for behaviour, it's not enough to just post them on the school walls. **They must be taught!**

Your expectations matrix is based on the specific needs of your school and forms the basis for your school's behaviour curriculum. The next step is to teach the expected behaviours to all students.

This is critical because:

- to learn better ways of behaving, students must be directly taught replacement behaviours (that is, missing social skills and appropriate ways of responding)
- to retain new behaviours, students must be given specific, positive feedback and opportunities to practise in a variety of school settings
- if we think of behavioural problems as learning errors or social skills problems, the importance of teaching behaviours as an important set of life skills becomes apparent.

We also teach behaviours because we know that academic and social competence are closely connected. Successful students and adults have both, and where one is lacking, often the other is also.

Low achievement and problem behaviour go hand in hand.

Kauffman, 1997, page 247

Remember the critical role of relationships when teaching behaviours. Caring relationships with all students help to build a supportive rather than a punitive setting. Within its common purpose and approach to discipline, each school should integrate culturally sound, inclusive practices that affirm the unique viewpoints of all learners while generating a positive, school-wide learning culture. PB4L–SW works best in a school when it actively engages all learners and hence improves their participation and achievement.

For this reason, your social skills curriculum must match the specific needs of the students in your school. For example, only your staff, students, and whānau can clearly define what 'respect' means in your school and community. Each school must make its own curriculum and instructional decisions and develop lessons based on the unique features of its own students, staff, and community.

*In a small North Island primary school, the children in year 1 discussed one of the school's expectations during circle time. Some children hadn't learned how to 'Be respectful' when they were asked to do something by the teacher or peers. They decided that an example of being respectful is saying "OK" in a friendly voice when the teacher or peer asks them to do something. They role-played respectful behaviour, giving each other feedback for using friendly voices. They shared ideas and made a list of activities for the next two weeks that would help them get better at being respectful. They chose to:*

- share, write, and publish stories about being respectful, based on an example that the teacher read to them*
- make a short video of themselves being respectful and show it to the children in Room 2*
- pay each other compliments when they noticed respectful behaviour*
- celebrate with a games afternoon when they felt that the behaviour had improved.*



## 5.1 HOW SHOULD STUDENTS BE TAUGHT BEHAVIOURS?

PB4L–SW schools teach expected behaviour using a more explicit pedagogical approach than you might use for other aspects of the curriculum. This explicit approach has been proven to be helpful for all students and particularly supportive for those students who are less socially confident and capable.

The approach is a structured one that includes very clear expectations, modelling, and practice and that is supported by timely, constructive feedback. Along with this structured approach, you will need to think of creative ways to engage students with different strengths and needs – for example, by providing leadership experience, opportunities for co-constructing what is to be taught and how, plenty of choice, ako-oriented activities (see below) such as peer teaching, and tuakana-teina strategies.

At all times, you should encourage students to develop the thinking skills needed for self-management, so that they gradually take responsibility for their own learning and behaviour. Taking responsibility is supported by timely verbal and visual prompts, reminders, and practice opportunities that help to develop behavioural fluency and confidence across contexts.

**Ako** (reciprocal teaching and learning) is an important pedagogical tool for PB4L–SW teachers. Ako allows for classrooms to be *relationship*-centred, rather than teacher or student-centred. In such classrooms, teacher and learner roles are flexible and everyone learns from each other. For students with behavioural difficulties, opportunities to teach others, lead, encourage, and 'be the expert' are an important way to build self-esteem and to change the perceptions of some who may have labelled them as likely troublemakers.

Ako allows for classrooms to be *relationship*-centred, rather than teacher or student-centred.

**Agreed routines (or procedures)** provide important support for more complex events such as:

- bringing and using cellphones and other devices
- school outings and field trips
- lunchtimes
- arriving late at school.

Developing routines or procedures helps to ensure a consistent approach to the management of such events. Some schools create a document listing events and describing the routines for them – that is, what staff are expected to do and what students are expected to do. This is particularly helpful for new staff. Posting the routine in the context where it is needed is also a helpful strategy. Schools often start the year with a focus on the routines that will make the first term run smoothly, especially for new students. Routines need to be taught in the same way that specific behaviours from the matrix are taught – through explicit teaching, monitoring, and reteaching.

## EXPLICIT TEACHING<sup>1</sup>

In the past, 'teaching' behaviour has often consisted of stating the rule, expecting students to always follow the rule, and then providing negative consequences when the rule is not followed. PB4L–SW uses research-validated methods to maximise the likelihood that students will acquire expected behavioural skills successfully – **telling** the students what is expected, **showing** them what each skill looks like, and providing opportunities for students to **practise** the skills through role plays and activities throughout the school day (Sugai & Lewis, 1996).

Some New Zealand schools involve their senior students in teaching specific desired behaviours. In this section, the words 'teaching' and 'teachers' relate to all those leading students' learning about desired behaviours.

- **Telling** means introducing the behaviour or routine by explaining to students what it means, what steps may be needed to correctly perform it, and in which place it will be expected.
- **Showing** means that the teacher demonstrates or models the expected behaviour. The teacher clarifies the difference between 'following the rule' and 'not following the rule' by providing positive examples and a negative example (non-example). Remember, only the teacher should demonstrate the non-example. Students in the class then demonstrate the correct examples.
- The guided **practice** component of every lesson is the pivotal part of that lesson. Guided practice ensures that the students can accurately and appropriately demonstrate the behaviour's or routine's steps (Lewis & Sugai, 1999). Optimally, the behaviour or routine should be practised in the setting(s) where the corresponding problem behaviour occurs (e.g., practising corridor behaviour while walking down the hall). Teachers should use a variety of teaching strategies and learning opportunities to help their students become fluent with the skill. Practice activities may include role-playing the skill, playing games that include it, watching videos of examples and non-examples, and connecting social skills lessons to academic content. The choice of activities will vary according to the year level of the students.

## MONITORING

In addition to organising for time in the daily schedule to directly teach behaviours, teachers must purposefully monitor students throughout the day as they 'practise' a behaviour or routine. Ongoing monitoring of students sets the stage for them to succeed. Monitoring has three main components:

**Precorrecting / reminding / prompting:** A teacher anticipating that students may have difficulty prompts them about the expected behaviour. For example, if the teacher knows that the students will have trouble moving in the class without bumping into each other, he or she might remind them about the classroom rule of maintaining their personal space. Before having the students move into groups, the teacher precorrects by saying "Remember to move safely and maintain your personal space." A precorrect also gives the teacher opportunities to subsequently acknowledge students for walking quietly and safely.

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<sup>1</sup> Some New Zealand schools, especially secondary schools, involve their senior students in teaching specific desired behaviours (e.g., see the teaching story near the end of section 5.1). In this section, the words 'teaching' and 'teachers' relate to all those leading students' learning about desired behaviours.

**Supervising:** To have a positive impact on their students' behaviour, to prevent problem behaviours from occurring, and to monitor their students' performance, teachers must actively supervise them. Active supervision includes:

- moving constantly and randomly, targeting particular students, activities, and problem areas
- scanning by observing all students, making eye contact, and listening
- interacting frequently through positive contact and by giving positive reinforcement, corrective responses (see section 7.1), and positive consequences.

**Providing feedback:** To help students learn and maintain behaviours, teachers must recognise their efforts. The least expensive and most available way of doing this is to provide specific verbal feedback that regularly recognises the correct behaviour. In giving this feedback, the teacher precisely states the skill the students displayed so that they have no doubt about what they did correctly. Practice with feedback has repeatedly been shown to be much more effective than practice alone (Hattie, 2012).

## RETEACHING

We seldom learn something new from just one experience of instruction or opportunity to try it. Students “need to encounter new learning a number of times and in a variety of different tasks or contexts” (*The New Zealand Curriculum*, page 34).

Reteaching is an obvious part of learning new skills in behaviour. It involves giving students further instruction and practice on each of the steps necessary for performing a behaviour or routine correctly. Because some students struggle to learn expected skills, it is important to give them further acknowledgment as they progress toward mastering them. Sometimes teachers need to recognise 'almost there' behaviour as an incremental step toward success.

## HOW DOES THE TEACHING CHANGE FOR OLDER STUDENTS?

Teaching behaviours to students does change as they move through school and as expected behaviours change. One teaching approach that is important and consistent through primary and secondary school is that of clearly explaining the expected behaviours from the school matrix and the steps involved in performing those behaviours. The context or setting(s) in which the behaviour is expected must also be taught.

In **primary school**, the focus is on directly teaching students expected behaviours and routines through the steps of telling, showing, practising, monitoring, encouraging, and reteaching described earlier. Instruction takes place frequently and regularly, all year.

The focus of instruction for **intermediate** and **secondary schools** is different. Positive results for teaching social skills to older students have been found when adults:

- **remind** students regularly of rules, routines, and procedures
- **supervise** by monitoring students' performance and compliance
- **provide feedback** (Colvin, 2007).

This assumes that:

- staff have agreement on the specific behaviours they expect, as listed in their school-wide matrix
- older students are already familiar with the behaviours expected across the school. For students returning at the beginning of the year, teachers' actions of reminding, supervising, and giving feedback may well be enough to support them in maintaining the behaviours.

For students entering a school at year 7 or year 9, the components of direct instruction, including telling, showing, and practising school-wide rules and routines, may be necessary to ensure the students adopt the behaviours from the matrix. This direct teaching can be done in a way that best fits your school environment, possibly combining some or all of the following:

- on the start-of-year orientation day
- during form time, weekly throughout the year
- at times allocated during the first weeks of school, with boosters later in the year
- at assemblies, followed by group practice
- in situations where senior students take the lead.

For new students arriving at the school during the year, older students or peers can serve as 'buddies' and orientation models in relation to expected behaviours and routines.

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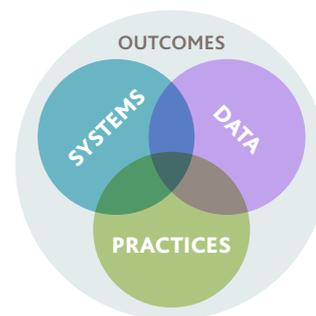
Whatever the age of the students being taught, it is essential that their instruction is **planned, consistent, and ongoing**. Telling students and then expecting them to know is not enough if they are to be fluent and competent in the behaviour expected of them at school.

*The year 13 students lead the behaviour curriculum at a South Island rural high school. In term 1, they plan an orientation programme that refreshes PB4L–SW for existing students and introduces new students to key routines and behaviour expectations. At each assembly, they lead a short 'spotlight on behaviour' focused on a particular routine or matrix expectation, which is reinforced during form time. In term 4, they work with the PB4L–SW team to analyse behavioural data and review the annual teaching schedule.*

The knowledge-building activity 'Teaching expected behaviours' in Appendix 9 will help your staff unpack the above section.

## 5.2 SYSTEM SUPPORTS, PRACTICES, AND DATA

PB4L–SW is most powerful when systems, practices, and data are working together and given equal emphasis (see section 1.4). The following table presents examples of these three key interactive elements for the essential feature 'Teaching expected behaviour'.



*Table 12: Examples of system supports, practices, and data for teaching expected behaviour*

SYSTEM SUPPORTS FOR STAFF	PRACTICES SUPPORTING STUDENTS	DATA FOR DECISION MAKING
<p>A kick-off PB4L–SW assembly at the start of the year</p> <p>Development of lesson plans (initially by PB4L–SW team, and then by other staff, sometimes working with students)</p> <p>Distributing lesson plans to teachers for inclusion in their classroom programmes</p> <p>Development of teaching schedule by PB4L–SW team</p> <p>Teachers' plans for incorporating PB4L–SW into classroom schedules and lessons</p> <p>Signs about the weekly PB4L–SW lesson posted throughout the school</p> <p>Reminders or prompts for staff to teach this weekly lesson</p> <p>Teaching support staff to use the language from the matrix</p> <p>Professional development for all staff (including support staff) on ways of teaching expected behaviour</p> <p>PB4L–SW procedures for relieving teachers</p> <p>Including social skills lesson plans in relievers' resources</p> <p>Lists of publications linking to lessons and provided by the librarian</p>	<p>A kick-off PB4L–SW assembly at the start of the school year or when focusing on a new setting</p> <p>Lessons on behaviours from the matrix and routines</p> <p>Frequent precorrects using the language of the matrix</p> <p>Reteaching behaviour expectations</p> <p>Student leaders giving lessons on behaviours from the matrix</p> <p>Using a school PB4L–SW song, motto, or similar in classes</p> <p>Reading stories that focus on social skills</p> <p>Creating learning stories to support students with special educational needs to understand behaviour expectations</p> <p>Refrigerator magnets of PB4L–SW expectations given to whānau</p> <p>Schedule for behaviour lessons shared with students and whānau (e.g., via the school website)</p>	<p>School-wide behavioural incident data</p> <p>Observations of staff using language from the matrix</p> <p>Observations of staff teaching routines and matrix behaviours (e.g., via the principal's 'walk-throughs')</p> <p>Observations of staff using precorrects</p> <p>Data on how well students can remember behaviour expectations</p> <p>Observations of students using language from the matrix</p> <p>Feedback from staff and students on lesson plans and the teaching schedule</p>

## 5.3 STEPS FOR TEACHING EXPECTED BEHAVIOUR

The table below offers steps for your PB4L–SW team to consider as you plan how to teach the behaviours listed on your school expectations matrix and the routines for more complex events. Alongside each step are examples of evidence and sources of data for evaluating its outcomes. The discussion, activities, and examples in the rest of this section will support you to work through the steps.

*Table 13: Steps for teaching expected behaviour*

STEPS	EVIDENCE OF ACCOMPLISHMENT
1. Develop lesson plans that support the expectations matrix and that are inclusive of all students. Distribute them to teaching staff.	Lesson plans for teaching behaviours from the matrix and routines
2. Develop a schedule for teaching the expected behaviours and routines.	Teaching schedule
3. Get feedback on the lesson plans and schedule, discussing them with the appropriate staff and asking students how they are finding the lessons.	Lesson plans and schedule shared on the website and in other school publications and posted in the school Feedback from staff and students
4. Provide professional development and coaching on teaching behaviours and routines.	Plan for staff professional development Agendas and handouts for staff PLD meetings Guidelines for coaching senior students on teaching behaviours and routines Plan for senior students' involvement in teaching behaviours and routines

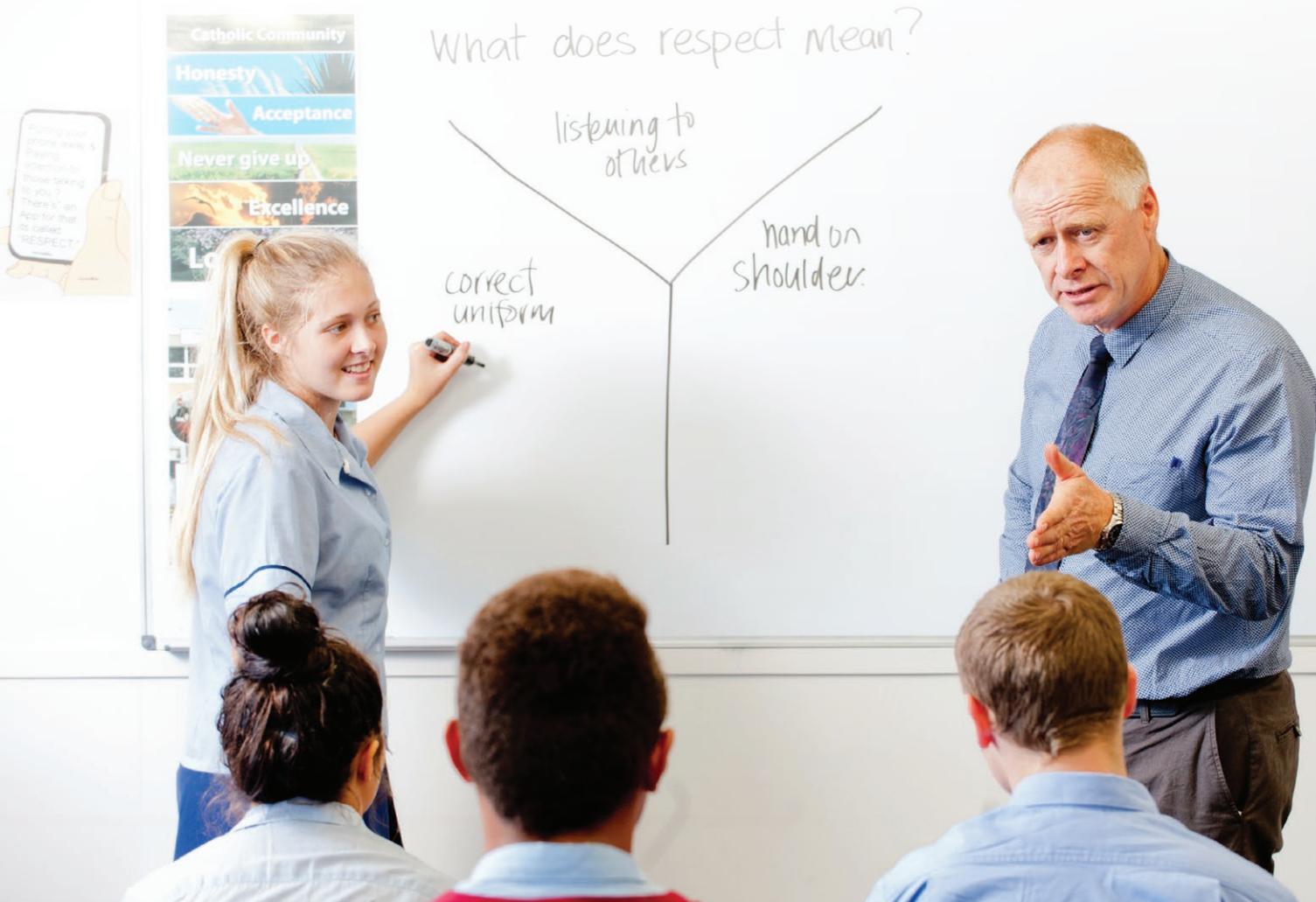
## 5.4 DEVELOPING LESSON PLANS

Each school creates its lesson plans for teaching routines and matrix behaviours in line with its specific behavioural concerns, school culture, and values. Typically, the first few draft lesson plans are developed by the PB4L–SW team and given to selected staff to trial and provide feedback. Once one or more successful models for lesson plans have been established, other staff – and students – can assist with the writing.

Here are a few things to consider:

- As a PB4L–SW team, review your matrix to identify if sometimes two to three broad expectations or several matrix behaviours can logically be combined into one lesson. For example, a primary school matrix may list 'Flush the toilet' and 'Wash hands with soap and water' – one lesson could include both. Similarly, one secondary-school lesson could include the matrix behaviours 'Walk', 'Use a quiet voice', and 'Take care of items in the corridors'.
- Ask syndicates and departmental teams to write lessons. This should involve teachers at different year levels to ensure that all year-level perspectives are included in a lesson. Where possible, involve students in planning and writing lessons; this ensures stronger buy-in from students to the actual lessons.
- In secondary schools, cross-departmental teams writing lessons ensures that examples and non-examples from different disciplines are included.

The activity and templates on the following pages will help you to develop your initial lesson plans. Before starting them, however, take time to look at the examples on the next few pages and to discuss what you see as their strengths and limitations.



## EXAMPLE: PRIMARY SCHOOL LESSON PLAN

<b>General expectation</b>		<b>Be respectful</b>
<b>Routine or matrix behaviour and steps</b>		<p>Follow directions:</p> <ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Raise your hand to speak or ask questions</li> <li>• Begin the task immediately.</li> </ul>
<b>Context</b>		All settings
<b>Tell</b>		<ol style="list-style-type: none"> <li>1. "Today we're going to review the skill 'Following directions'."</li> <li>2. Read the expected behaviour and steps aloud with the class.</li> <li>3. Brainstorm with the class a list of adults that they encounter on any given day at school, such as teachers, specialists, administration staff, librarian, tuck shop staff, caretaker, and so on. Discuss why it is important to follow directions given by all adults in the school.</li> </ol>
<b>Show</b>		<p>An adult blows the whistle in the playground. All students stop playing, look to see that the path to their line-up spot is clear, and move to their line-up spot, keeping their hands and feet to themselves.</p> <p>AND/OR The teacher directs the class to push their chairs in and line up. Students politely push in their chairs and form a line, getting in their line order and leaving space for others to get in line. They get to their next class on time.</p> <p><b>The teacher models the non-example:</b> The teacher has a student role-play being the 'teacher' giving directions to get materials out for a lesson, and the teacher role-plays a 'student' being non-compliant.</p>
<b>Practise</b>		<p>Give a direction, such as "Clear your desk", and time the students to see how quickly they comply.</p> <p>'Simon Says': Practise with this follow-the-leader game to reinforce compliance with directions.</p> <p>Role-play routines such as lining up at the end of breaks. Have one student be the 'supervisor' and have that student describe the positive things they notice.</p>
<b>MONITOR</b>	<b>Precorrect/ remind</b>	"Before I give the next directions, let's review the steps to following directions. They are: listen attentively, raise your hand to speak or ask questions, and begin the task immediately."
	<b>Supervise</b>	After giving the directions, move, scan, and interact with the students to give them feedback about how they are following directions and to correct them as needed.
	<b>Feed back</b>	<p>"Great job of counting off quickly and moving to numbered corners. That shows responsible use of our learning time. I heard some interesting discussions ..."</p> <p>"Thank you for following the fire drill expectations during our practice and safely leaving the building."</p>
<b>Reteach</b>		<p>Have students share examples of when they followed directions promptly.</p> <p>Share examples of students you saw following directions promptly and tie compliance to positive outcomes, such as more time in the playground because the class was timely in getting lined up!</p>

## EXAMPLE: PRIMARY SCHOOL LESSON PLAN

<b>Routine</b>	<b>Moving around inside school buildings</b>
<b>Essential question</b>	How do we walk in the corridors appropriately?
<b>Desired behaviour</b>	Students will act respectfully, responsibly, and safely when walking around the school.
<b>Expectations and matrix behaviours</b>	<p>Show respect</p> <ul style="list-style-type: none"> <li>Walk on the left-hand side of the corridor</li> <li>Talk using an 'inside voice'</li> <li>Have good manners.</li> </ul> <p>Act responsibly</p> <ul style="list-style-type: none"> <li>Inform the office of any mess or problems in a corridor</li> <li>Keep your belongings with you.</li> </ul> <p>Be safe</p> <ul style="list-style-type: none"> <li>Always walk</li> <li>Carry your belongings carefully</li> <li>Open doors carefully.</li> </ul>
<b>Tell</b>	<p>Discuss, drawing on stories and real situations:</p> <ul style="list-style-type: none"> <li>Why is it important to walk in the corridors sensibly?</li> <li>Who is affected when people don't walk in the corridors appropriately?</li> <li>What situations have you experienced of people moving around the corridors in a dangerous way?</li> <li>What other problems have you noticed in the corridors?</li> <li>What can everyone do to make sure these sorts of things don't happen?</li> </ul>
<b>Show</b>	<p>Role-play correct and incorrect examples. As the teacher:</p> <ul style="list-style-type: none"> <li>Choose students to model a situation where they are moving down the corridor sensibly and safely.</li> <li>Model a situation where you don't show respect in the corridor. Then discuss with the students what you could have done better.</li> </ul>
<b>Practise</b>	<p>Have students demonstrate correct behaviours for these scenarios:</p> <ul style="list-style-type: none"> <li>Moving through corridors carrying their lunch</li> <li>Holding a door open for other students</li> <li>Responding with good manners to someone holding a door open</li> <li>Seeing someone drop litter in the corridor</li> <li>Other situations that students identify.</li> </ul>
<b>Reteach</b>	<p>Initially, reteach frequently. Some younger students may need extra teaching.</p> <p>Focus statements for reteaching or prompting:</p> <ul style="list-style-type: none"> <li>Walk, and talk quietly</li> <li>Carry your belongings safely</li> <li>Open doors carefully.</li> </ul>
<b>Other activities</b>	<ul style="list-style-type: none"> <li>Creating posters of desired behaviours in corridors</li> <li>Prompting and feeding back to students on their corridor behaviour.</li> </ul>

## EXAMPLE: SECONDARY SCHOOL LESSON PLAN

<b>General expectation</b>		<b>Be responsible</b>
<b>Routine or matrix behaviour and steps</b>		<p>Make good decisions</p> <p>"I will:</p> <ul style="list-style-type: none"> <li>• make decisions that keep me and others safe</li> <li>• make decisions that are consistent with school expectations of my behaviour."</li> </ul>
<b>Context</b>		All settings
<b>Orientation plan For year 9 students</b>		<p>Telling</p> <ul style="list-style-type: none"> <li>• "This is important because the only person who is responsible for my behaviour is me, and it is my choice to behave appropriately or not."</li> <li>• "Making good decisions affects my learning and the learning of others, as well as the environment we are learning in."</li> </ul> <p>Showing</p> <ul style="list-style-type: none"> <li>• Model making good decisions to do with littering, with kicking a ball around, and with responding to rudeness from a peer.</li> </ul> <p>Practising</p> <ul style="list-style-type: none"> <li>• Use role-play scenarios with the whole class or a group, taking students out to areas where they could happen.</li> <li>• Using the contexts above, get students to suggest scenarios where decisions could go either way.</li> </ul>
<b>MONITOR</b>	<b>Precorrect/ remind</b>	<p>Remind students as a group of the expectations:</p> <ul style="list-style-type: none"> <li>• "We're expecting you to make good decisions today at school. Good decisions help everyone learn and take care of our environment here at school."</li> <li>• Give reminders at the beginning and end of the period.</li> </ul>
	<b>Supervise</b>	<p>Duty teacher to observe and remind students of expectations when necessary.</p> <p>Classroom teachers to monitor.</p>
	<b>Feed back</b>	<p>Praise and reinforce when behaviour is observed.</p> <p>Give out reward cards – emphasise the appropriate behaviour that earned the student their card.</p> <ul style="list-style-type: none"> <li>• "I'm really pleased with those of you who decided to hand your homework in. This is a really responsible way to support your learning."</li> </ul>

## ACTIVITY: DEVELOPING BEHAVIOUR LESSON PLANS

To help get you started on developing your lessons, two templates are provided on the following pages.. With your PB4L–SW team, use one of the templates to develop a behaviour lesson plan by following these steps.

### Step 1: Select and analyse a behaviour or routine.

- Select a routine or a behaviour from the All Settings column of your matrix.
- Identify the essential steps for the behaviour (if applicable<sup>2</sup>) or routine by asking, “What does it look like to perform the behaviour or routine correctly?”
- Ensure that each step is observable (that is, all students and staff could demonstrate it the same way) and measurable (e.g., it can be counted).

### Step 2: Define the context.

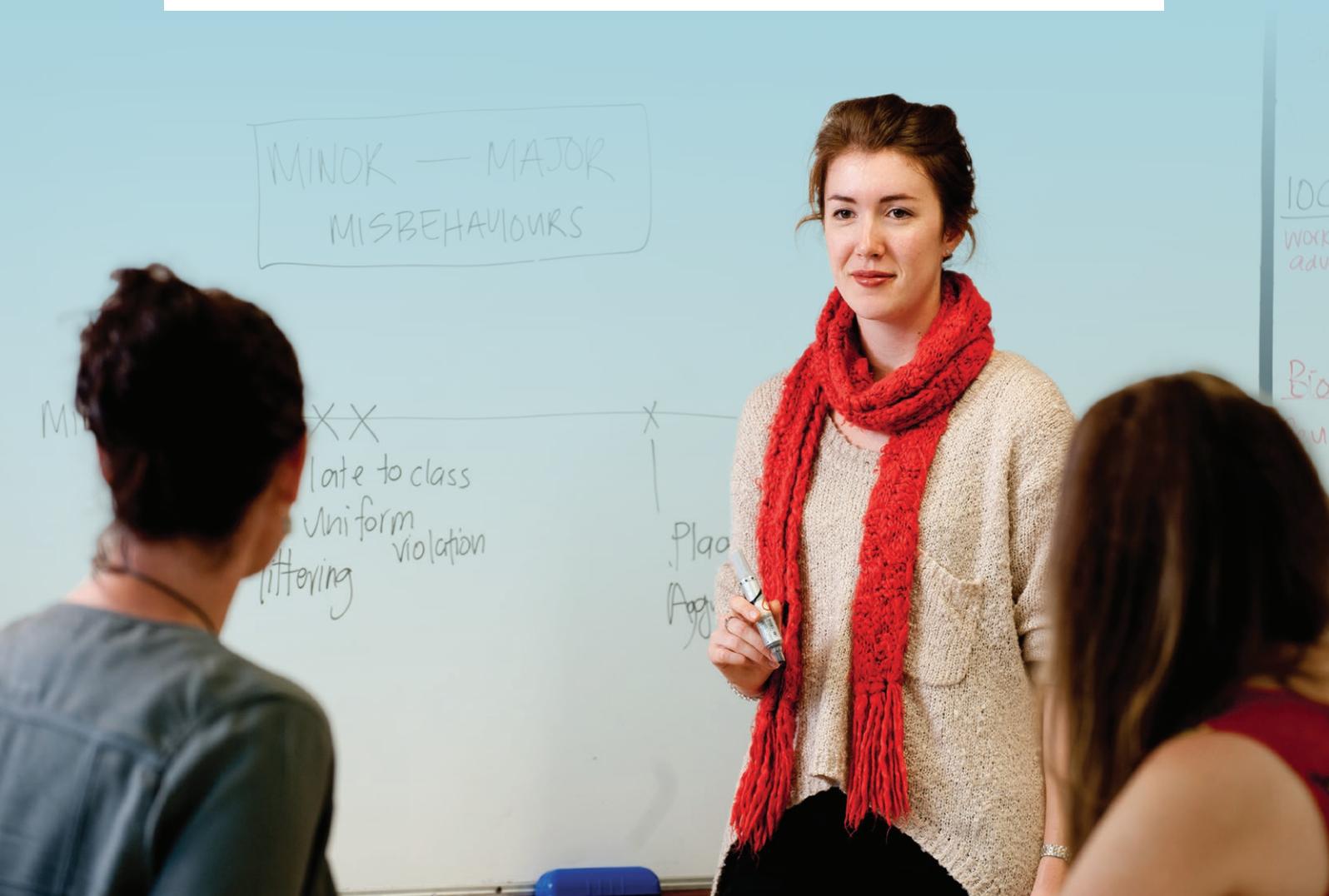
- Identify the school location(s) in which the the behaviour or routine occurs.

### Step 3: Complete the remaining sections on the lesson template.

- You may find it helpful to use the examples above as models when completing the lesson.
- Make sure that your approaches to teaching the behaviour or routine are inclusive of **all** students.

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<sup>2</sup> While there will always be a series of steps for a routine, there may not be for many matrix behaviours (e.g., ‘Stay seated’ or ‘Use a quiet voice’).



## TEMPLATE FOR PRIMARY SCHOOL LESSON PLANS

<b>General expectation</b>		
<b>Routine or matrix behaviour and steps</b> List the routine or matrix behaviour and the steps involved in carrying it out.		
<b>Context</b> Identify the setting(s) from your matrix where the routine or behaviour occurs.		
<b>Tell</b> Introduce the routine or behaviour and why it is important.		
<b>Show</b> Model the routine or behaviour. Only the teacher models non-examples.		
<b>Practise</b> Give the students opportunities to role-play the routine or behaviour across relevant settings.		
<b>MONITOR</b>	<b>Precorrect/remind</b> Anticipate and give the students a reminder to perform the routine or behaviour.	
	<b>Supervise</b> Move, scan, and interact with the students.	
	<b>Feed back</b> Observe the students' performance and give them positive, specific feedback.	
<b>Reteach</b> Revise and practise over the next few days and weeks.		



This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## TEMPLATE FOR SECONDARY SCHOOL LESSON PLANS

<b>General expectation</b>		
<b>Routine or matrix behaviour and steps</b> List the routine or matrix behaviour and the steps involved in carrying it out.		
<b>Context</b> Identify the setting(s) from your matrix where the routine or behaviour occurs.		
<b>Orientation plan</b> For new students (e.g., year 9) Include explaining expected routines and behaviours and teaching them if required.		
<b>MONITOR</b>	<b>Remind</b> Anticipate and give the students a reminder to perform the routine or behaviour.	
	<b>Supervise</b> Move, scan, and interact with the students.	
	<b>Feed back</b> Observe the students' performance and give them positive, specific feedback.	



This template is available as a PDF and Word document online at <http://pb4l.tki.org.nz/PB4L-School-Wide/Support-material>.

## 5.5 DEVELOPING A TEACHING SCHEDULE

Each school develops its schedule for teaching its matrix behaviours and school routines in accord with its particular behavioural concerns and school culture. The PB4L–SW team should consult with staff on which behaviours or routines should be taught first. The team should also talk to the principal or another senior leader about when teaching can occur and about how to achieve a realistic balance between covering all routines and behaviours and revising key ones.

The examples on the following pages show how some New Zealand schools have planned their behaviour lessons over several terms.

Each school develops its schedule for teaching its matrix behaviours and school routines in accord with its particular behavioural concerns and school culture.

Here are a few ways to determine which lessons to teach (and therefore write) first:

- As a PB4L–SW team, consider teaching and writing lessons for 'All settings' behaviours and routines first, because those skills are needed school-wide.
- Review your referrals for behavioural incidents. What problem behaviours occur most often? What behaviours from your matrix do you want students to perform instead? For example, if physical aggression is a frequent problem behaviour, an important lesson to write and teach early on would be on the matrix behaviour 'Keep your hands and feet to yourself.'
- Review your behavioural incident data to determine the most significant non-classroom locations of problem behaviours. What behaviours from your matrix do you want students to perform instead in those locations? For example, if problem behaviours take place in the corridors, does the focus need to first be on specific lessons to support moving quickly and quietly between classes?
- Use the 'Hot dotting' activity on the next page to prioritise which lessons to begin with. Note that the activity can also (or instead) be used with students.

*A rural intermediate school made a decision to teach 'Sharing sports equipment', 'Fair play', and 'Including others in playground games' during the first few weeks of term 2. The decision came about as a result of data collected on playground behaviour, which suggested that the school needed to develop a safer and more inclusive playground.*

*The data was discussed with the student council and the school whānau group, who agreed that new students in particular would feel safer and more welcome if positive playground behaviour was actively taught. A small group of teachers and student representatives collaboratively planned a series of short lessons. Playground supervisors and tuakana reinforced the teaching and expected behaviours through feedback and 'gotcha' acknowledgments.*

## ACTIVITY: HOT-DOTTING

1. Print or write your matrix behaviours and important school routines on an A3 or A2 sheet of paper.
2. Give each staff member (teaching and support staff) one green and three orange dots. Explain that orange dots are worth 1 point and green dots are worth 3 points.
3. Have staff put their dots beside the behaviours or routines they feel are most important. They can distribute their dots however they please (e.g., they could put all of their dots beside one entry or each of their four dots beside different entries).
4. Once all staff members have placed their dots, tally the numbers for each entry (remembering orange = 1 point, green = 3) to arrive at a prioritised list of routines and behaviours for your school.

Using the jungle gym ●

Attending assembly ●

Keep your hands and feet to yourself ● ● ●

Walk ●

Solve conflict peacefully ●

Stay in your seat ●

Maintain others' personal space ●

Keep it clean ● ●

Use a quiet voice ● ●

Use respectful language ● ● ● ●

Share with others ● ● ● ●

Raise your hand and wait to be called on ● ●

Follow directions ● ● ●

Keep track of your belongings ● ●

Listen to the teacher ● ● ● ● ●

Be on time ●

Be prepared ●

Complete assignments to the best of your ability ●

● = 1 point  
● = 3 points

## EXAMPLES OF SCHEDULES FOR BEHAVIOUR LESSONS

A PRIMARY SCHOOL'S PLAN FOR TEACHING EXPECTED BEHAVIOUR <sup>3</sup>		
Weeks 5 and 10 each term have been left open for a lesson that has been identified as necessary during the term or year (based on our school's behavioural data).		
	Term 1	Term 2
Week 1	Our school-wide expectations	Reviewing the school-wide expectations
Week 2	Moving around the school	Eating appropriately at morning tea and lunchtime
Week 3	Attending school assembly	Keeping your hands, feet, and objects to yourself
Week 4	Playing on the adventure playground	Looking after school property
Week 5		
Weeks 6–7	Following adults' instructions	Dealing with conflict – being a problem solver
Weeks 8–9	Being prepared and ready to learn	Tolerance – allowing others to be different
Week 10		
	Term 3	Term 4
Weeks 1–2	Greeting visitors in the school	Being a good listener
Weeks 3–4	Dealing with accidents	Playing by the rules
Week 5		
Weeks 6–7	Staying inside the school boundaries	Sharing equipment
Weeks 8–9	Using the library	Enjoying the swimming pool
Week 10		

<sup>3</sup> This school decided to teach a mix of broad expectations (e.g., 'Tolerance – allowing others to be different'), routines for specific contexts (e.g., 'Using the library'), and specific behaviours (e.g., 'Sharing equipment').

## A PRIMARY SCHOOL'S SCHEDULE FOR TEACHING EXPECTED BEHAVIOUR IN TERMS 1 AND 2<sup>4</sup>

### Term One

- Weeks 1–2 Teaching school-wide expectations  
Co-constructing with students what the school-wide expectations look and sound like in the classroom (this could be the beginning of forming a classroom treaty)
- Weeks 3–4 School-wide focus on relationships
- Weeks 5–6 Explicit teaching of routines and identified matrix behaviours (e.g., exiting the school, behaviours during interval and lunchtime)  
Reinforcing positive behaviour
- Weeks 7–9 Sharing behavioural data with students  
Explicit teaching of routines and identified matrix behaviours that need attention according to the data  
Reinforcing positive behaviour
- Week 10 Winter uniform – Explicit teaching of uniform-related behaviours from the matrix  
Reinforcing positive behaviour

### Term Two

- Week 1 Reviewing school-wide expectations to build on learning from term 1
- Weeks 2–4 Sharing behavioural data with students  
Explicit teaching of routines and identified matrix behaviours that need attention according to the data  
Reinforcing positive behaviour
- Week 5 School-wide focus on precorrects  
Reinforcing positive behaviour
- Weeks 6–8 Sharing behavioural data with students  
Explicit teaching of routines and identified matrix behaviours that need attention according to the data  
Reinforcing positive behaviour
- Weeks 9–10 School-wide focus on routines and behaviours associated with EOTC (e.g., camps, winter sport week, NZCT AIMS games)

<sup>4</sup> This school decided to focus initially on their broad expectations and to regularly use their behaviour data to determine the teaching focus. They also planned specific teaching in relation to upcoming events (e.g., the changeover to winter uniform).

## A SECONDARY SCHOOL'S SCHEDULE FOR TEACHING EXPECTED BEHAVIOUR IN TERM 1<sup>5</sup>

- Week 2: Respect – Use polite and appropriate language
- Week 3: Responsibility – Be ready and prepared
- Week 4: Commitment – Be at the right place at the right time
- Week 5: Connectedness – Represent the school with pride
- Week 6: Respect – Take care of the school environment
- Week 7: Responsibility – Make good decisions
- Week 8: Commitment – Persevere
- Week 9: Connectedness – Build inclusive and supportive relationships
- Week 10: Respect – Be considerate towards other people and their property
- Week 11: Responsibility – Model appropriate behaviour
- Week 12: Commitment – Strive for personal excellence

**Group teachers:** At group time once during the week, teach the lesson to your class. You must cover the material in the lesson plan. The implementation of this must be consistent across the school.

**Classroom teachers:** During classes each week, while on duty, and any other time you are interacting with students, take the opportunity to reinforce, reteach, and praise demonstration of the expected behaviour in the week's lesson plan.

### 5.6 GETTING FEEDBACK

Once your PB4L–SW team has created some draft behaviour lessons and a teaching schedule for them, it is essential to get input and feedback from others about them. Remember to date your lesson plans and schedule and to write 'Draft' on them.

There are a number of ways to get feedback. The key thing is to gather it in a proactive, systematic way and to take note of all that you get. Remember also to put your ideas for communicating and seeking feedback in your action plan (using template 4 in Appendix 4).

If possible, have several teachers trial lesson plans, and adjust them in response to the teachers' comments before circulating them for feedback.

Make sure that you discuss lesson plans and the teaching schedule with syndicate or departmental teams at all school levels, and remember to ask students how they find the lessons.

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<sup>5</sup> This school decided to systematically work through the expected behaviours in their expectations matrix.

## 5.7 PROVIDING PROFESSIONAL DEVELOPMENT

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As with any new initiative in a school, staff need structured support in order to understand and implement the teaching of behaviours from your PB4L–SW expectations matrix.

Many schools incorporate PLD on the teaching of behaviour in their plan for staff professional development. At the same time, the school plans for ongoing observation and coaching for any senior students who are going to be involved in teaching the matrix behaviours.

Approaches to PLD on the teaching of behaviour could include:

- whole-staff sessions on effective teaching approaches, lesson plans, and the teaching schedule
- syndicate or departmental meetings on teaching behaviours that are specific to their particular contexts
- modelling or role-playing specific aspects of the teaching of behaviour (e.g., precorrects) and then discussing what happened in small groups
- observing individual staff teaching behaviours from the matrix in their classroom and providing feedback.

Network or cluster meetings and PB4L–SW interactions online and at conferences also provide opportunities for professional development, particularly through the sharing of examples of effective practice.

