Promising Practices
for Supporting Youth in BC Schools

Last Issue

In the launch issue of this newsletter, we introduced the school–wide positive behaviour support (PBS) approach to developing positive, safe, and culturally responsive schools. We showed you how implementing PBS leads to outcomes for students in BC: decreased problem behaviour and increased academic achievement! We also outlined strategies and showed you a fun and useful tip for increasing home–school communication. To access the launch issue of this newsletter, visit http://promisingpractices.research.educ.ubc.ca

This Issue

In this second issue, you will find strategies and examples for the critical job of teaching school–wide expectations and social responsibility. We will show how to use matrices and lessons plans to make it both easy and effective. Know how to teach academic skills? Then you know how to teach behaviour too!

Want a simple and effective activity to assess and improve student knowledge of the school-wide expectations? See page 7 to find out about the Blank Matrix Activity!

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TEACHING SCHOOL-WIDE EXPECTATIONS

WHY TEACH SCHOOL-WIDE EXPECTATIONS?

Successful school environments are positive and predictable. Students know both what is expected of them and what to aspire to as opposed to simply what not to do. Through clear instruction and examples, we can demonstrate positive behaviour and discourage problem behaviour. When problem behaviour does occur, we can address it consistently through re-teaching, modelling, and changing the environment to make doing the right thing easier.

MATRIX OF SCHOOL-WIDE EXPECTATIONS

What is it?

It is a grid with the school-wide expectations as the column headings and the targeted locations throughout the school as the row headings. Each cell in the grid includes specific examples of what each expectation "looks like" in each location.

How can I create and use a matrix?

Step 1 Identify 3 to 5 positively stated school-wide expectations for a positive social culture and list them across the top row of a table or grid

Step 2 Identify all of the locations throughout the school and list them down the far left column (some teams also use an "all locations" row)

Step 3 For each box, brainstorm (with staff and/or student input) at least two positively stated and observable actions, such as:
- The best example of showing that expectation in that location
- The positive alternative to the most common problem

Step 4 Use the boxes in the matrix as examples for lesson plans

Step 5 Create a regular schedule to teach the matrix lessons in the actual locations at the start of school and as needed throughout the year

What does a matrix look like?

	Be Responsible	Be Respectful	Be Resourceful
Classroom	• Follow classroom rules • Be on time • Focus during lessons	• Be a good listener • Use your manners • Speak with respect	• Have a positive attitude • Do your best—always • Walk—talk—squawk • Use agenda book daily
Playground	• Follow playground rules • Play safely • Take care of and return equipment	• Listen to staff • Keep hands and feet to yourself • Show good sportsmanship	• Walk—talk—squawk • Share and cooperate • Use garbage and recycling bins
Hallways	• Walk on the right-hand side • Go straight to where you need to	• Use inside voices • Look but do not touch displays • Use window for office errands	• Tell an adults about accidents

Cultus Lake Community Elementary School, Chilliwack, BC

SCHOOL-WIDE EXPECTATIONS IN THE ONLINE ENVIRONMENT

The Internet is a regular part of most students' social lives, both in and out of school. However, students are rarely taught about positive behaviour expectations online. FG Leary Fine Arts Elementary School (Chilliwack, BC) recently revised their matrix to include expectations for being caring, cooperative, respectful, and responsible in the "online" location. See more examples at http://bcpbs.wordpress.com/bc-examples

	Be Caring	Be Cooperative	Be Respectful	Be Responsible
Online	• Use language that you would feel comfortable saying in person	• Encourage appropriate behaviour in other users • If you become aware of a problem, seek adult help	• Use polite and appropriate language	• Educate yourself about the Internet • Tell an adult if anyone is asking for personal information

FG Leary Fine Arts Elementary School, Chilliwack, BC

Once you have your matrix, you can use it to teach the expectations to students in each location. Through structured lessons and activities, students learn **what** the expectations are, **why** they are important, and **how** to show prosocial behaviour in each location across the school. They can then use these skills throughout the school day.

DESIGNING LESSON PLANS FOR EXPECTATIONS

Lesson plans can be developed for expectations in each location around the school. The plans can involve the following steps (presented below with an expectation in the classroom):

1. Identify the expected behaviour

- Solve Problems Peacefully (one of the school's four school-wide expectations)

2. Identify the rationale for teaching the behaviour

- "We can choose to solve problems positively or negatively. Solving a problem peacefully helps us to keep calm and focus on a solution instead of getting upset. This way, we can figure out a good solution that meets everyone's needs."

3. Identify a range of examples

- Positive examples: What **TO** do
- Negative examples: What **NOT** to do

4. Include student practice/role playing activities

Problem: Two groups are fighting over the use of shared materials	
POSITIVE: Both groups discuss and agree that Group 1 can use the materials first, while Group 2 works on a different part of the assigned project, then the groups will switch in 15 minutes.	**NEGATIVE**: Group 2 grabs the materials, and tells Group 1 "we got them first," resulting in an argument that stops both groups from completing the project.

- Adults can show the negative examples, and students can show the positive examples
- Older students can create and perform their own examples

5. Prompt expected behaviour

- Have students design and put up a poster reminding everyone of problem-solving steps
- When students have conflicts, prompt them to follow the steps (and guide as needed)

6. Assess student progress

- Hold a brief class meeting at the end of each day where students (and adults) acknowledge others for examples of solving problems peacefully
- Track student success visually (e.g., bar graph) and monitor office referrals for re-teaching

Lesson for Teaching Expected Behaviour

Step 1: *Identify the Expected Behaviour*

Step 2: *Rationale for Teaching the Behaviour*

Step 3: *Identify a Range of Examples*

Positive Teaching Examples	*Negative Teaching Examples*

Step 4: *Practice/Role Playing Activities*

Step 5: *Prompt Expected Behaviour*

Step 6: *Assess Student Progress*

Adapted from Langland, Lewis–Palmer, & Sugai, 1998

DEVELOPING A SCHEDULE FOR TEACHING LESSONS

GETTING STARTED

Developing a schedule for the year outlining when expectations will be taught and re–taught ensures a proactive, instructional school environment. Some schools start with a full "Opening Day" training for the students, and also highlight points in the year where additional teaching will be necessary (e.g., just before or after December break).

EXAMPLE: OPENING DAY

The day can be divided into a number of instructional periods based on the school's expectations matrix. Groups of students rotate through several locations (e.g., classroom, hallway, gym, outside). At each location, staff review the expectations, provide positive and negative examples of what the expectations look like in that particular location, and provide activities for the students to practice. Staff then provide feedback (e.g., acknowledgment or modelling and further practice). See examples at http://bcpbs.wordpress.com/bc–examples
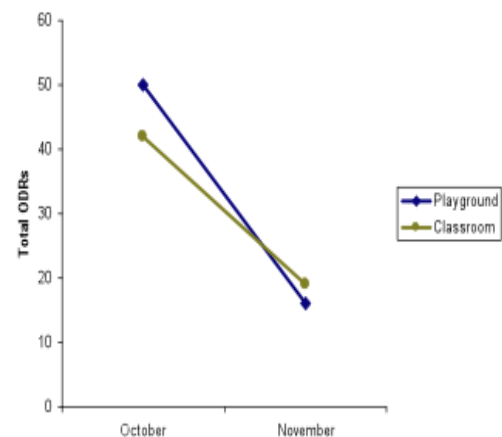
WHEN TO RE-TEACH

Just like in academics, when students continue to make mistakes in a given location, it's a sign they need to be re–taught the lesson. Additional "booster sessions," with additional instruction and practice for a particular expectation or location can help the students be successful.

ONE SCHOOL'S STORY

Sifton Elementary School: Re-teaching in Action

Using office discipline referrals (ODRs), Sifton Elementary School (Vancouver, WA) identified the playground as an area where students were struggling to meet expectations. They used this information to develop a plan, which included: 1) re-teaching the playground expectations, 2) increasing supervision on the playground, 3) implementing an incentive system to earn a free recess for appropriate behaviour, and 4) monitoring student progress. The number of ODRs decreased significantly in not only the playground, but also the classrooms! Teachers noted that their instruction after recess and lunch was no longer interrupted by playground problems that spilled over into the classroom.

Tips for Tomorrow

Tips for Tomorrow is a section for teachers that provides simple, practical and low-cost strategies for you to use in your classroom ... as soon as tomorrow!

The Blank Matrix Activity

Step 1   Provide students with a school-wide matrix with blank expectation by location boxes

Step 2   Have students write or draw expectations for each location

Step 3   Use the results to:

- Revise the matrix to include more "student-friendly" examples

- Identify expectations or locations that need re-teaching

	Problem Solve	Accept Others	Work Together
Classroom Areas			
Shared Areas			
Outside			

Engaging students in this activity can:
- Help show what and how much they already know about the expectations
- Highlight expectations or places for additional instruction
- Make the examples more relevant to students
- Increase students' sense of ownership and responsibility for expectations
- Increase student connection to the school culture

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Promising Practices is a publication of the University of British Columbia, with support from the BC Representative for Children and Youth.

Our mission is to provide educators and parents with positive approaches that have been shown to work in creating positive school environments, preventing challenging behaviour and supporting students who are at-risk for challenges.

We welcome your comments and ideas for future newsletter articles at:

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Visit us on the web at:

http://promisingpractices.research.educ.ubc.ca

To find out more about PBS in BC, including examples from BC schools, free downloadable materials, and info about the Making Connections Conference, visit

http://bcpbs.wordpress.com/

COMING IN THE NEXT ISSUE:

We will focus on Individual Education Planning (IEP) planning and share resources and ideas for enhancing the process for students, parents, and teachers.