# Developing Expectations Notetaker

## Terminology

Behavior Matrix:

Expectations:

Rules:

Settings:

## Tiered Fidelity Inventory

### Fill in the Blank:

Developing behavioral       is a       component of the       framework.

Notes for TFI 1.3:

## The Importance of Expectations

### Fill in the Blank:

Expectations are the       ways we want people to      .

Notes:

## Review What is Developmentally Appropriate

### Fill in the Blank:

PBIS includes a focus on what is       appropriate for young learners in       childhood.

Question:

How do you think a child who is 3-4 years old would understand an expectation like Be Responsible?

Question:

How do you think a child who is 5 years old would understand an expectation like Be Responsible?

Question:

How do you think a child who is 6 years old would understand an expectation like Be Responsible?

Question:

How do you think a child who is 7-8 years old would understand an expectation like Be Responsible?

## Consider Inclusive Expectations

### Fill in the Blank:

Inclusive PBIS Leadership Teams       the unique needs of children with different      , different      , and different      .

Question:

What are some considerations for your Team in creating trauma-informed expectations?

Question:

What are some considerations for your Team in creating culturally responsive expectations?

Question:

What are some considerations for your Team in creating inclusive expectations for children with disabilities?

Notes:

## Align and Develop Expectations

### Fill in the Blank:

Expectations are      , overarching       characteristics that capture the essence of what is      . These expectations can       and       a school.

Question:

If you have current expectations, what are they?

Question:

Are there more than 3? If so, what would you prioritize to have 3 expectations?

Question:

Are the expectations for early childhood aligned with district and school-wide expectations?

Notes:

## Create a Behavioral Expectations Matrix

### Fill in the Blank:

A behavior       is an       that adults can use to       and       expected behavior across the school.

Question:

What data will you use to identify where problem behaviors are occurring?

Question:

How will you get feedback from staff and stakeholders about which areas are most challenging when it comes to behavior?

Question:

How will the system be used to consistently teach expected behaviors in areas where problem behavior is occurring?

Activity: Write it down!

Start creating a behavior matrix. Write down three behavior expectations that align with the district expectations. Next, prioritize settings or activities and write down at least 4 here. Finally, develop positively stated rules that clearly inform how to demonstrate the expectation in each setting or activity.

Once the final behavior matrix is created, how will your team share information with families and staff on the purpose of the matrix and how to use it?

## Create Posters

### Fill in the Blank:

A       is a tool for adults. Helping young learners      ,      , and       the rules requires some much more      .

Question:

What type of visual will be used in planned posters or are used in existing posters? Icon, photographs, line drawings?

Question:

In existing posters, are the visuals consider culturally appropriate? Do the visuals reflect an inclusive community?

Question:

In developing posters, how will you incorporate culturally appropriate visuals that reflect the wider community?

Question:

In existing posters, are they posted at eye level for the children?

Question:

How will the Leadership Team gather feedback from all stakeholders to help ensure that the posters created incorporate diverse values and beliefs, promote a shared understanding of expectations and supports buy-in?

Notes:

## Tiered Fidelity Inventory Check-In

Question:

Has the team identified 2-3 expectations?

Question:

If a preschool is housed within a school building that is currently implementing PBIS, are the expectations linked to those in the school-age setting? Is there a benefit to adapting the expectations for all early childhood (preschool through grade 3)?

Question:

If the preschool is a separate school building, is the team aware of any associated districts using PBIS so that they can link to expectations in those school-age settings?

Question:

Has there been a matrix developed that includes examples (rules for behavior by setting / activity / location?

Question:

Are expectations written in a way that applies to both children and staff?

Question:

Are they posted publicly throughout the school (classroom, common areas) at eye level with supporting visuals in ways that are meaningful to children, staff, and families?

Question:

How will expectations be shared with families (e.g. family handbook)?

Question:

How will staff assist families in the transition of expectation to rules in the home?

Notes:

## Data-Based Decision-Making Activity: TFI 1.3

Question:

Review the case study information in the interaction. Can at least 90% of staff list at least 67% of the expectations?

Notes: