# Teaching Expectations Notetaker

## Terminology

Prompting:

Stages of Learning:

## Tiered Fidelity Inventory

### Fill in the Blank:

Teaching foundational       and       skills,      , and rules requires the same       approach as any other      .

Notes: TFI Feature 1.4

### Fill in the Blank:

Teaching a child       builds the       and       skills each child needs to navigate life at      ,      , and in the      .

Notes:

### Fill in the Blank:

“It used to be discipline, discipline, discipline. We are seeing research that’s showing we have to       behavior just like we would teach      ,      ,      , or any other      .” ~Mike, Principal

Activity: Write it down!

Think about how you might describe the shift toward proactively teaching children what to do and how to do it. In the space below, write a short summary about why teaching children expectations is an important shift for everyone who is implementing PBIS.

## Stages of Learning

### Fill in the Blank:

The       of how children learn is often       when it comes to       and       learning.

Question:

How will you plan to teach new skills during the daily schedule to support the acquisition and fluency stages?

Question:

How will you plan ways to encourage children to practice using a skill throughout the day to support generalization?

## Consider What to Teach

### Fill in the Blank:

Reacting to       behavior in the moment       focus and momentum. A       approach is       to       disruptions while       the necessarily       to succeed.

Question:

Does the lesson plan identify the expectations and a small number of rules for each setting or activity?

Question:

Does the lesson plan identify any necessary resources of materials that support learning?

Question:

Does the lesson plan describe what each expectation and rule looks like and sounds like with examples?

Question:

Does the lesson plan describe any language adults are expected to use that creates consistency?

Question:

Does the lesson plan provide multiple learning opportunities for practicing each expectation and rule throughout the day?

Notes:

## Develop the How and Where

### Fill in the Blank:

Teaching       in early childhood should       the unique       needs of young children.

Question:

Does the lesson plan connect the rule to the expectation?

Question:

Does the lesson plan describe the skill and explain why it is important?

Question:

Does the lesson plan describe how to model the skill or demonstrate the actions of the expected behavior?

Question:

Does the lesson plan describe where to embed teaching in the daily routine?

Question:

Does the lesson plan describe where to embed teaching in activities throughout the day?

Question:

Does the lesson plan describe how to use different teaching formats to teach rules?

Question:

Does the lesson plan describe how to provide multiple learning opportunities for children to practice each rule?

Question:

Does the lesson plan describe where to go for help with differentiating instruction and supporting the needs of all children (including those that are non-verbal or have low-verbal skills)?

Notes:

## Lesson Plan Examples

Notes:

## Develop the When

### Fill in the Blank:

It’s impossible to teach       behavioral       and       all at once. A teaching       can prioritize the       of the       and the entire school      .

Question:

Does the Team have a shared teaching schedule among everyone in the building in order to provide consistency as everyone learns the expectations and rules?

Activity: Write it down!

If your team has come up with expectations, how do you revisit them throughout the year? If you are new to PBIS, how will you prioritize teaching expectations in your teaching schedule?

## Teaching Schedule Examples

Notes:

## Classroom Procedures

### Fill in the Blank:

Consistency from       to       and       to       is necessary for successful       of PBIS.

Question:

Are clearly identified settings, routines, and activities for specific rules provided?

Question:

Are positively stated rules that teach the child what to do and how to do it present?

Question:

Is there a systematic plan for how and when rules will be taught?

Question:

Are rules explicitly taught in the context?

Question:

Do visual supports illustrate the rules?

Question:

Are the classroom rules connected to the expectations?

Notes:

## Address Adult Implementation

### Fill in the Blank:

Creating       plans and teaching       is only one part of the process. All of the       in the building must know how to       plans       and with      .

Question:

Is there a written process for teaching expectations in place (e.g. a PBIS handbook)?

Question:

Have an accompanying set of scheduled trainings to review materials been provided?

Question:

Is assessment used to determine training needs of staff?

Question:

Are faculty wide orientations provided on an annual basis?

Question:

Are strategies for orienting substitutes and volunteers documented?

Question:

Is there a system for staff to request assistance?

Notes:

### Fill in the Blank:

It’s just as important for       to feel successful in what they’re doing as the      . ~Heather, School Psychologist

## Tiered Fidelity Inventory Check-In

Question:

Has the Leadership Team developed shared lesson plans that provide clear guidance on each expectation and rule?

Question:

Do the shared lesson plans provide guidance on how the rules will be taught?

Question:

Has the Leadership Team developed a shared teaching schedule?

Notes:

## Data-Based Decision-Making Activity: TFI 1.4

Question:

Review the case study information in the interaction. Can at least 70% of students list at least 67% of the expectations?

Notes: