

# Introduction/Review of School-Wide and Classroom Behavior Expectations

## Facilitator's Agenda

**Total Training Time:** 1 hour and 15 minutes

### **Objectives:**

- ★ Identify or Redefine School-Wide and Classroom Behavior Expectations
- ★ Share best practices and identify what works and what doesn't for behavior guidance
- ★ Create an Action Plan to implement and reinforce school-wide and classroom agreements

**Please choose one option from each category for your presentation:**

### **I. Warm up Activity/Introduction to the Presentation (10 minutes)**

#### **Options** (choose one):

1. Hands Up for Discipline/Behavior Guidance
2. Memory Activity
3. Scavenger Hunt

After the Warm up Activity, it is recommended that as facilitator you introduce the following components into the training:

- ★ **Parking Lot** (a list of concerns that cannot be addressed at the moment but that will be addressed later; scribed on chart paper or blackboard)
- ★ **Ground Rules** (eg. Agree to Disagree, One Voice, Active Listening, etc.; post for all to see)

### **II. Setting the Expectations & Getting on the Same Page Activity (15 minutes)**

#### **Options** (choose one):

1. What works & What Doesn't Brainstorm/Coaching Activity
2. What merits a referral?
3. Responding to Misbehaviors Activity

### **III. Setting Agreements and Reinforcing/Ensuring School Wide Consistency (30 minutes)**

#### **Options** (choose one):

1. Creating Agreements
2. Defining the "3 B's"
3. Behavior Scenarios

### **IV. Social Marketing & Action Plan (20 minutes)**

#### **Options** (choose one):

1. How will you get the staff to buy in and sell new agreements?
2. Next Steps Personal/School

### **V. Evaluation of Workshop (5 minutes)**

## Participants' Agenda

### **Introduction/Review of School-Wide and Classroom Behavior Expectations**

#### **Objectives:**

- ★ Share best practices and identify what works and what doesn't for behavior guidance
- ★ Identify or Redefine School-Wide and Classroom Behavior Expectations
- ★ Create an Action Plan to implement and reinforce school-wide agreements

- I. **Warm up Activity/Introduction to the Presentation (10 minutes)**
  
- II. **Setting the Expectations & Getting on the Same Page Activity (15 minutes)**
  
- III. **Setting Agreements and Reinforcing/Ensuring School Wide Consistency (30 minutes)**
  
- IV. **Social Marketing & Action Plan (20 minutes)**
  
- V. **Evaluation (5 minutes)**

## I. Warm up Activity/Introduction to Presentation (10 minutes):

### Option I: Hands Up for Behavior Guidance!

**Purpose:** This is an opportunity for each participant to reflect on school behavior issues and to gain a greater understanding of what your colleagues believe are some campus behavior concerns.

**Materials/Equipment:** None.

**Audience:** Large group, may or may not know each other already.

*Facilitator:*

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- 1) Please reflect on each of the 10 statements that I am going to read and decide if the statement applies to you.
- 2) If the statement **does** apply to you, you will silently raise your hand. If the statement **does not** apply to you, you will stay seated without raising your hand.
- 3) There are no right or wrong answers.
- 4) I encourage everyone to participate, but if you do not feel comfortable responding to an answer you may choose not to participate.
- 5) We will have a couple of minutes to discuss this activity after all the statements have been read.
- 6) Are there any questions before we start?
- 7) I am going to read each statement twice.

#### **Please raise your hand silently if.....**

- Your students regularly attend class and arrive on time.
- You regularly work with students on personal and social issues.
- Gang and turf issues are preventing some of your students from attending school.
- Behavior problems regularly interfere with student learning in your classroom.
- You have been given resources and support to help you address behavioral issues with your students.
- There is someone at school who can help you problem solve.
- School climate/student behavior discussions occur regularly in formal meetings.
- Your site upholds a unified discipline policy with consistent rewards and consequences for all students.
- You can think of at least one district policy that supports positive student behavior.
- You can make a positive difference in the lives of our students.

#### **Reflection Questions:**

- Which statements stood out?
- What statements are missing and should have been asked?
- Are there any final thoughts or questions?

## I. Warm up Activity/Introduction to Presentation (10 minutes):

### Option 2: Memory Exercise

**Purpose:** This is an opportunity for each person to reflect on their own experiences with behavior guidance.

**Materials/Equipment:** None.

**Audience:** Large group, may or may not know each other already.

*Facilitator:*

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- 1) I am going to ask you to close your eyes and visualize the answers to the following questions.
- 2) We will have a couple of minutes to discuss this activity at the end of the visualization.
- 3) Are there any questions before we start?
- 4) Let's begin. Please close your eyes.
- 5) Did you know what "the rules" were as a child? What sorts of things were "against the rules" when you were growing up? Were there different rules at home, at school, at other places?
- 6) What were the consequences for breaking certain rules? Were consequences explained to you along with rules? Were consequences enforced consistently? Were you ever punished for something you didn't know was against the rules?
- 7) Did the consequences or "punishments" you received affect your behavior? How did they affect you in general? What didn't seem fair about the rules, punishments, or consequences you experienced as a child?
- 8) How did the rules and consequences you experienced as a child affect the type of person you are today?

After all questions have been asked, point out to participants that as they participate in the rest of the workshop, they should remember how their own experiences with behavior guidance informs their current relationship to it, and should keep in mind how students may feel about behavior guidance.

Adapted from C. Borgmeier (2002)

## **I. Warm up Activity/Introduction to Presentation (10 minutes):**

### **Option 3: Scavenger Hunt**

**Purpose:** Walk around the room and try to find at least seven people who fit the following descriptions. Place the initials of the person you find for each item next to the appropriate check box.

**Materials/Equipment:** Photocopies of the following page.

**Audience:** Medium-sized group, may or may not know each other already.

*Facilitator:*

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- 1) Explain to the group that this is a different way of getting to know each other
- 2) Provide each participant with a Scavenger Hunt sheet
- 3) Ask participants to find at least 4 people who fit the descriptions and write their initials by each item
- 4) After five minutes, call time and ask participants to return to their seats
- 5) Ask participants to share out any surprises with the group!

# SCAVENGER HUNT



## FIND SOMEONE WHO...

- Has been sent to the principal's office (for what?)
- Has had a student talk back to him/her (how did you react?)
- Was grounded for misbehaving (for what?)
- Uses a rewards system in the classroom (how does it work?)
- Received an allowance (for doing what?)
- Has had to physically break up a fight (explain)
- Was labeled a "goody-goody" in school (how did it feel?)
- Has seen a student's behavior improve over the course of a year (what caused the improvement?)
- Has attended a gang prevention training (where?)
- Was told he/she dressed inappropriately as a teenager (what were you wearing?)
- Has a method for reducing specific negative behaviors (eg. swearing, sagging, using slurs) (what is the method?)
- Uses peer mediation to settle conflicts in the classroom (how does it work?)
- Was a bully in school (what did you do?)
- Regularly makes positive phone calls home to students' families
- Has students create the classroom rules or agreements (how?)

## I. Setting the Expectations & Getting on the Same Page Activity (15 minutes):

### Option I: What works & What Doesn't Brainstorm/Coaching Activity

**Purpose:** To allow veteran staff to coach new staff on effective behavior guidance strategies.

**Materials:** Chart paper/markers

**Audience:** Medium-sized group, already know each other.

*Facilitator:*

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- 1) Divide group so that each group has a mix of new and veteran staff.
- 2) Ask each group to assign one person to serve as facilitator and one person to be the recorder.
- 3) Explain to participants that this will be an opportunity for new staff to share their challenges/concerns and for veteran staff to share their experience.
- 4) In their groups, give new staff a chance to share out some of their behavior challenges/concerns. Recorder should write these concerns down on the chart paper.
- 5) Ask the veteran staff to take turns sharing one behavior guidance strategy with the new staff for each behavior concern. Recorder should note down suggestions as they are given.
- 6) Each veteran staff should have the opportunity to share one strategy and then move on to the next individual.
- 7) Invite the veteran staff to also share some of their ideas of what doesn't work to help the new staff get a sense of both sides.

Some questions for groups to consider (post on chart paper):

- Why is the behavior a challenge or concern?
- What could be some possible causes of the challenging behavior?
- What has worked/hasn't worked for veteran staff in the past?
- Who can the new staff go to for support on this issue?

## II. Setting the Expectations & Getting on the Same Page Activity (15 minutes): Option 2: What Merits a Referral?

**Purpose:** To clarify school wide expectations of what behaviors merit a referral.

### **Materials needed:**

- ★ A copy of a summary (number and reason for referral) of office referrals for the previous year for each participant or group of participants
- ★ Copies of the Behavioral Referral Brainstorm Form
- ★ Chart paper/markers

**Audience:** Any size group, may or may not know each other.

*Facilitator:*

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- 1) Distribute the summary to the participants and ask them to look at the summary.
  - What do they notice?
  - How many referrals are there?
  - What was the most common reason for the referral?
  - What was the follow up action?
- 2) As a group (or small groups depending on staff size) list the most common reasons for referral on the Behavioral Referral Brainstorm Form provided on the following page.
- 3) Ask the group to discuss whether or not they agree that the referrals were merited in each instance. Why or why not?
- 4) What other types of referrals out of class did the teachers use that might not be reflected in the data (referral to other classes, calls home to parents, loss of privileges)?
- 5) Are the reasons/actions for referrals consistent? Why or why not?
- 6) After groups have had a chance to discuss, bring the group back together and ask participants to share out behaviors that they agree are non-negotiable referrals and behaviors that may or may not receive a referral depending on the individual teacher. Write their answers on the chart paper.
- 7) Explain that there will be a following up activity later in the workshop in which they will have time to reflect on this brainstorm.

**Note:** This workshop works well with the **Creating Agreements** activity on page 11.

## Behavior Referral Brainstorm

Identify the most common reasons for referral in your school/classroom

15 most common reasons for referral	What is an alternative discipline to referral?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Some questions to consider:

- What is the school policy on office referrals?
- Do you agree that the referrals were merited in each instance? Why or why not?
- Which behaviors are non-negotiable referrals?

Adapted from C. Borgmeier (2002)

## II. Setting the Expectations & Getting on the Same Page Activity (15 minutes)

### Option 3: Responding to Misbehaviors Activity

**Purpose:** This activity is designed for participants to reflect individually on their own experiences in their classrooms and then have an opportunity to share out.

**Materials:**

- ★ Chart paper/Overhead projector
- ★ Paper and Pencil for each participant

**Audience:** Any size group, may or may not know each other.

*Facilitator:*

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- 1) Ask the participants to take 5 minutes to list out the misbehaviors they most commonly experience in their classrooms and reflect on the following questions: (Post questions on chart paper or on an overhead):
  - What happens (off-task, disrespect, aggression)?
  - When does it happen (beginning of class, independent work time)?
  - How do they respond to the behavior (refer to office, citation, call home, loss of privileges)?
- 2) After the participants have had a few minutes to list out their responses, invite them to get into small groups and share their responses by discussing the following questions (Post questions on chart paper or on an overhead):
  - Are there common misbehaviors or trends that are being addressed?
  - Are misbehaviors being addressed in the same way?
  - Are there differences in the tolerance levels and the consequences given? Do these change with the day of the week or the time of the day?
- 3) Ask the groups to share out some of the common areas in their groups. Chart the responses on chart paper for all to see.
  - What are the behaviors?
  - How do they respond?
  - Look for trends and identify any common areas by circling them.

Explain that the information from this activity will be helpful in the next activity.

**Note:** This activity works well with the Creating Agreements activity on page 11.

### **III. Setting Agreements & Reinforcing/Ensuring School Wide Consistency (30 minutes)**

**Option I: Creating Agreements**

**Purpose:** Use this activity to come to an agreement on your groups' expectations for how participants should **respond** to student behavior, or to come to an agreement on your groups' expectations for how **students** should behave.

**Materials:**

- ★ Chart Paper
- ★ Markers

**Audience:** Large Group that works together and already knows each other

*Facilitator:*

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- 1) Invite participants to work in groups of 3-4. Each group is responsible for drafting a set of school-wide behavior agreements. You can focus this activity on agreements for teachers (how you want teachers to respond to student behaviors), or for students (how you want students to behave). Allow at least 10 minutes for groups to brainstorm.
- 2) Ask groups to share out their agreements. Write their suggestions out on chart paper. If a group shares an agreement that is similar to an agreement that a previous group shared, put a check mark by that agreement.
- 3) After all groups have shared, circle the 5-10 agreements that have the most check marks. If there are a few agreements that are borderline, allow a few minutes for discussion to decide whether these agreements should be included or not.
- 4) Once agreements have been determined, invite participants to vote to "ratify" the set of agreements. This can be done by a show of hands, by a call of "yea" or "nay" or by paper ballot.
- 5) Allow a few minutes for anyone who has a major objection to voice their concerns. Encourage the group to come to a compromise.
- 6) Immediately following the workshop, type up the agreements and distribute them to all participants, "Our Community Agreements."

### **III. Setting Agreements & Reinforcing/Ensuring School Wide Consistency (30 minutes)**

**Option 2: Defining the “3 B’s”:  
Mapping School-Wide Rules to Classroom Behavioral Expectations  
Elementary and Secondary Level**

**Purpose:**

This activity asks participants to brainstorm how the 3 B’s (Be safe, Be respectful, Be responsible) evidence themselves in everyday school routines. By listing out desired behaviors, participants create a clear vision for 3 B’s behavior expectations for their students and develop an action plan for improving student behavior.

**Materials:**

- ★ Overhead projector/Overhead of Blank Worksheet (Elementary or Secondary)
- ★ A copy of Blank Worksheets for each participant
- ★ A copy of Example Sheet for each participant
- ★ Chart Paper/Markers
- ★ Resource List

**Audience:** Large Group, may or may not know each other

*Facilitator:*

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- 1) Review 3 B’s with the group
- 2) Post overhead. Ask for one example for each of the 3 B’s. Write examples in the top row of the overhead.
- 3) Explain that each participant will be receiving a worksheet like the overhead. The worksheet should be completed by each participant.
- 4) Give participants at least 10 minutes to complete their sheets
- 5) Ask participants to share examples of how they filled in their worksheets. Write their suggestions in the appropriate boxes on the overhead.
- 6) Distribute Example Sheet
- 7) Ask the following follow-up questions. Record answers on Chart Paper.
  - a. Which of the suggestions are the most difficult to enforce? Why are these difficult to enforce?
  - b. What would make it easier to enforce them?
  - c. Which of the suggestions does the site do particularly well? Which of the suggestions does the site need to work on?
- 8) By a show of hands ask participants to vote on three behaviors from the “need to work on” list that, as a site, everyone will agree to work on.
- 9) Ask each person to identify three additional behaviors that they will personally work on with their students.
- 10) Solicit suggestions from participants on where they can get resources for supporting their students in the target areas for improvement. Distribute Resource List.

Adapted from C. Borgmeier (2002)

## Mapping School-Wide Rules to Classroom Behavioral Expectations - Elementary

Teacher \_\_\_\_\_ Grade/Subject \_\_\_\_\_

School \_\_\_\_\_

School Rules	Be Safe	Be Respectful	Be Responsible
Expected Student Behavior			

Classroom Routines	
Entering the Classroom	
Starting the Day	
Attention Signal	
Working Independently	
Working in Groups	
Asking for Help	
Transition Procedures/Lining up	
Hall Pass System	
Obtaining Materials/Supplies	
Completing & Returning Homework	

Adapted from C. Borgmeier (2002)

**Example: Mapping School-Wide Rules to Classroom Behavioral Expectations - Elementary**

School Rule	Be Safe	Be Respectful	Be Responsible
Expected Student Behaviors	<ul style="list-style-type: none"> <li>-Walk facing forward</li> <li>-Keep hands, feet &amp; objects to self</li> <li>-Get adult help for accidents &amp; spills</li> <li>-Use all equipment &amp; materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Use kind words &amp; actions</li> <li>-Wait for your turn</li> <li>-Clean up after yourself</li> <li>-Follow adult directions</li> <li>-Be silent when lights are turned off</li> </ul>	<ul style="list-style-type: none"> <li>-Follow school rules</li> <li>-Remind others to follow school rules</li> <li>-Take proper care of all personal belongings &amp; school equipment</li> <li>-Be honest</li> <li>-Follow game rules</li> </ul>

Classroom Routines	
Starting the day	<ul style="list-style-type: none"> <li>▪ Put personal belongings in designated areas</li> <li>▪ Turn in homework</li> <li>▪ Put instructional materials in desks</li> <li>▪ Sharpen pencils &amp; gather necessary material for class</li> <li>▪ Be seated &amp; ready to start class by 8:30</li> </ul>
Entering the classroom	<ul style="list-style-type: none"> <li>▪ Enter room quietly</li> <li>▪ Use conversational or 'inside voice'</li> <li>▪ Keep hands, feet, objects to self</li> <li>▪ Walk</li> <li>▪ Move directly to desk or assigned area</li> <li>▪ Sit quietly &amp; be ready for class</li> </ul>
Working Independently	<ul style="list-style-type: none"> <li>▪ Select area to work</li> <li>▪ Have materials ready</li> <li>▪ Work without talking</li> <li>▪ Raise hand to ask for help</li> <li>▪ Keep working or wait quietly for assistance when teacher is helping others</li> <li>▪ Move quietly around the room when necessary</li> <li>▪ Put materials away when finished</li> <li>▪ Begin next activity when finished</li> </ul>
Asking for Help	<ul style="list-style-type: none"> <li>▪ Always try by yourself first</li> <li>▪ Use the classroom signal for getting assistance</li> <li>▪ Keep working if you can or wait quietly</li> <li>▪ Remember the teacher has other students that may also need help</li> </ul>
Taking care of personal needs	<ul style="list-style-type: none"> <li>▪ Follow the class signal for letting the teacher know you have a private concern</li> <li>▪ Let the teacher know if you need immediate help or if you can wait a while</li> <li>▪ Try to speak to the teacher privately &amp; quietly if you do not want other students involved</li> </ul>
Completing & returning homework	<ul style="list-style-type: none"> <li>▪ Collect your work to take home</li> <li>▪ Complete work, get parent signature when needed</li> <li>▪ Bring work back to school</li> <li>▪ Return work to homework basket</li> </ul>

Adapted from C. Borgmeier (2002)

## Mapping School-Wide Rules to Classroom Behavioral Expectations - Secondary

Teacher \_\_\_\_\_ Grade/Subject \_\_\_\_\_

School \_\_\_\_\_

School Rules	Be Safe	Be Respectful	Be Responsible
Expected Student Behavior			

<b>Location</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Playground – Blacktop?</i>			
<i><u>Inside Recess</u></i>			
<i>Bathrooms</i>			
<i><u>Restricted Areas:</u> Offices Health Room Boiler Room Kitchen</i>			

<b>Location</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Assemblies</i>			
<i>Field Trips</i>			
<i>Bus Area/ Outside Areas: Arrival- Dismissal</i>  <i>Sidewalk</i>  <i>Bike rack</i>			
<i>Hallways/ Breezeways</i>			
<u><i>Instructional Areas:</i></u> <i>Classroom</i> <i>Gym</i> <i>Music</i> <i>Library</i> <i>ESL</i> <i>SMART</i> <i>Computer Rm</i>			
<i>Cafeteria:</i>  <i>Breakfast</i>  <i>Lunch</i>			

Adapted from C. Borgmeier (2002)

**Example: Mapping School-Wide Rules to Classroom Behavioral Expectations - Secondary**

School Rules	Be Safe	Be Respectful	Be Responsible
Expected Student Behavior			

<b>Location</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Playground – Blacktop?</i>	Keep hands & feet to yourself Sit properly in bleachers or benches No drinks, food or gum No running in locker room No play fighting Report all unsafe situations to an adult	Be a team player Encourage others Do not ridicule others Treat others as you would like to be treated	Show good sportsmanship Return equipment Wear your uniform daily Listen to adults
<i>Inside Recess</i>			
<i>Bathrooms</i>	Keep Water in sink Wash hands Put towels in garbage	Give people privacy Respect the property of others	Flush toilets Inform adults of vandalism
<i>Restricted Areas: Offices Health Room Kitchen</i>	Use inside voice in the building at all times. Get hall pass/teacher permission to report problems	Use kind words and show respect to all individuals at all times	Ask for assistance, be polite Obtain permission to use the phone
<i>Assemblies</i>	Sit quietly during presentation Fill in all empty seats Listen for instructions Take off backpacks Dismiss by aisle	Applaud appropriately No littering Pay attention & show respect Lift up seat when	Refrain from talking and remain seated during activity Focus on the activity Follow teachers' instructions Exhibit polite behavior to performers
<i>Field Trips</i>			

<b>Location</b>	<b>Be Safe</b>	<b>Be Respectful</b>	<b>Be Responsible</b>
<i>Bus Area/ Outside Areas: Arrival- Dismissal</i>  <i>Sidewalk</i>  <i>Bike rack</i>			
<i>Hallways/ Breezeways</i>	Walk to the right at all times Keep hands & feet to yourselves Move to class on time, do not linger Use approved staircases Report all unsafe situations to an adult	Use kind words and actions Use inside voice in the hallways/staircases, no shouting If an adult stops you in the hallway, stop and give your name, if requested, and listen to their direction	Use your own lockers, no sharing No food, drink or gum Listen to adults Follow directions the 1 <sup>st</sup> time they are given: All teachers are your teachers. Be courteous; excuse yourself if you bump into someone
<u><i>Instructional Areas:</i></u> <i>Classroom</i> <i>Gym</i> <i>Music</i> <i>Library</i> <i>Computer Rm</i>	Use chairs/tables and equipment appropriately Respect library books	Use inside voice at all times Respect the property of others	Return materials to proper places Use computers/internet appropriately No food, drink or gum
<i>Cafeteria:</i>  <i>Breakfast</i>  <i>Lunch</i>	No cuts Walk at all times Eat only your own food Sit when eating Keep aisles clear Exit in a calm manner Clean up spills	Use good manners Clean up your area Keep food inside Follow adult direction	Wait in line patiently Clean up after yourself Place recyclables in proper containers Bring your lunch card

Adapted from C. Borgmeier (2002)

### **III. Setting Agreements & Reinforcing/Ensuring School Wide Consistency (30 minutes)**

Option 3: **Behavior Scenarios – What would you do?**

**Purpose:** The goal of this activity is to put theory into practice by asking participants how they would respond to various student behavior scenarios.

**Materials:**

- ★ Photocopies of scenarios cut into strips (Elementary or Secondary)
- ★ Overhead or copies of scenario questions
- ★ Chart paper/markers

**Audience:** Medium-sized group, may or may not know each other

*Facilitator:*

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- 1) Ask participants to work in groups of 3 or 4.
- 2) Explain that each group will receive one strip of paper that contains a student behavior scenario and that groups will have 10 minutes to discuss their response to the scenario using scenario questions as a guide.
- 3) After groups have had time to discuss, ask each group to share out their responses. Record key points on chart paper.
- 4) Once all groups have had a chance to share, ask them to share any common themes in their responses that they noticed.
- 5) You may also wish to highlight any important protocols, policies, or best practices that were shared.



## Student Behavior Scenarios

### Elementary

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#### Scenario One:

You are trying to explain the next activity to a group of children and two or three of them are talking to others sitting near them and causing a distraction.

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#### Scenario Two:

Maria comes up to you on the playground, crying. She says that she wants to play with a group of girls and they said the game was closed so she can't play.

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#### Scenario Three:

During free-play time, you see two children fighting.

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#### Scenario Four:

After losing a game to Alberto, you overhear Ben say: "You must have cheated. My mom says Mexicans are all stupid. You should go back to Mexico."

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#### Scenario Five:

Joey is continually disruptive. Every time you turn around, he is pinching someone or making someone cry. He has been put in "time out" repeatedly. When you ask him what he did wrong and how he can improve, he has good answers and seems truly sorry for what he did. However, his behavior does not seem to be changing.

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#### Scenario Six:

One student in your class is constantly approaching you to report on the misbehaviors of other students (tattle-tales).

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## Student Behavior Scenarios Secondary

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### **Scenario One:**

You overhear a group of girls using a lot of swear words as they exchange stories in the hallway between classes.

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### **Scenario Two:**

School has just let out and students are in the front of the building. You are passing by just in time to see Damond and Mike pushing each other. It looks like they are headed into a fist fight. Some other kids are gathered around them, egging them on.

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### **Scenario Three:**

Every time you open the door to your classroom between periods, you notice that students are running down the hallways and making an excessive amount of noise.

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### **Scenario Four:**

As you explain an activity to a group of students, one student says, "This is stupid."

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### **Scenario Five:**

Mike is disruptive in class and disrespectful to staff and students. When you tell him you're going to call his parents about his behavior, he says "Go ahead call them. I don't care. They don't care. Like you're going to be able to reach them anyway."

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### **Scenario Six:**

A student in your class reports to you that a group of "popular" girls are teasing her, calling her names, and threatening to physically hurt her if she says something to a teacher. The student indicates that she is fed up and is ready to get back at them.

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#### **IV. Social Marketing & Action Plan (20 minutes)**

Option 1: **How will you get the staff to buy in and sell new agreements?**

**Purpose:** This closing activity is designed so that you can discuss as a staff your next steps with regards to the school-wide agreements revisited or established in the previous activities. **How will you work together to ensure consistent implementation of your behavior guidance plan?**

**Materials:** Chart Paper/Markers

**Audience:** Any

*Facilitator:*

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Example:

- 1) Identify one area of focus for each month and ensure that all are consistent.
- 2) Identify a method for sharing information with students and families to ensure that all are on the same page.

#### **IV. Social Marketing & Action Plan (20 minutes)**

##### **Option 2: Next Steps Personal/School**

**Purpose:** Use the action planning tools to create personal or school-wide action plans for your new school wide discipline agreements and policies. Make sure to include ideas for revisiting the action plans and ensuring follow up.

**Materials:** Copies of the Action Planning Tool

# ACTION PLANNING TOOL: \_\_\_\_\_

Identify implementation strategies and write an action / next step for each of the domains that apply.

←←SCHOOL/COMMUNITY ←←OTHER CLASSROOMS ←←MY CLASSROOM←←INDIVIDUAL

On a personal level I will

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In my own classroom I will

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To influence other classrooms I will

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To influence the school community I will

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# Introduction/Review of School-Wide and Classroom Behavior Expectations Workshop Evaluation

1. Prior to this workshop, my knowledge of School-Wide and Classroom Behavior Expectations was:

<u>1</u> Non-existent	<u>2</u> Low	<u>3</u> Fair	<u>4</u> Adequate	<u>5</u> High
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2. Please provide your written comments on today's session:

I appreciated...	I learned...
I plan to use...	I suggest...

<<<<<<<<<< SURVEY CONTINUES ON BACK PAGE >>>>>>>>>>

**3. Please mark the box that corresponds with your answer:**

<b>Part I: CONTENT</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
The presentation increased my knowledge and understanding of School-Wide and Classroom Behavior Expectations.				
The presentation provided me with strategies to use in my work to uphold School-Wide and Classroom Behavior Expectations.				
The presentation made me more aware of the link between School-Wide and Classroom Behavior Expectations and student success.				
I plan on sharing the information I learned with Colleagues, family and friends.				

<b>Part II: PRESENTATION QUALITY</b>	Strongly Agree	Agree	Disagree	Strongly Disagree
Facilitator(s) was knowledgeable and clear.				
The Facilitator(s) encouraged participation.				
The Facilitator(s) stayed on agenda and was respectful of presentation time.				
The presentation was effective.				

**4. After this workshop, my knowledge of School-Wide and Classroom Behavior Expectations is:**

<b>1</b> Non-existent	<b>2</b> Low	<b>3</b> Fair	<b>4</b> Adequate	<b>5</b> High
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**5. Would you be interested in having additional information around School-Wide and Classroom Behavior Expectations?**

Yes    No

**6. Please feel free to provide any additional comments about today's session:**

## **Resources**

- a. Sample Rules & Consequences
- b. Sample Curricula
- c. Websites
- d. Background Info