Snapshot: Develop Lesson Plans for Teaching Expectations and Rules
Benchmarks of Quality: 29-34

**What is it?**
- Lessons are developed to teach expectations and rules
- Lessons include examples and non-examples and a variety of instructional methods and are embedded with academic instruction

**Benchmarks of Quality (BoQs):**
- A behavioral curriculum includes concept and skill level instruction
- Lessons include examples and non-examples
- Lessons use a variety of teaching strategies
- Lessons are embedded into subject area curriculum
- Faculty/staff and students are involved in development & delivery of lesson plans
- Strategies to reinforce the lessons with families/community are developed and implemented

**Implementation Products and Outcomes:**
- System to support staff to teach school-wide expectations
- Collaboratively developed lesson plans for initial instruction, on-going booster sessions for reminding and re-teaching, embedded instruction within academic instruction

**Supporting Implementation:**

**Role of District Coordinator:**
- Provide connections to community and school division resources (e.g., technology for creating school videos)

**Role of Administrator:**
- Include time during staff or grade level/core/department meetings to allow coach and team to facilitate teaching acknowledgement
- Include lesson plans as part of “look for” of walk through
- Allocate resources (e.g., team meeting time, time for team to work with staff/students)
- Arrange for time to teach expectations to ALL students, school-wide
- Review implementation outcomes and products for alignment with strategic planning goals and social/behavioral needs
- Review academic and social/behavioral data with school leadership teams

**Role of Coach:**
- Provide examples of lesson plans and lesson planning formats for specific behaviors and expectations.
- Resources: www.PBIS.org, www.pbismaryland.org, State Coaching activities (workshops, professional learning communities, etc.)

**Role of Team:**
- Review sample lesson plans and lesson planning formats for best contextual fit for your school
- With coach and administrative support, draft action plan to provide initial instruction, on-going instruction, and opportunities/examples of embedding with academic curriculum
- Develop a schedule for initial, on-going, and embedded instruction to teach expectations
- Plan for ways to teach students and adults new to the building (e.g. video models)

**Role of Staff:**
- Participate in staff development to learn about developing lesson plans for teaching expectations and rules
- Contribute to developing lesson plans
- Commit to teaching expectations to ALL students
- Serve as a model to demonstrate expectations
- Working with colleagues during grade level/core/department meetings or other times to identify contextual fit for embedding instruction and practice for expectations into academic instruction

**Role of Students, Family, and Community**
- Model what is taught in the schools
- Provide feedback as necessary

**Research**
- Behaviors are prerequisites for academics. Procedures and routines create structure. Repetition is key to learning new skills: For a child to learn something new, it needs to be repeated an average of 8 times. Adults average 25- (Joyce and Showers, 2006)
- For a child to unlearn an old behavior and replace with a new behavior, the new behavior must be repeated on average 28 times (Harry Wong)
- We can no longer assume: Students know the expectations/rules and appropriate ways to behave. Students will learn appropriate behaviors quickly and effectively without consistent practice and modeling
- We must assume: Students will require different curricula, instructional modalities, etc... to learn appropriate behavior. We need to teach expectations/rules and appropriate behaviors as effectively as we teach academic skills.

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