

The Team Time Implementation Workbook Adapted for RSU# 24

School: _____

Date: _____

School-wide Values/Expectations and Setting Specific Expectations Developed

The team should use the guiding questions to critically assess status of this Essential feature: **Expectations and Rules Developed**. Once the team discusses areas of strengths and areas of need, the team will develop action steps that will be used to strengthen areas of need.

Status = Achieved, In Progress, or Not Started

Expectations and Rules Developed 3-5 school-wide behavior expectations (Values) are defined.	Status:	Notes:
Values/expectations apply to both students and staff.	Status:	Notes:
Values/expectations are developed and posted for specific settings. (Matrix)	Status:	Notes:
Values/expectations for the use of technology (including the care of laptops) are included.	Status:	Notes:
Specific expectations are linked to Values.	Status:	Notes:
Staff members are involved in development of values and expectations.	Status:	Notes:
Students, families, and communities members have a shared understanding of these values and expectations.	Status:	Notes:

Guiding Questions and Planning Activity

- Develop your 3-5 school-wide Values/expectations
- Use Matrix to identify rules in all areas of school
- How did you share and review examples and drafts?
- In developing your expectations, how did you involve staff, students, families, and community members?
- Do all members of your school and local community have a shared understanding of these values and expectations?
- How will you use the Matrix to identify rules in all areas of the school?
- Develop Action Steps

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SAMPLE MATRIX:

		SETTING						
		All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
EXPECTATION	Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
	Respect Others	Be kind. Hands/ feet to self. Help/ share with others	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners.	Whisper. Return books.	Listen/ watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
	Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put littler in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

Activity	Action Steps	Who	When
Expectations and Rules Developed <ul style="list-style-type: none"> • 3-5 School-wide behavioral value/expectations defined • Specific expectations are linked to values • Teaching matrix developed and for specific settings, including technology • Expectations posted • Expectations shared with students, families, and community members 	a.		
	b.		
	c.		
	d.		

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Lesson Plans for Teaching Expectations/Rules

Teams should use the guiding questions to critically assess status of this Essential Feature: **Lesson Plans for Teaching Expectations/Rules**. Once the team discusses areas of strengths and areas of need, the team will develop action steps that will be used to strengthen areas of need.

Status = Achieved, In Progress, or Not Started

<p>Lesson Plans for Teaching Expectations/ Rules</p> <p>A behavioral curriculum includes teaching expectations and rules. Lesson plans for the school-wide expectations are developed.</p>	Status:	Notes:
Lesson plans include examples and non-examples.	Status:	Notes:
Lessons use a variety of teaching strategies.	Status:	Notes:
Reinforcement/recognition for expected behaviors are included (short term/frequent, booster/intermittent, celebration/periodic)	Status:	Notes:
Suggestions for corrective feedback for misbehavior are included.	Status:	Notes:
Faculty/staff and students are involved in development of behavioral curriculum/lesson plans.	Status:	Notes:
Strategies to share key features of the program with families/community are developed and implemented.	Status:	Notes:

Guiding Questions and Planning Activity

- Develop ways to teach matrix to all staff, students, families/communities
- How will your school teach expectations? (Lesson plans that include examples and non-examples, variety of strategies)
- How will your team and faculty use “best practices” to teach social skills?
 - Teach directly in settings? (ie., bus expectations taught on bus)
 - Faculty and staff model appropriate behavior?
- How will you start to embed into subject area curriculum?
- How will lessons be taught throughout the school year?
- Review Examples
- Develop Action Steps

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Activity	Action Steps	Who	When
Lesson Plans for Teaching Expectations/ Rules <ul style="list-style-type: none"> • Lesson plans and curriculum developed • Dissemination activities for involvement and implemented with school community • Teaching occurs throughout the year- data used to determine areas of need 	a.		
	b.		
	c.		
	d.		
	e.		

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Implementation Plan for Teaching Expectations/Rules Lessons

The team should use the guiding questions to critically assess status of this Essential Feature: **Teaching Implementation Plan**. Once the team discusses areas of strengths and areas of need, the team will develop action steps that will be used to strengthen areas of need.

Teaching Implementation Plan		
A curriculum/lessons to teach the components of PBIS to all staff is used.	Status:	Notes:
Plans for training staff how to teach expectations/rules/rewards are developed and implemented.	Status:	Notes:
A plan for teaching students expectations/rules/rewards is developed and scheduled and delivered.	Status:	Notes:
Refresher lessons for student and staff are planned, scheduled, and delivered.	Status:	Notes:
Plans for orienting incoming staff and students are developed and implemented.	Status:	Notes:
Plans for involving families/community are developed and implemented.	Status:	Notes:

Guiding Questions and Planning Activity

- How have you informed all staff about PBIS? What tools did you use?
- Did you incorporate “best practice” techniques in staff training?
- How will your team monitor progress and ensure the expectations are directly and formally taught to students?
- What tools (electronic and otherwise) can you use to help incoming staff and students?
- What tools (electronic and otherwise) can you use to include families and the community?
- Develop Action Steps

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Activity	Action Steps	Who	When
Teaching Implementation Plan <ul style="list-style-type: none"> • Staff is trained • Students are taught directly and formally • Refresher lessons are developed and used when needed. • Plans for orienting new staff and students are in place and used. • Families and community members are involved. 	a.		
	b.		
	c.		
	d.		
	e.		

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Reward/Recognition Program Established

The team should use the guiding questions to critically assess status of this Essential Feature: **Reward/Recognition Program Established**. Once the team discusses areas of strengths and areas of need, the team will develop action steps that will be used to strengthen areas of need.

Reward/Recognition Program Established A system of rewards has elements that are implemented consistently across campus.	Status:	Notes:
A variety of methods are used to reward students.	Status:	Notes:
Rewards are linked to expectations and rules.	Status:	Notes:
Rewards are varied to maintain student interest.	Status:	Notes:
Ratios of acknowledgement to corrections are high.	Status:	Notes:
Students are involved in identifying/developing incentives.	Status:	Notes:
Schedule for rewards/ incentives for the year is planned and put into action.	Status:	Notes:
The system includes incentives for staff/faculty.	Status:	Notes:

Guiding Questions and Planning Activity

- How will students and teachers acknowledge?
- What roadblocks and challenges would you predict with instituting an acknowledgement program? How will you overcome such challenges?
- How will we provide specific, direct, and frequent feedback implemented consistently? What strategies will we use to maintain 4:1 ratio?
- Design Acknowledgement System
- Review Examples
- Develop Action Steps

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Activity	Action Steps	Who	When
Reward/Recognition Program Established <ul style="list-style-type: none"> • School-wide system for acknowledging behavioral expectations • Multiple strategies used to recognize expected behaviors • Students are regularly acknowledged for expected behaviors • Staff recognized 	a.		
	b.		
	c.		
	d.		
	e.		