

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

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

Lesson Plans for Teaching Expectations/ Rules A behavioral curriculum includes teaching expectations and rules. Lesson plans for the school-wide expectations are developed.	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

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- 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.		