Establishing and Teaching Positive Behavioral Expectations

SW-Positive Behavioral Expectations reflect the values of the community and the schools they represent. Use of your Behavioral Statement of Purpose will guide in the development of your school-wide expectations. Creating positive expectations not only creates a common language across the community, it also “institutionalizes” the behaviors students and adults need to be successful in the world.

Discipline is critical in establishing safe and positive schools in an environment conducive to learning. A teaching approach to discipline has enduring results because new behaviors are taught and learned. Teaching acceptable social behaviors requires that behavior is functional, predictable and changeable. (Crone, & Horner, 2003)

SWPBIS Tiered Fidelity Inventory


1.3 Behavioral Expectations:
School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.

Δ Has the team identified five or fewer behavioral expectations?
Δ Do they include examples by location / setting?
Δ Are they posted publicly throughout the school?

Having school-wide, positive behavioral expectations among the best ways to establish a positive social culture.

1.4 Teaching Expectations:
Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.

Δ Are regularly scheduled times identified for teaching expectations at least once per school year?
Δ Is there a documented teaching schedule?
Δ Are the behavioral expectations taught to all students across all school settings (i.e., cafeteria, hallways, classrooms, etc.)?

Behavioral expectations need to be taught to all students in order to be effective.