



Expectations and Routines

Tier 1 Classroom SEBH

Universal 2025-26

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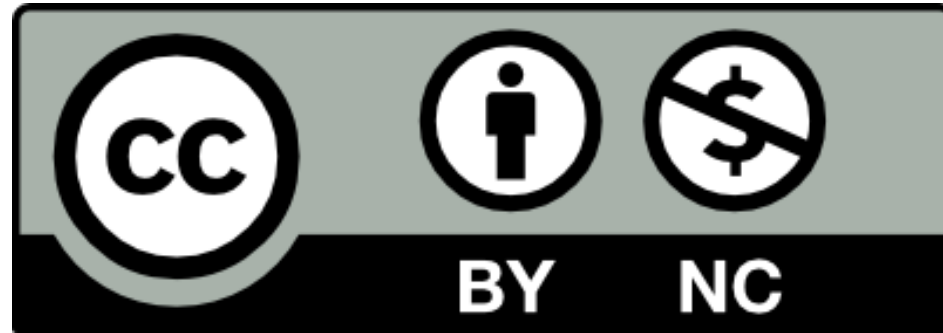


Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- Midwest PBIS
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)

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Group Agreements

We are Responsible

- Keep our goals in mind
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Partner share, team discussion
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

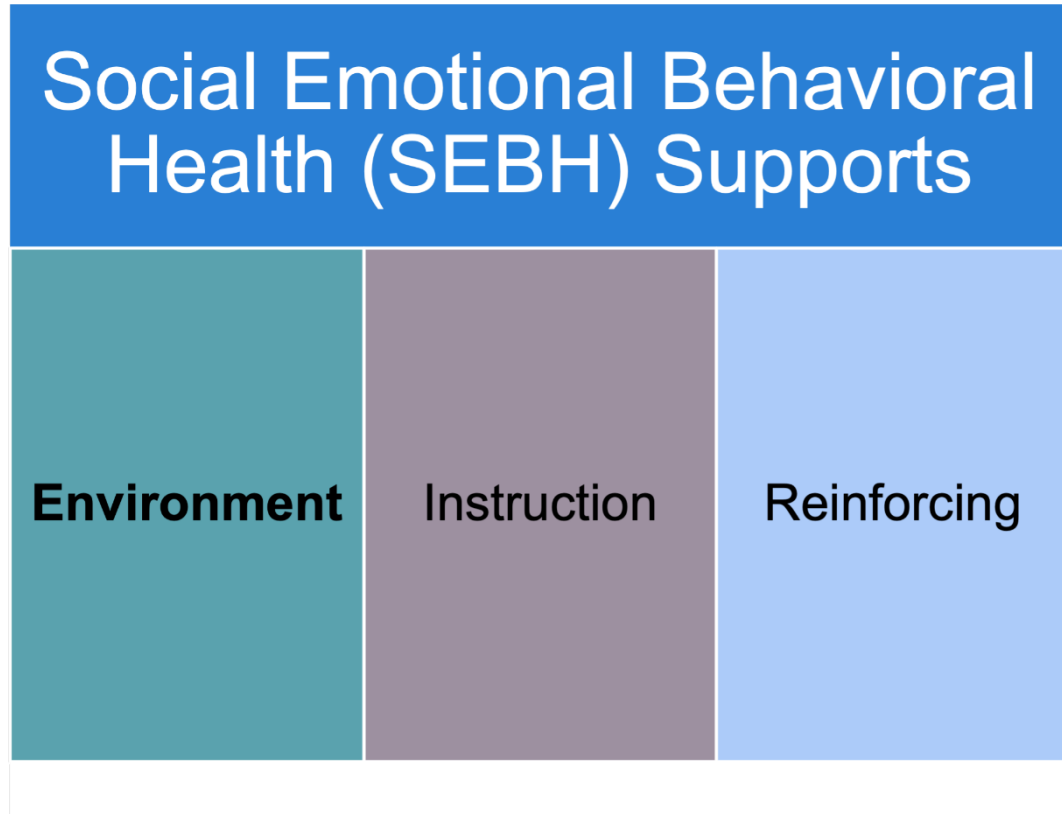
Purpose

This training series supports teachers in developing classroom Social, Emotional, Behavioral Health (SEBH) and instructional supports with a goal of improving student knowledge and skills related to maintaining positive relationships, managing emotions, and academic performance.

Intended Outcomes

- Understand the purpose and benefits of explicit routines and expectations in the classroom
- Plan to implement or strengthen routines and components of a matrix that fit the context of your classroom and students

Classroom SEBH Supports Components



- Supportive Relationships
Expectations and Routines
- Physical Environments
- Engaging Instruction
- Teaching SEBH Skills
- Regulation for Students and Staff
- Understanding Behavior
- Reinforcing Behavior
- Responding to Interfering Behavior

Getting Organized

- Resource Guide
- Classroom SEBH and Instructional Practices Checklist

Expectations, Routines, and Procedures

- **Expectations** - the *what*
 - broad, school-wide values and beliefs that guide adult and student behavior
- **Routines** - the *when and how*
 - predictable flow of the day or period
- **Procedures** - the *when and how (specifically)*
 - detailed steps for particular routines or tasks

Example HS Way	Welcome/Arrival	Group Work	Whole Class Work	When You Feel Upset
Respectful	<ul style="list-style-type: none"> • Greet the teacher & classmates • Walk directly to your designated seat • Talk softly • Keep hands, feet, & belongings to myself 	<ul style="list-style-type: none"> • Listen to understand • Take turns speaking • Say, "I like that idea, AND..." 	<ul style="list-style-type: none"> • Listen to understand • Take turns speaking • Follow directions 	<ul style="list-style-type: none"> • Ask for a break when you feel upset • Express feelings making "I statements"
Organized & Achieving	<ul style="list-style-type: none"> • Walk directly to your designated seat • Bring your materials to class • Turn in homework 	<ul style="list-style-type: none"> • Complete group activity/task in allotted time • Clean up the area when time is up 	<ul style="list-style-type: none"> • Stay on task • Participate by responding to teacher prompts/questions 	<ul style="list-style-type: none"> • Ask my teacher to break down the assignment into smaller chunks • Ask to talk to someone if it will make you feel better
Responsible	<ul style="list-style-type: none"> • Arrive to class before the tardy bell • Start bell ringer activity • Ask for help 	<ul style="list-style-type: none"> • "Jump in" to help others • Manage time carefully 	<ul style="list-style-type: none"> • Clean up the area when time is up 	<ul style="list-style-type: none"> • Use cool off strategy (count to 25, deep breaths) as needed
Teacher's Role (Conditions for Learning)	<ul style="list-style-type: none"> • Supervise all areas of the classroom • Greet students warmly • Post bell ringer activity 	<ul style="list-style-type: none"> • Provide relationship opener for groups • Actively supervise small group activities 	<ul style="list-style-type: none"> • Be prepared for class with lesson plans and learning outcomes identified 	<ul style="list-style-type: none"> • Model cool off strategies • Listen to understand • Show genuine interest in students

Classroom Expectations Matrix

Why: Provide a common language related to each expectation and help build a positive classroom environment

What: Define expectations for the main activities/routines in the classroom

How: Co-develop, define, and explicitly teach (3-5) positive classroom procedures to enhance engagement

Center on PBIS (2022)

Step 1: Identify Common Expectations

- **If school-wide expectations exist** -align language (Ex: Safe, Respectful, Responsible)
- **If none exist** - engage students and families in selecting some common expectations (values)
- **Tip:** Include “Teacher’s Role” to promote classroom community and provide clarity



Activity 1

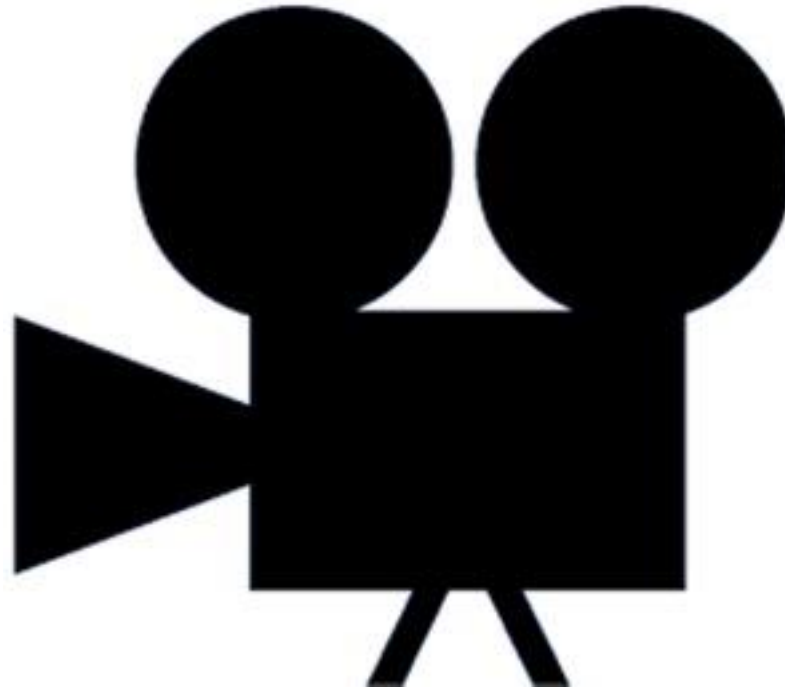
Fill in common expectations down the left column of your matrix

<i>Sample School Way</i>				
Responsible				
Respectful				
Safe				
<i>Teacher's Role (Conditions for Learning)</i>				

Step 2: Identify Classroom Activities/Routines

- Procedures form routines that help students meet classroom/school expectations – set students up for success!
- Increase instructional time and reduce the need for corrections
- Consider critical times throughout the school day
- Support social, emotional, and mental health skills with instruction

What Does it Look Like?



Example Activities/Routines

Elementary

- Whole-group Instruction
- Small-group Instruction
- Seat work
- Learning centers
- Arrival
- Dismissal
- If I finish early
- When I get upset

Secondary

- Whole-group instruction
- Turning in assignments
- If I finish early
- Partner work
- Returning from an absence
- Lab or learning centers
- Arrival
- Dismissal
- When I need help

Activity 2

Fill in activities/routines in the top row

<i>Sample School Way</i>	Welcome	Group Work	Transition	When you feel upset...
Responsible				
Respectful				
Safe				
<i>Teacher's Role (Conditions for Learning)</i>				

Step 3: Identify Culturally and Contextually Relevant SEBH Skills

- Co-develop with students, educators, families/caregivers
- Contextualize to students' unique and shared experiences
- Use positively stated, observable, measurable skills
- Consider social-emotional competencies (CASEL-5)
 - Self-Awareness
 - Self-Management
 - Social Awareness
 - Relationship Skills
 - Responsible Decision-Making

Sample Classroom Matrix

<i>Sample School Way</i>	Welcome	Group Work	Transition	When you feel upset...
Responsible	<ul style="list-style-type: none"> • Turn in homework • Put materials in desk • Begin work 	<ul style="list-style-type: none"> • Do your fair share • Manage time carefully 	<ul style="list-style-type: none"> • Clean up your area 	<ul style="list-style-type: none"> • Stop and breathe • Recognize what you're feeling "I feel..."
Respectful	<ul style="list-style-type: none"> • Say "good morning" to teacher and classmates • Talk in soft voices 	<ul style="list-style-type: none"> • Listen to understand • Take turns speaking • Say "I like that idea, AND..." 	<ul style="list-style-type: none"> • Stand and push in your chair, OR • Listen for direction to next activity 	<ul style="list-style-type: none"> • Use break spot • Express feelings appropriately: "I feel __, can I __?"
Safe	<ul style="list-style-type: none"> • Put personal belongings in designated areas • Take your seat 	<ul style="list-style-type: none"> • Clean up area when time is up 	<ul style="list-style-type: none"> • Eyes on me • Wait to be called 	<ul style="list-style-type: none"> • Talk to any adult if you need help • See something, Say something
<i>Teacher's Role (Conditions for Learning)</i>	<ul style="list-style-type: none"> • <i>Positive Greetings at the Door</i> • <i>Bellwork posted</i> 	<ul style="list-style-type: none"> • <i>Actively supervise small group activities</i> 	<ul style="list-style-type: none"> • <i>Teach, practice, reinforce transitions</i> • <i>Agenda posted</i> 	<ul style="list-style-type: none"> • <i>Use Active Supervision to predict triggers</i>

Is it positive, observable, measurable?

- Be nice
- Use voice level 2
- Quietly go to Calm Corner
- Greet your classmates
- Don't touch others' materials
- Do your best work
- Take notes on content
- Listen to peers



Activity 3

Fill in a few SEBH skills that are relevant in your classroom

<i>Sample School Way</i>	Welcome	Group Work	Transition	When you feel upset...
Responsible	<ul style="list-style-type: none">• Put materials in desk		<ul style="list-style-type: none">• Clean up your area	<ul style="list-style-type: none">• Stop and breathe
Respectful	<ul style="list-style-type: none">• Say “good morning” to teacher and classmates	<ul style="list-style-type: none">• Listen to understand	<ul style="list-style-type: none">• Stand and push in your chair	
Safe		<ul style="list-style-type: none">• Clean up area when time is up		<ul style="list-style-type: none">• See something, Say something
<i>Teacher’s Role (Conditions for Learning)</i>	<ul style="list-style-type: none">• <i>Positive Greetings at the Door</i>		<ul style="list-style-type: none">• <i>Agenda posted</i>	<ul style="list-style-type: none">• <i>Model “stop and breathe” strategy</i>

Student Involvement in Co-Creating a Matrix

1. Introduce expectations
2. Discuss the purpose of the expectations and invite them to share
3. Introduce the matrix
4. Involve students in generating examples
5. Collaboratively design a plan for support
 - Students design visuals
 - How would students like to be acknowledged or reminded of the expectations?
 - Whole class can rate the group behavior with a thumbs up or down

(McIntosh, K., Peterson, N., Robbie., K., & Simonsen, B., 2023).

Family and Caregiver Involvement

- Include questions on a current home survey to get feedback on what values and skills they want to see taught in the classroom
- Provide students and families the opportunity to share what expectations exist in the home (e.g., personal matrix)
- Communicate when and how SEBH skills will be directly taught to the class
- Seek out and provide examples of how parents encourage SEBH skills at home

(PBIS Cultural Responsiveness Field Guide, 2021)

VABB is Fab

Validation: Recognize and legitimize students' cultures

Affirmation: Explicitly acknowledge the value of students' cultures

Building: Provide explicit instruction on why certain behaviors are necessary in school settings

Bridging: Offer opportunities to practice school behaviors with performance feedback

(VABB; Hollie, 2011)



Activity 4

Validation: Recognize and legitimize students' cultures

Affirmation: Explicitly acknowledge the value of students' cultures

Building: Provide explicit instruction on why certain behaviors are necessary in school settings

Bridging: Offer opportunities to practice school behaviors with performance feedback

Scenario:

- Students are aggressive at lunch and recess (headlocks, bloody knuckles, jumping on each other)
- How could you use the VABB strategy to support students

Additional Considerations

- The matrix is a "living" document that is updated at least annually with the new students and families in your classroom
- Identify 1-3 key skills in each cell to make it easy to reference—you can build out additional examples when teaching

What's Next?

Step 4: Teach the expectations and procedures directly

Step 5: Post the matrix, prompt and reinforce expectations



Activity 5

Use your *Classroom SEBH and Instructional Practices Checklist* to set intentions for expectations and routines in your classroom:

- Consider your context (i.e., teaching style, student population, your current practices)
- Choose one of the strategies to implement in your classroom
 - Co-develop expectations and classroom matrix with students
 - VABB

Coaches/Administrators: What can you do to support teachers in implementing one of these practices and monitoring efforts?

References

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