Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention

 Positive Behavior Intervention Support (PBIS) at SCHOOL NAME

 Expectations for the (SETTING) Lesson Plan

**Objective:** The student will demonstrate the behavioral expectations of (EXPECTATION 1, EXPECTATION 2, EXPECTATION 3) in the (SETTING).

*Insert expectation matrix settings applicable.*

|  |  |
| --- | --- |
| *Expectations* | *Setting* |
| *Expectation 1* |  |
| *Expectation 2* |  |
| *Expectation 3* |  |

**TELL**

1. **Introduce the (SETTING) expectations and ask questions about them, such as:**
* What are some things that happen in the (setting) that cause problems for you and for others?
* How do you usually react in this situation?
* What are some good ways to act in order to keep these things from happening?

**2. Define the behaviors and discuss the key terms.**

* + EXPECTATION 1
	+ EXPECTATION 2
	+ EXPECTATION 3

**3. Discuss why these behaviors are important.**

* + Examples

**SHOW**

If possible, take students to the (SETTING) and model examples of the expected behaviors in the (SETTING). You may also want to show non-examples, if appropriate for your students’ age and ability.

Example situations model and role-play.

Examples show student what TO DO.

* LIST EXAMPLES HERE (3-5)

Non-examples show students what NOT TO DO.

* LIST NON-EXAMPLES(3-5)

**Situations**

* LIST SAMPLE SITUATIONS HERE (3-5)

**DO**

**Ask the students to:**

* State the behavioral expectations.
* Tell why the expectations are important.
* Think of ways to help them remember the expectations when they are in the (SETTING).

**FOLLOW THROUGH AND PRACTICE**

* 1. **Generate and role-play situations**
* Role-play several of the situations that have or may occur and what students can do to demonstrate the expected behaviors in the situation. If age and ability appropriate, students could also role-play non-examples of responses and compare the two.
* Teachers may supply situation examples or allow students to generate the situations.
	1. **Use incidental teaching**
* Whenever incidences occur and a situation arises in the (SETTING), use that situation to review the skills the students have learned in this lesson. Keep the language consistent with how it was initially taught.