

**Using the SESSS to Build Data-Informed Behavior Expectation Matrices**

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**CEC 2026**  
 SPECIAL EDUCATION CONVENTION & EXPO  
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**Agenda**

- Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention
  - Positive Behavioral Interventions and Supports (PBIS)
  - Behavior Expectation Matrices
  - Schoolwide Expectations Survey for Specific Settings (SESSS)
- Examining the Use of the SESSS
  - Method
  - Results
  - Educational Implications

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

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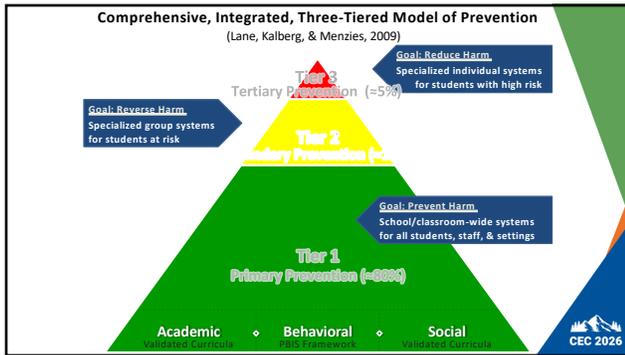
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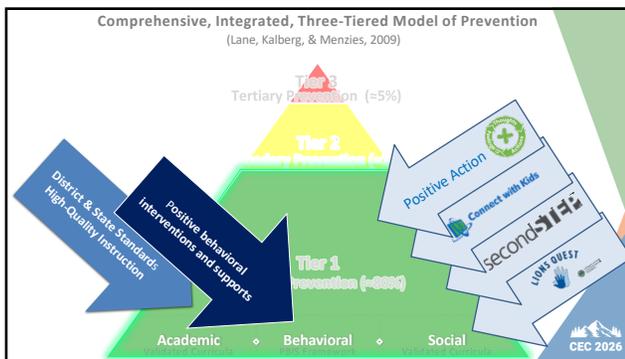
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**C3T at Lincoln Elementary**

**Everything connects to the Tier 1 Plan**

Including procedures for teaching, reinforcing, and monitoring across academic, behavior, and social domain roles and responsibilities.

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	Classroom	Hallway	Cafeteria	Parking Lot
<b>Be PROMPT</b>	<ul style="list-style-type: none"> <li>Be through the door before the bell rings</li> </ul>	<ul style="list-style-type: none"> <li>Clear the hallway before the bell rings</li> <li>Use hallway time appropriately and efficiently</li> </ul>	<ul style="list-style-type: none"> <li>Arrive in class on time after lunch</li> </ul>	<ul style="list-style-type: none"> <li>Be out of the parking lot by first bell</li> <li>Allow enough time to arrive and depart school on time</li> </ul>
<b>Be RESPECTFUL</b>	<ul style="list-style-type: none"> <li>Attend to speaker or teacher</li> <li>Listen to peers when present work or ideas</li> <li>Maintain dress code</li> <li>Cell phones will be out of sight and silent</li> <li>Consistently use positive, supportive language</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Maintain dress code</li> <li>Maintain awareness of personal space and boundaries</li> <li>Leave the hallway as you found it</li> <li>Use positive, supportive language in the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself</li> <li>Pay for all items taken or consumed</li> <li>Maintain dress code</li> <li>Use positive, supportive language</li> </ul>	<ul style="list-style-type: none"> <li>Park in assigned, designated space</li> <li>Clean up after yourself</li> <li>Be a courteous driver</li> <li>Maintain dress code</li> <li>Use positive, supportive language</li> </ul>

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	Classroom	Hallway	Cafeteria	Restroom	Recess	Masjid	Arrival & Dismissal
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Keep hands, feet, and objects to yourself</li> <li>Use hand signals and actions</li> <li>Pay attention to the speaker</li> </ul>	<ul style="list-style-type: none"> <li>Use a quiet voice</li> <li>Walk on the right side of hallway</li> <li>Keep your hands to yourself</li> <li>Use appropriate language and "looker"</li> <li>Use hand wash and actions</li> <li>Be courteous of other classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Line up for and follow adult directions</li> <li>Use the restroom and wash your hands</li> <li>Give others priority</li> <li>Use only water in the single bottle</li> </ul>	<ul style="list-style-type: none"> <li>Knock before entering the restroom</li> <li>Use the restroom and wash your hands</li> <li>Give others priority</li> <li>Use only water in the single bottle</li> </ul>	<ul style="list-style-type: none"> <li>Respect other people's personal space and belongings</li> <li>Use appropriate language when an adult calls for you or for personal items</li> <li>Follow playground rules</li> </ul>	<ul style="list-style-type: none"> <li>Walk in the mosque quietly with your class</li> <li>Be in the designated area</li> <li>Line up for and follow adult directions</li> <li>Return greetings to all visible and peers</li> </ul>	<ul style="list-style-type: none"> <li>Use designated walking path</li> <li>Line up for and follow adult directions</li> <li>Return greetings to all visible and peers</li> </ul>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>Arrive on time and use time wisely</li> <li>Exercise self-control and focus on your work</li> <li>Take care of your personal property</li> <li>Clean up after yourself</li> </ul>	<ul style="list-style-type: none"> <li>Stay in line with your class</li> <li>Report unsafe behaviors</li> <li>Keep the hallway clean</li> </ul>	<ul style="list-style-type: none"> <li>Line up after yourself</li> <li>Flush your toilet and drink in the cafeteria</li> <li>Stay in your assigned seat</li> <li>Return hand for permission or to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>Flush the toilet and use the single bottle</li> <li>Wash hands with soap and water</li> <li>Throw away trash in the trash can</li> <li>Report any problems to the adults</li> </ul>	<ul style="list-style-type: none"> <li>Report unsafe behavior in the hallway</li> <li>Use equipment appropriately and return it when finished</li> <li>Stay in designated area</li> </ul>	<ul style="list-style-type: none"> <li>Put your shoes on the shoe rack</li> <li>Keep the masjid clean</li> <li>Wash your face and hands</li> <li>Stay in designated area the entire time</li> </ul>	<ul style="list-style-type: none"> <li>Arrive to school on time</li> <li>Walk single in your first period class</li> <li>Wait for your car in the designated waiting area</li> <li>Follow the school dress code</li> </ul>
<b>Be Your Best</b>	<ul style="list-style-type: none"> <li>Complete work with care</li> <li>Remain on task</li> <li>Show a positive attitude</li> </ul>	<ul style="list-style-type: none"> <li>Walk quietly</li> <li>Head directly to your destination and back to class</li> </ul>	<ul style="list-style-type: none"> <li>Make sure you bring everything you need to the cafeteria (hand book, water bottle)</li> <li>Get condiments and utensils before entering</li> <li>Report eating with friends</li> </ul>	<ul style="list-style-type: none"> <li>Avoid using a cell phone</li> <li>Clear the restroom before 10:00 AM</li> <li>Keep the restroom clean and sanitary</li> <li>Report any issues to the floor</li> </ul>	<ul style="list-style-type: none"> <li>Include others in the game and be kind</li> <li>Follow rules of the game</li> <li>Show good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>Wash your face and hands</li> <li>Pay the usual prayer time</li> <li>Make wudu at the designated time</li> <li>Stay focused on prayer and connecting with Allah</li> </ul>	<ul style="list-style-type: none"> <li>Bring to school and take home all the necessary materials</li> <li>Show a positive attitude</li> </ul>

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### How are expectation matrices built?

Literature review: 37 schools provided information

- 67.6% school leadership team
  - team size averaged 7.9, range = 5-11
- 21.6% faculty and staff
  - through consensus at 1 or 2 meetings
- 13.5% unclear (e.g., "administrators and teachers" but did not specify full faculty or small team)
- Only two schools surveyed faculty and staff
  - survey results were used to create an expectation matrix through discussion with faculty and staff (Valenti and Kerr, 2015)

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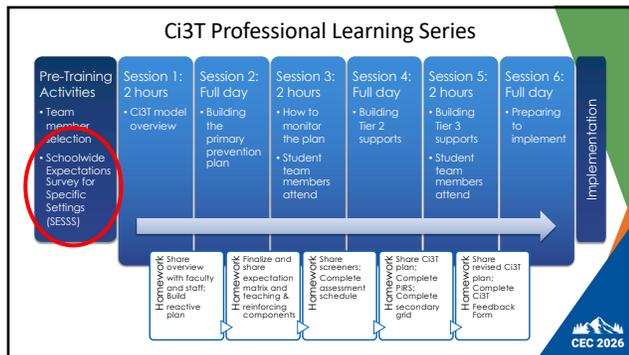
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### Schoolwide Expectations Survey For Specific Settings (SESS)

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### Schoolwide Expectations Survey For Specific Settings (SESS)

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**Method**

**Examining Use of the Schoolwide Expectations Survey for Specific Settings to Build Expectation Matrices: A Pilot Study**

David James Royer, PhD, BCBA, Katie Scarlett Lane Pelton, MA, Kathleen Lynne Lane, PhD, BCBA-D, CF-L1, and Wendy Peia Oakes, PhD

**Abstract**  
The Schoolwide Expectations Survey for Specific Settings (SESS) is a free-access tool that school leadership teams can use to gather opinions from faculty and staff regarding what student behaviors are critical for success in various school settings. While the SESS has been used for over a decade to inform the building of schoolwide expectation matrices as part of their Comprehensive, Integrated, Three-Tiered Model of Prevention, little is known about the extent to which data from the SESS inform the actual building of schoolwide expectation matrices. In this pilot descriptive study, we examined SESS data from 10 elementary, middle, and high schools from two Midwestern districts in the United States to determine how much and which data from the SESS were included in their expectation matrices. Using a standardized rubric to score each school's inclusion rate of SESS items, results indicated all schools included most items rated as critical for success by 75% or more faculty and staff. We discuss implications and future directions.

**Keywords**  
Ci3T, expectations, matrix, PBS, SESS

In traditional K-12 settings, supporting students' behavioral needs as explicitly as their academic learning needs continues to be of great importance (U.S. Department of Education, 2012; Yudin, 2014). Students often learn acceptable behaviors through observing others, including behaviors and receiving reinforcement (consistently and automatically) from peers and adults, to later increasing the likelihood of the behavior occurring again. Some teachers may utilize

In the United States, trends indicate reductions in school violence incidents of violent crime, aggression, bullying, and discipline. For example, trends for violent crime and serious violent crime in schools are going down, though most schools still report at least one incident per year (75% of schools in 2019-2020; Wang et al., 2022). Bullying incidents are going down as well, from 10% of respondents reporting incidents in the prior week in 2009-2010 to 14% in 2017-2018 (Dillworth

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**Participants and Setting**

10 schools  
10 teams  
51 participants

Average:  
40.8 years old  
15.4 years exp

Midwest  
**District A**  
town: distant  
1,655 students  
**District B**  
rural: remote  
747 students

1 principal  
2 general educators  
1 special educator  
1 district rep  
1 parent rep  
1 student rep  
Optional:  
counselor  
social worker  
school psych

74.5% female  
96.1 white  
51.0 master's degree  
35.3 general educators  
23.5 administrators  
15.7 special educators  
13.7 related services  
9.8 parent reps  
2.0 staff

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**Procedures**

- Six-part year-long Ci3T design professional learning series
- All faculty and staff invited to complete SESS
- Ci3T Leadership Teams reviewed SESS Reports at Session 1-2
  - Highlighted items rated *critical for success* by 75%+
  - Highlighted items rated *critical for success* by 50-75%
- Determined broad schoolwide expectations
  - Be Respectful, Be Organized, Be Awesome, Be Responsible
- Drafted Ci3T Blueprint C: Ci3T Expectation Matrix
- Shared matrix with faculty & staff after Session 4 for feedback

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### Procedures

- Created the [SESSS vs. Expectation Matrix Comparison Rubric](#)
- Two raters
- Independently scored each school's Ci3T expectation matrix
- Reviewed disagreements after each (for first 5, then 3, then 2)
- Overall interrater agreement was 97.75% ( $SD = 1.75$ ; range = 94.04-100%)

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### SESSS Rubric

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**Settings (SESS)**

Directions: For each item, indicate whether the item appears with modification (1) such as worded (2) on the SESS or appears as worded (2) on the SESS word changes (e.g., "proper" vs. "pro"). Below the SESS, indicate the number of items that do not appear (0) in the rubric matrix, are included on the matrix with modification (1), or are included on the matrix with exact wording (2). Below the SESS, indicate the number of items that do not appear (0) in the rubric matrix, are included on the matrix with modification (1), or are included on the matrix with exact wording (2).

**RUBRIC**

0 = Not included on matrix  
1 = Included on matrix with modification  
2 = Included on matrix with exact wording

Setting header included?	Restroom	Bus	Arrival/Dismissal
Setting header included?	2	2	0
Stay in your own stall	2 93.10	2 85.19	0 79.31
Take care of your own business	2 86.21	2 88.89	0 62.07
Give others privacy and remain in own stall	2 96.55	0 66.67	0 48.28
Minimize chatting	0 27.59	0 55.56	0 86.21
Keep water in the sink	2 79.31	2 88.89	
Knock before entering	0 42.86	2 92.59	
Keep surfaces and walls free of graffiti	2 89.66		

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**SESS Rubric Page 2**

Minimum Requirements Summary for Specific Settings (SESS)

Setting	Restroom	Bus	Arrival/Dismissal
Stay in your own stall	2	2	0
Take care of your own business	2	2	0
Give others privacy and remain in own stall	2	0	0
Minimize chatting	0	0	0
Keep water in the sink	2	2	
Knock before entering	0	2	
Keep surfaces and walls free of graffiti	2		

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	Classroom	Hallway
Sum:	28 43.75%	8 17.39%
No. of green (≥ 75%):	14	4
No. of green included (1-2):	14 100.00%	4 100.00%
Score for green:	28 100.00%	8 100.00%
No. of yellow (≥ 50% < 75%):	12	12
No. of yellow included (1-2):	0 0.00%	0 0.00%
Score for yellow:	- N/A	- N/A
No. of white (< 50%):	6	7
No. of white included (1-2):	0 0.00%	0 0.00%
Score for white:	- N/A	- N/A
<b>MATRIX</b>		
No. of items, this setting:	14	4
% from SESS:	100.00%	100.00%
No. of items, all settings:	56	
% from SESS:	100.00%	
% of SESS items on matrix:	38.89%	

Added  Added  **SETTING HEADER SCORE: 12 85.71%**

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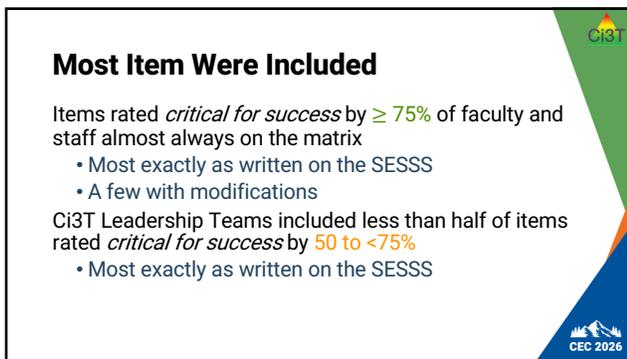
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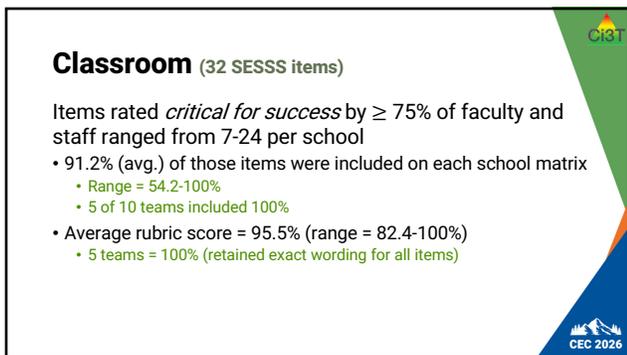
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### Classroom (32 SESSS items)

Items rated *critical for success* by **50 to < 75%** of faculty and staff ranged from 6-19 per school

- 0-42.1% of those items were included on each school matrix
  - 6 of 10 teams included 0%
- Average rubric score = 100%
  - 4 teams retained exact wording when including 1-8 items

Items rated *critical for success* by **< 50%** of faculty and staff ranged from 6-19 per school

- Zero items were included on any school matrix

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### Hallway (23 SESSS items)

How many faculty & staff rated items *critical for success*?

	≥75%	50-75%	0-50%
Number per school	3-8	4-16	3-16
M% (range) included on matrix	97.3 (85.7-100)	8 teams 100% 6 (0-100)	3.9 (0-20.0)
Score M% (range) (exact wording)	95.8 (83.3-100)	7 teams 100% 4 (90.0-100)	83.3 (50-100)

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### Cafeteria (24 SESSS items)

How many faculty & staff rated items *critical for success*?

	≥75%	50-75%	0-50%
Number per school	1-8	4-15	4-17
M% (range) included on matrix	94.6 (83.3-100)	6 teams 100% 4 (0-100)	0.8 (0-8.3) 1 school, 1 item
Score M% (range) (exact wording)	98.0 (80.0-100)	9 teams 100% 4 (90-100)	100

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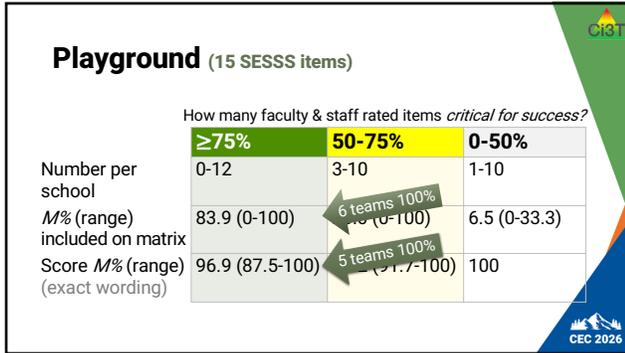
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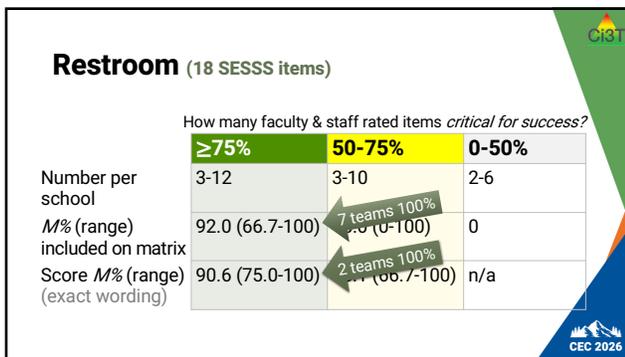
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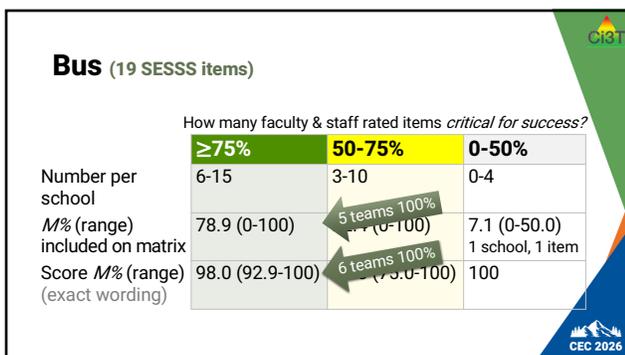
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**Arrival/Dismissal (13 SESS items)**

How many faculty & staff rated items *critical for success*?

	≥75%	50-75%	0-50%
Number per school	3-9	2-9	0-4
M% (range) included on matrix	55.7 (0-100)	5 teams 100% (0-100)	0
Score M% (range) (exact wording)	94.6 (83.3-100)	3 teams 100% (80.0-100)	n/a

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**Educational Implications**

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- Educational Implications**
- SESSS was designed to increase likelihood expectations taught reflect opinions of all adults in the building
  - Ci3T leadership teams relied heavily on SESSS data to draft matrices
  - Highly rated items can be placed in expectation matrices with confidence
    - more likely to be taught and reinforced by all adults
  - SESSS can support cultural responsivity of behavior expectations, reflective of local beliefs and values

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**Future Directions**

- Replicate this pilot study
  - More cohorts of schools, with diverse populations
  - More geographic regions
- Invite families and students to complete the SESSS
  - Look for convergent validity with faculty and staff
- Schools can adapt items, customize the SESSS
- Directly compare degree of effectiveness of this data-informed approach (SESSS) to non-data-informed approaches
  - e.g., reinforcement rate ticket count per grading period
- Qualitative inquiry on goals, procedures, outcomes of SESSS




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**Thank you!**

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