

# Training Your Staff for Implementation

## Behavioral Expectations and Teaching Expectations

- Provide expectations to faculty and staff and provide rationale for why expectations will be similar throughout the school.
- Explain the difference between a School-wide Expectation and the behaviors listed in the expectation Matrix.
- Ask faculty and staff to review the expectations and see if there are any missing.
- Have each table review the matrix and present to other faculty what the expectations look like in each school setting.

## Problem Behavior Definitions and Discipline Procedures

- Review Problem Behavior Definitions.
- To obtain staff buy-in allow faculty and staff to review definitions and sort (whole or small group) into office vs. staff managed
- Review Discipline Flowchart
- Use Discouraging Inappropriate Behavior Activity to review responses to problem behavior
- Review Office Discipline Referral
- Create scenarios and have staff practice writing referrals for each scenario.
- Review Minor Tracking Procedures
- Create scenarios for staff to determine whether each behavior is office or staff managed.

## Feedback and Acknowledgement

- Review Feedback procedures with staff
- Discuss the use of acknowledgement at an adult level
- Use faculty acknowledgement system during presentation.
- Have grade levels or small groups brainstorm acceptable incentives for students (non-tangible or tangible).
- Have faculty and staff brainstorm school-wide incentives.

## Faculty Involvement

- Review expectations for faculty involvement.
- Provide all materials to faculty at training
- Implementation Manual
- Tickets (if applicable)
- Problem Behavior definitions
- School-wide Expectation Posters
- Implementation Calendar
- Allow faculty to provide feedback on Tier I plan
- Surveys, anonymous comments, grade level chairs