

## Teaching Classroom Expectations

Once clear expectations are set, teaching these explicitly to students through modeling, guided practice, and teacher feedback until mastered.

Provide students with the skills to perform expected behaviors instead of assuming they “know how to behave.” Explicitly teach behavior like teaching academics!

Use an **I Do, We Do, You Do** learning approach - It is an appropriate learning strategy for any content area or skill, including academics, behavior, or functional life skills. Choose key ideas from a lesson (from the curriculum or from a life lesson that occurs naturally throughout the day).

- **I Do** = Model the skill or behavior that you want students to engage. Example language: “Watch me [do these math problems; read this sentence; show respect; speak kind words].”
- **We Do** = The teacher and student should engage in the skill or behavior simultaneously, together, or side by side. Provide positive feedback during this step, and repeat as necessary.
- **You Do** = Student shows they can complete the step independently. Allow them to show you the skill 2-3 times, then provide positive praise for demonstrating the skill.

Provide opportunities for practice with guidance and immediate feedback free of judgment and shaming.

### Examples

- Use Behavior Lesson Plans to teach School-wide Expectations
- Create videos with students demonstrating the expected behaviors in different areas or participating in role-play or skits during class time or during an assembly to introduce the expected behavior.
- Modeling is an effective and direct method for influencing students’ behavior and communicating what is expected or socially acceptable. Modeling can occur intentionally or unintentionally and formally or informally:
  - **Intentionally** – demonstrating behaviors on purpose, such as modeling how to do a math problem on the board or explaining how to display respect in a social-emotional behavior lesson plan.
  - **Unintentionally** – unexpected demonstrated behaviors, such as teachers saying please and thank you or teachers texting while students complete independent seatwork.
  - **Formally** – during social-emotional behavioral lesson plans or explaining behavioral expectations at the beginning of an activity/lesson.
  - **Informally** – in day-to-day interactions with students and staff or displaying the school-wide expectations even when you don’t think anyone is watching
- Provide opportunities for practice in natural settings without assistance and with delayed feedback.
- Reinforce with behavior-specific praise in any approximations of the skill.

### **DIVERSITY, EQUITY, INCLUSION (DEI), and CULTURE CONSIDERATIONS**

- Importance of body language and non-verbal communication
- Families are included in communication about school-wide expectations.
- Lesson plans address engagement for ALL racial, cultural, ethnic, and linguistic backgrounds.
- Students of ALL racial, cultural, ethnic, and linguistic backgrounds feel welcomed and valued in the classroom.
- Hold high expectations for all students.
- Use students' cultures and experiences to enhance their learning.
- Provide all students with access to effective instruction and adequate resources for learning.

### **RESOURCES**

[Behavior Pre-Correction Video](#)

[Pre-Correction General Example for student and class](#)

