Teaching Expectations in the Classroom
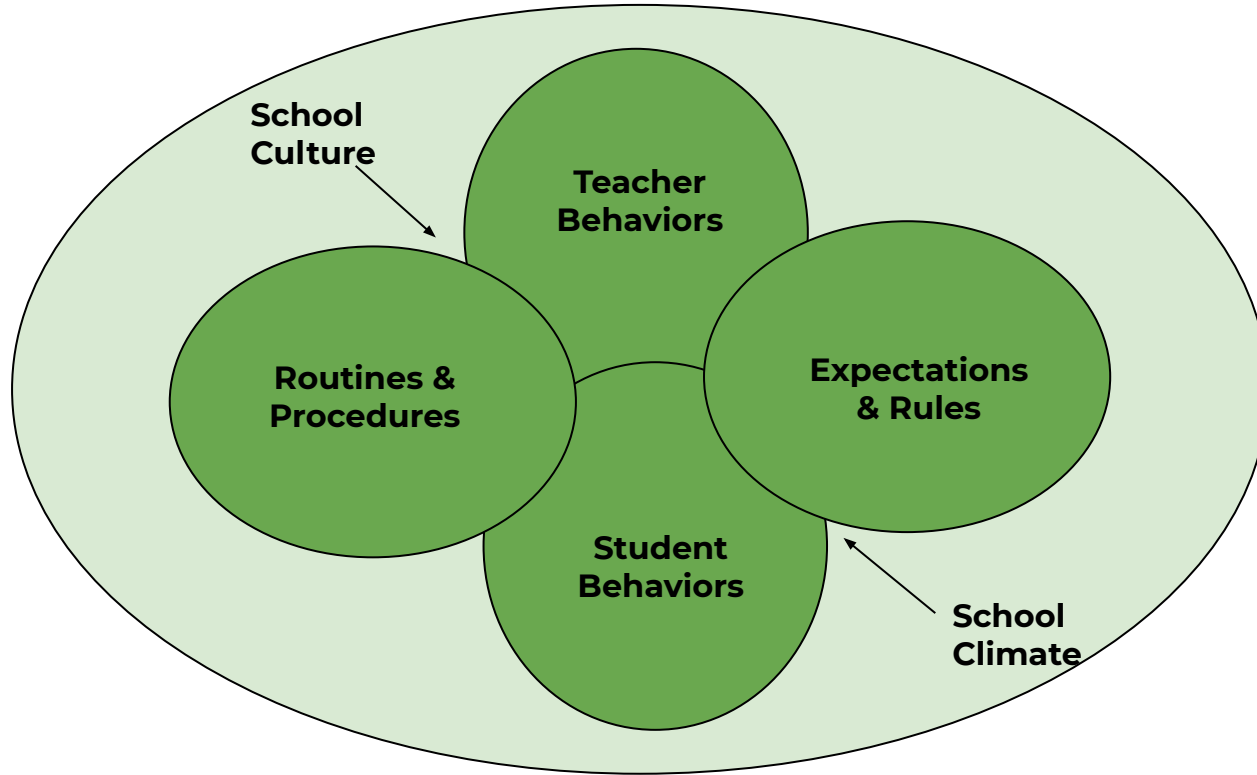
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"The strongest predictor of both sustained implementation and sustained improved student outcomes was implementation of classroom PBIS systems."

McIntosh et al., 2017

View Your Classroom as a System

Classrooms with Effective Instructional practices increases the likelihood of success for all students.

The Why

- Prerequisite for Academics

- Create Consistency & Structure

- We teach what we want students to know and what to do…not what not to do.

The How

- Teach like Core Academics

- Review the rationale

- Describe specifics; examples and non-examples

- Allow students to practice

- Acknowledge desired/expected behavior

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"If a child doesn't know how to read, *we teach*."
"If a child doesn't know how to swim, *we teach*."
"If a child doesn't know how to multiply, *we teach*."
"If a child doesn't know how to drive, *we teach.*"
"If a child doesn't know how to behave, *we... ...teach? ...punish?*"

"Why can't we finish the last sentence as automatically as we do the others?"
(Horner, 1998)

Teaching Expectations, Rules & Procedures

- 3-5 positively stated – simple and age appropriate

- Observable and measurable

- Communicate desired behaviors

- Aligned with school-wide expectations

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Consider: Rules & Procedures

What does it look like?

- How to enter the class and begin to work
- How to predict the schedule for the day
- What to do if you do not have materials
- What to do if you need help
- What to do if you need to go to the bathroom
- What to do if you are handing in late material
- What to do if someone is bothering you
- Take Turns/Listen to each other

What does it sound like?

- What kind of voice should be used? Silent or noisy?
- Choral response vs. individual response
- Using respectful language/manners

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Classroom Procedures by Expectation

Routine by Expectation	Entering Classroom	Bell Work	Small Group Activity	Leaving Classroom
Be Safe			• Stay in designated area	• Push chair under desk
Be Respectful	• Walk quietly to your area		• Use kindness with partners	• Maintain voice level of 1
Be Responsible	• Place homework in the correct tray • Bring materials	• Independently start on your work	• Do your part	• Clean-up your area • Take your belongings with you

	Bus	Hallway	Classroom
Choose Wisely	Remain Seated Think Before You Act or Speak	Walk & Keep to the Right Be Where You Need To Be	Be Respectful Follow Procedures
Master Accountability	Listen to Adults Follow Bus Procedures	Be On Time Respect Personal Space	Be Organized Be Prepared
Strong & Secure	Be Nice, Choose Kindness Limit Distractions	Choose Kindness Acknowledge Others With a Smile	Supportive of ALL Do the Right Thing

CLASSROOM

Choose Wisely	Be Respectful Follow Procedures No Outside Food or Drinks Cell Phones Turned off and Put in Bags
Master Accountability	Be Organized Be Prepared Arrive on Time
Strong & Secure	Supportive of ALL Give Your Best Effort

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Classroom Procedures by Expectation

Routine by Expectation	Entering Classroom	Bell Work	Small Group Activity	Leaving Classroom
Be Safe				
Be Respectful				
Be Responsible				

What are your expectations & routines?

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Tier 1 Practice
Teach Expected Behavior

Tier 1 Product
Behavior Expectation Lesson Plan - Classroom

Teach Expected Behavior

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Behavior Expectations Lesson Plan

Rich & Stein (2019)

Osage County
Interlocal Cooperative

I DO
Demonstrate
WE DO
Guided Practice
YOU DO
Independent Practice

Devereux
Center for Effective Schools

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Teaching Students Expected Behaviors

Purpose of Behavior Lesson Plans
- Demonstrate examples and non-examples of appropriate behavior in each setting
- Lets the students practice the appropriate behaviors
- Allows teacher feedback on how the students perform the behaviors in a practice setting
- Teaches the expectations where the behaviors will actually occur!
- Differentiate as needed
- Acknowledge small accomplishments

Rich & Stein (2019)

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OK Transform Lesson Plan Template

School Name's PBIS Lesson Plan
Setting Name

Lesson Objective

- Explicitly teach students how to **INSERT EXPECTATION**, **INSERT EXPECTATION**, and **INSERT EXPECTATION** in **SETTING NAME**.
- Allow students to practice demonstrating the school-wide rules for a specific setting in the actual setting.

Expectations and Rules At-a-Glance	Negative Examples
Expectation 1. Rule 1 2. Rule 2 3. Rule 3 **Expectation** 4. Rule 4 5. Rule 5 6. Rule 6 **Expectation** 7. Rule 7 8. Rule 8 9. Rule 9	1. Negative Example 1 2. Negative Example 2 3. Negative Example 3 4. Negative Example 4 5. Negative Example 5

Directions for Teaching Expectations and Rules

Directions:
1. Take students to specific setting for the teaching and practicing of the expectations.
2. Request the attention of all students.
3. Introduce expectation, then each rule for the expectation.
4. Demonstrate negative examples of the expectation/rules.
5. Ask students to specifically identify which rules were not followed. Praise correct responses.
6. Teacher demonstrates rules.
7. Students take turns demonstrating the rules for other students.
8. Repeat steps 3-7 for the other expectations.
9. Perform all demonstrations in an exaggerated, funny manner to promote retention.

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Expectations and Rules At-a-Glance

Be Responsible
1. Wash hands
2. Flush toilet
3. Dispose of paper products appropriately

Be Respectful
4. Knock on door before entering
5. Respect privacy of others
6. Quiet voices

Be Safe
7. Keep body and objects to self
8. Notify an adult if a custodian is needed
9. Return straight to class

Negative Examples

1. Leaving bathroom without washing hands
2. Not flushing toilet
3. Throwing paper towels on the floor
4. Trying to open door without knocking
5. Looking under stalls
6. Playing with friends in the bathroom
7. Seeing a toilet overflowing and not telling anyone

EXAMPLE

Insert your schools lesson plan

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Introduce expectation, then each rule for the expectation:
*"Class, the first expectation for the bathroom is **Be Responsible**. There are 3 rules that are good examples of being responsible. They are to **wash your hands, flush the toilet, and dispose of paper products appropriately**."*

Demonstrate negative examples of the expectation/rules:
Teacher demonstrates negative example by taking the role of the student. Have student play the role of the teacher. Other participants may need to be the class. While in the bathroom the teacher (pretending to be a student) pretends to finish using the restroom without flushing the toilet, just turns on and off the faucet (without using soap to wash hands), grabs a paper towel and misses the trash can when throwing away. Instead of picking it up, the student leaves it on the floor and returns to class.

Ask students to specifically identify which rules were not followed.
"Class, which rules did the student not follow?" Student responds with "Wash hands." *"That is right! Let's practice what the student should have done instead."*

Teacher demonstrates expectation/rules:
"Okay, here I am pretending to go to the bathroom. Now I'm finished and going to flush the toilet (flush the toilet). *Now, I'm going to go to the sink, get some soap, and wash my hands* (wash hands). *Finally, I'm going to dry my hands with the paper towel, and then throw it away in the trash can* (dry hands with actual paper towel, and then throw away).

Students take turns demonstrating the rules for other students:
Select students, one at a time or in small groups, to play the role of the student in repeating the demonstration.

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Wrap-Up and Follow-up *(You Do)*

- Tell students that you and all the other teachers will be watching to make sure they are **BEING RESPONSIBLE**, **BEING RESPECTFUL**, and **BEING SAFE** in the **BATHROOM**.
- Remind students that you will be looking for them to demonstrate these specific rules throughout the day, and students who demonstrate these expectations and rules may be acknowledged by school staff and even given a **TERRIFIC TICKET.**

EXAMPLE

Insert your schools lesson plan

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Trauma Informed Considerations

- Define appropriate coping skills
  - Teach students how to identify emotions
  - Give them a feelings vocabulary
- Allow students opportunity to practice using coping skills (when they are not upset)
- Allow student to choose a coping skill that works best for them

Be **INTENTIONAL**
Use **LESSON PLANS**
Get **STUDENTS INVOLVED**
Have **FUN**

Oklahoma School Climate Transformation

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For more information, check-out:

- [Oklahoma School Climate Transformation Website](#)

- [Center on PBIS: Classroom](#)

- [Florida Positive Behavioral Interventions & Support Project: Classroom](#)

- [MO SW-PBIS: Tier 1 Classroom Practices](#)

Classroom Example - Elementary

- Connect with students.

- Establish rapport

- Use interactive methods to teach expectations

- Reinforce positive behaviors through verbal praise

Classroom Example - Secondary

- Connect with students.

- Establish rapport

- Use interactive methods to teach expectations

- Reinforce positive behaviors through verbal praise

References

- O'Connell, G., Davis, T., DeMuth, S., Gudenrath, M., & Hill, J. (n.d.). *Developing Effective Classroom Supports* [PDF]. Georgia Department of Education.

- Tier 1 Effective Classroom Practices. (2016). Retrieved December 10, 2020, from https://pbismissouri.org/tier-1-effective-classroom-practices/

- Classroom PBIS. (2020). Retrieved December 10, 2020, from https://www.pbis.org/topics/classroom-pbis

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