



## Goal Setting: Teaching Behavior Expectations

Now that you have identified specific expectations and behaviors that you would like to teach your students, set a goal for teaching and determining whether students understand and are able to display the behavioral expectations you have taught them.

### Goal:

I will teach behavior expectations for  (e.g., Being Safe) during  (e.g., transitioning to the carpet).

I will expect that  % of students will be able to meet the expectation after teaching and practice.

**I will be sure to use the following behavior-specific praise statements (e.g., "Thank you for being safe by keeping your hands and feet to yourself as you move quietly to the carpet.") when students are meeting the behavior expectation:**

1.

2.

3.

### Behaviors I expect to see:

### Simple Data <sup>[1]</sup> (actively scan to determine which students met expectation)

% students who met expectation: \_\_\_\_\_

### Did I meet my goal?      Yes      No

If YES, what went well?

If NO, what were the challenges?

### How will I meet the goal next time?



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### <sup>(1)</sup> Using Simple Data

In general, if you can get 85% or more of students to routinely meet behavior expectations, you have been successful in teaching the expectation. If not, you may want to spend more time reviewing and practicing the expectations. There are often a few students who will benefit from additional individualized training in the expectations or more frequent precorrection.

#### **If you met your goal**

*Give yourself some behavior-specific praise! Keep it up.*

#### **If you did not meet your goal**

*Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your Double Check coach to problem solve can be helpful.*

Challenges	Tips from the Field
<p>“ “ <i>There are so many problem behaviors that it is difficult to determine which behavior to target.</i></p>	<p>Teach the most challenging behavior expectations first, and then continue to teach until all are taught.</p>
<p>“ “ <i>It was hard to remember to use precorrection, praise, and/or rewards.</i></p>	<p>It is important to plan to use these strategies and include a lesson plan with a checklist to remind yourself to use the strategies. Having examples of precorrections and praise written down may help support use of the strategies. Also, if you forget to provide praise or rewards (e.g., stickers, tickets, and small prizes), set a goal to give away a specific amount each class period and perhaps have a prompt to provide the reward.</p>
<p>“ “ <i>It is difficult to find time to teach behavior expectations.</i></p>	<p>Remember, the amount of time spent on redirecting and reprimanding students' inappropriate behavior could be much better spent on providing instruction on what you want to see instead. Preventing disruptive behavior up front by teaching and reinforcing behavior expectations is time well spent.</p>