



## Strategy Tool: Teaching Behavior Expectations

*Teaching or Reviewing Behavior Expectations Throughout the Year*

- 1 If you did not establish clear behavior expectations at the start of the year, or if you find that students are displaying behaviors that are not aligned with the expectations for success that you developed at the start of the year, you may want to teach or re-teach students how to be successful. You can determine which behaviors to teach by identifying what you are seeing in your classroom that is opposite of your behavior expectations. In other words, what do you want to see less of in the classroom?

*Some examples of NOT being respectful:*

- Students are not following directions the first time asked.
- Students are taking other students' materials without permission.
- Students are calling each other names.
- Students are making inappropriate comments during classroom activities (e.g., *"That's a dumb idea."*).
- Students are interrupting you and other students when they are talking.

**Write in the behaviors you would like to see LESS of in your classroom.**

Behavior 1

Behavior 2

Behavior 3

- 2 Next, think about what you want to see students do instead of the above behaviors. Sort them into categories that represent the broader behavior expectations for success that you want students to understand in your classroom.

### Expectation Setting: Classroom Expectations

Behavior Expectation to Teach (e.g., Respectful, Responsible, etc.): Being Respectful

Non-examples: Not Respectful	Positive Examples: Respectful
Students are not following directions the first time asked.	Following directions within 5 seconds, the first time asked.
Students are taking other students' materials without permission.	Ask for permission to use other students' materials.
Students are calling each other names during small group work.	Use kind words when working with others.
Students are making inappropriate comments during classroom activities (e.g., <i>"That's a dumb idea."</i> ).	Accept other students' ideas.
Students are interrupting the teacher and other students when they are talking.	Wait for your turn to talk.



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Use the form below to determine the behavior expectation that you would like your students to demonstrate, and what it looks like and does not look like. Remember to be specific with regard to the behaviors you want to see, making sure that they are observable. When you see them, be sure to give plenty of praise (see [Using Behavior-specific Praise](#)) and possibly a reward for students meeting behavior expectations.

Behavior Expectation to Teach (e.g., Respectful, Responsible, etc.): <input type="text"/>	
Non-examples:	Positive Examples:

**3** Lastly, create a lesson plan and teach the behavior expectations in your classroom.

### "Creating a Lesson Plan for Teaching Behavior Expectations"

Use the following form to develop a lesson plan to teach the behavior expectations in your classroom. Teach each behavior within each category using direct instruction.

Begin by identifying the expectation (e.g., Respectful) and a statement of why it is important in the setting you select. For example: *"It is important for everyone to be respectful and listen the first time you are asked to do something so that we don't waste time and get to all the activities we need to do throughout the day."*

Next, decide what the expectation does and does not look like. Tell the students what they should do first. Then, tell them what it would not look like. It can be helpful to identify behaviors that occur in the classroom that you want to see less when describing specifically what the expectation is not (e.g., *"Being respectful and following directions means that you stop what you are doing, put your eyes on me, and listen to the direction the first time. Talking while I am talking or not cleaning up right away when I ask you to clean up is not being respectful."*).

Then, provide a prompt that will indicate to the students that it is time to use the behavior expectation in the setting (e.g., *"OK class, let's all be safe by moving to the carpet, keeping our hands and feet to ourselves without talking. Ready? Begin."*).



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Behavior Expectation	
Expectation:	Why is this important?
What does it look like?	What does it <b>not</b> look like?
Provide the following prompt/precorrection:	

Next, decide how you will provide students with the opportunity to practice the behavior expectations.

If you want to demonstrate what not to do, be sure to do this yourself, as students don't need to practice not meeting expectations (e.g., *"Is this how we go to the carpet?"* The teacher skips and gently bumps into a student. **Students:** *"No."* **Teacher:** *"What wasn't safe about how I went to the carpet?"* **Students:** *"You didn't walk and you didn't keep your body safe."*).

You could have one or two students first show the behavior (e.g., *"Melissa, can you show us being safe by walking quietly to the carpet?"* Melissa walks to carpet and sits in a carpet square with her name on it. *"Great walking. You went right to your spot on the carpet without talking and kept your hands and feet to yourself."*).

After one student or a small group of students demonstrates the behavior expectation, you can have all of the students practice.

Give a lot of support to make sure that your students will be successful. Be sure to follow up successful practice with plenty of reinforcement using behavior-specific praise (e.g., *"Great work! You all lined up responsibly by keeping your hands and feet to yourselves."*).

Students will practice by:	
Practice 1:	Practice 2:
I will provide encouragement and give attention to meeting the expectation by:	
1.	
2.	
3.	