

## Implementation Procedures

### Expectations

Expectations, or rules, should clearly communicate to students what behaviors are desired in the classroom. Expectations provide the basis for maintaining a safe and effective learning environment. In addition, research has demonstrated that establishing, enforcing, and teaching expectations can reduce instances of problem behavior. Classroom expectations tend to cluster around academic behaviors (e.g., turning in work, maintaining focus) and social behaviors (e.g., using polite words, following directions).

In order for expectations to be most effective, they should be:

- **Stated in positive terms**
- **Observable and measurable**
- **Simply stated and age appropriate**
- **Kept to a minimum (3 to 5)**

Classroom expectations should reflect behaviors that are important to the teacher and the school. Some schools may have general rules and expectations for student behavior or specific behavior support systems in place. Rules should be stated positively with operational definitions instead of abstract expectations. For example, effective rules focus on the DO, not the DON'T. Written expectations and teachers' responses to behaviors that are compatible or not compatible with the expectations communicate exactly what students need to DO to be successful in the classroom. Expectations and teacher response should not be confusing or ambiguous. For example, "Be polite" is abstract and, "Raise your hand and wait to be called on" is more concrete. Similarly, responding to the content of what students say when they do not raise their hand, communicates that this is acceptable behavior regardless of what the written expectations communicate.

Students learn classroom expectations through explicit teacher instruction and responses to appropriate and inappropriate student behavior. In order to exhibit effective behavior management in the classroom, teachers need to develop and communicate a plan for providing praise for complying with expectations that acknowledge the desired behavior, a plan for providing corrective feedback for misbehavior, and a response hierarchy (i.e., predetermined consequences) for instances when students repeatedly do not follow the expectations. The ratio of positive to negative statements given by teachers to students should be approximately 4:1.

#### Materials

Expectations Teacher Handout  
Expectations Worksheet  
Initial Training Form (ITF)  
Expectations Treatment Integrity Form

**Procedures**

1. Provide the teacher with the expectations handout and complete the Expectations Worksheet together with the teacher.
2. Determine date to teach expectations to the class and plan to observe the initial lesson. Record date on ITF form.
3. Collect treatment integrity data according to procedures and provide booster sessions when indicated (i.e., if third integrity is below desired level).

**Expectations Worksheet**

Use the following questions to guide your discussion with the teacher when developing expectations. Leave a photocopy of this worksheet to help the teacher plan an introduction of the expectations to the class.

A. What are your expectations (or rules) for this class?

- No rules (Go to step B)
- Schoolwide expectations:
  
- Teacher-created rules:

List rules or attach a copy

A1. Are rules appropriate?

- Stated in positive terms
- Observable and measurable
- Age appropriate
- Kept to a minimum of 3 to 5 rules

If all are checked, continue to Step C.  
If revisions to rules need to be made, go to step B.

B. Recommend Classroom Expectations matrix or develop classroom expectations using steps below. See example.

Academic Behaviors	Social Behaviors

B1. Develop three to five positively stated classroom expectations. Make sure each step is operationally defined (measurable and observable) so your expectations are clear. Use the Classroom Expectations Matrix if desired.	
1.	
2.	
3.	
4.	
5.	
C. Use this section to brainstorm specific praise statements and other rewards that could be provided for appropriate behavior (e.g., homework pass for all homework submitted and no behavior problems for two weeks).	
D. Develop a plan for responding to students with clear consequences for repetitive misbehaviors that continue after the expectation has been taught.	
Hierarchy:	
1. Provide positive feedback to students who ARE following expectations.	
2.	What you will do the first time student does not follow expectations (e.g., verbal correction, private reminder)
3.	What you will do when disruptions continue (e.g., remind student of consequences of continued misbehavior)
4.	What you will do when non-compliance continues (e.g., loss of privilege)

First step in school discipline code (e.g., office referral, detention):

E. How will you teach or explain these expectations, reward procedures, and correction procedures to students?

F. What date will you teach the revised expectations to students?  
\*CARS Classroom Consultant should plan to observe first day of implementation and collect integrity.



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### Expectations Worksheet Example

If you are assisting a teacher implementing the interventions, use the following questions to guide your discussion with the teacher when developing expectations. Leave a photocopy of this worksheet to help the teacher plan an introduction of the expectations to the class.

A. What are your expectations (or rules) for this class?

- No rules (Go to step B)
- Schoolwide expectations
- Teacher-created rules

List rules:

A1. Are rules appropriate?

- Stated in positive terms
- Observable and measurable
- Age appropriate
- Kept to a minimum of 3 to 5 rules

If all are checked, continue to Step C.

If revisions to rules need to be made, go to step B.

B. Recommend Classroom Expectations matrix or develop classroom expectations using steps below. See example.

Academic Behaviors	Social Behaviors
<i>Don't complete assignments = Complete assigned work</i>	<i>Profanity = No cursing</i>
<i>Forget homework = Bring in homework on time</i>	<i>Speaking out without permission = Wait to be called on before speaking</i>

	<i>Bothering other student's property = Staying out of other students' desks</i>
	<i>Public displays of affection = No public displays of affection</i>
	<i>Doesn't follow directions = Following directions the first time</i>
	<i>Making noise by tapping pencil or mumbling = Work quietly</i>
	<i>Throwing objects at other students = Keep hands, feet, and objects to self</i>
<p>B1. Develop three to five positively stated classroom expectations. Make sure each step is operationally defined (measureable and observable) so your expectations are clear. Use the Classroom Expectations Matrix if desired.</p>	
<p>1. <i>Complete assigned tasks each day</i></p>	
<p>2. <i>Follow directions the first time</i></p>	
<p>3. <i>Maintain appropriate personal space (arm's length rule)</i></p>	
<p>4. <i>Express your feelings without foul words</i></p>	

5. *Work quietly during independent tasks*

C. Use this section to brainstorm specific praise statements and other rewards that could be provided for appropriate behavior (e.g., homework pass for all homework submitted and no behavior problems for two weeks).

*I really appreciate the way that you are working quietly.*

*Today everyone has followed all of the rules, so the last ten minutes of class tomorrow, you will be allowed to play a game.*

D. Develop a plan for responding to students with clear consequences for repetitive misbehaviors that continue after the expectation has been taught.

Hierarchy:

1. Provide positive feedback to students who ARE following expectations.

2. *Classwide reminder of expectations:*

*Remember, when the teacher is speaking, all other voices should be quiet.*

What you will do the first time student does not follow expectations (e.g., verbal correction, private reminder)

3. *Provide verbal corrective feedback*

*privately: Ron, I hear that you are really angry. Can you continue to keep your focus or would you like to talk privately in the hallway?*

What you will do when disruptions continue (e.g., remind student of consequences of continued misbehavior)

4. *Student will lose privilege of listening to headphones at the end of class.*

What you will do when non-compliance continues (e.g., loss of privilege)

First step in school discipline code (e.g., office referral, detention):

*Office referral*

E. How will you teach or explain these expectations, reward procedures, and response hierarchy to students?

*I will give the student's a copy of the expectations, positive responses, and response hierarchy to students and discuss the procedures. We will practice some examples and non-examples for ten minutes at the beginning of class.*

F. What date will you teach the revised expectations to students?

*October 10, 2011*



## Teacher Handout Expectations

Expectations, or rules, should clearly communicate to students what behaviors are desired in the classroom. In order for expectations to be most effective, they should be:

- **Stated in positive terms**
- **Observable and measurable**
- **Simply stated and age appropriate**
- **Kept to a minimum (3 to 5)**

Instead of...	Try...
Be polite Be responsible Don't chew gum Don't call out Don't get out of your seat	Use kind words to tell how you feel Focus on your own work Chew gum after school Use a quiet raised hand Remain in your seat until the bell rings

- Expectations must be taught to the students. Connect the importance of classroom expectations with expectations and responsibilities on the job to enhance the relevance of the lesson. Use the Expectations worksheet to develop expectations for your classroom (Part B1).
- Use a pre-correct strategy at natural transitions such as at the beginning of a new grading period or when introducing a lesson or activity. Tell the students exactly what you expect of them within the framework of the classroom expectations. For example, *"We are going to go over last night's homework in class now. Remember, if you have a question, please raise your hand and wait to be called on."*
- You can have a lot of fun with students by acting out examples and non-examples. Always end role playing with examples of the behaviors you wish to see. Students may be motivated to help you make a short video or slideshow of expected and inappropriate classroom behaviors.
- Rewards for following expectations will increase the likelihood students will repeat the behavior. Give praise statements, high-fives, or private positive feedback when students follow expectations. Use the Expectations worksheet to brainstorm specific praise statements and other rewards that could be provided (Part C).
- Provide corrective feedback when students are not following expectations by referring back to the expectations. This is best done privately to prevent student embarrassment and escalation. For example, use proximity and a quiet voice to redirect a student.
- Consistently use a hierarchy of response to inappropriate behaviors in your classroom with clear consequences when students are not meeting expectations and teach students those consequences. Use the Expectations worksheet to develop a hierarchy of response (Part D).

### Classroom Expectations Matrix Example

Activity/ Expectation	Group Work/ Lecture	Individual Work	Tests	Games
Be Respectful	<ul style="list-style-type: none"> <li>• Keep questions/comments relevant to the topic</li> <li>• Listen to others' experiences</li> <li>• Use polite language</li> </ul>	<ul style="list-style-type: none"> <li>• Work quietly so others can concentrate</li> </ul>	<ul style="list-style-type: none"> <li>• Work quietly so others can concentrate</li> <li>• Hand in test quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage others and offer help</li> <li>• Take turns and share materials</li> <li>• Use polite language</li> </ul>
Follow Directions	<ul style="list-style-type: none"> <li>• Stay focused on the teacher</li> <li>• Follow along on the same page</li> </ul>	<ul style="list-style-type: none"> <li>• Hand in assignment when due</li> <li>• Focus on your own assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to teacher directions</li> <li>• Read each question carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Follow game directions</li> <li>• Clean up when asked</li> </ul>
Be Responsible	<ul style="list-style-type: none"> <li>• Raise your hand to speak</li> <li>• Complete class work</li> <li>• Take notes</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the assignment</li> <li>• Ask for help if needed</li> <li>• Give the assignment your best effort</li> </ul>	<ul style="list-style-type: none"> <li>• Keep eyes on your own paper</li> <li>• Give each question your best effort</li> </ul>	<ul style="list-style-type: none"> <li>• Keep game materials neat for next time</li> <li>• Ask teacher for help if needed</li> </ul>

## Expectations Implementation Integrity Form

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher ID: \_\_\_\_\_

Observer: \_\_\_\_\_

Integrity Number: 1 2 3 4 5 6
Booster Number: B1 B2 B3

Date Expectations Lesson Taught _____
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**Collect Data:** Observe teacher and Target Student for 20 min, 4 min intervals.

**Reinforcing Expectations.** Teacher reinforces student behaviors *related to the defined classroom Expectations* (e.g., verbal praise for expected behavior, awarding points for expected behavior, written note, thumbs up). This reinforcement should be directed to Target Student, or to the whole class including the Target Student, at any time during the interval. Bubble Y or N.

**Disruptive Behavior.** Disruptive behavior by the Target Student was observed at any time during the interval. Bubble Y or N. (Use MOOSE definitions for disruptive behavior). *If No disruptive behavior occurred during the interval, bubble No Opportunity in Teacher Response Hierarchy.*

**Teacher Response Hierarchy.** For intervals where disruptive behavior by the Target Student occurs, bubble the corresponding condition at the end of the interval.

Interval	Reinforcing Expectations		Disruptive Behavior		Teacher Response Hierarchy			
	Y	N	Y	N	No Opportunity	Yes-Every Time	Yes-Some times	No-None of the time
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>Total</b>	<b>/10</b>
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**Determine Integrity**

Choose one:	Choose one:
<input type="radio"/> Teacher did not reinforce expectations during the observation. (0%)	<input type="radio"/> No opportunity for teacher to use response hierarchy (i.e., no disruptive behavior by target student). (NA)
<input type="radio"/> Teacher reinforced expectations one or more times during the observation. (100%)	<input type="radio"/> Response Hierarchy Total is 8 – 10. (100%)
	<input type="radio"/> Response Hierarchy Total is 4 – 7. (50%)
	<input type="radio"/> Response Hierarchy Total is 1 – 3. (25%)
	<input type="radio"/> Response Hierarchy Total is 0. (0%)
Average percentages for total Expectations integrity:	

If integrity does not reach **100%** booster session indicated:

Booster Session indicated:    Y    N	If Indicated, date booster session completed: _____
<input type="radio"/> <input type="radio"/>	

Instructions: Based on the 20 min observation, identify treatment utility by selecting ONE of the following options:

Treatment Utility-Student <i>(does not factor into integrity)</i>	Y	N
1. The majority of the class and the target student followed defined classroom expectations.	<input type="radio"/>	<input type="radio"/>
2. The majority of the class followed defined classroom expectations, but the target student did not.	<input type="radio"/>	<input type="radio"/>
3. The majority of the class and the target student did not follow defined classroom expectations.	<input type="radio"/>	<input type="radio"/>