

# NEWS FROM PSYCHOLOGICAL SERVICES

## *Special Edition*

### Behavior Mini Series - Part II

#### Post, Teach, Review, Monitor, and Reinforce a small number of positively stated expectations

Posting, teaching, reviewing expectations, and providing feedback is associated with reductions in off-task and disruptive behavior and results in increased academic engagement, leadership, and conflict resolution skills (Johnson, Stoner, & Green, 1996; Lane, Wehby, & Menzies, 2003; Lo, Loe, & Cartledge, 2002; McNamara, Evans & Hill, 1986; Sharpe, Brown, & Crider, 1995; Rosenberg, 1986). Begin by establishing expectations by defining a small number of positively stated expectations, or rules (i.e., 3-5). This will tell students what we want them to do rather than telling them what we do not want them to do and is essential for facilitating a successful school year. It cannot be assumed that students will know the rules of a new classroom at the start of the year or that they will pick up on the rules / expectations as the year progresses. Establishing classroom expectations is a key foundational principle of classroom management that will help students understand what is expected of them throughout the day. The consistency that is created by use of a specific set of expectations will help students better focus on learning. These rules should be broad enough so that they include all desired behavior and are mutually exclusive (e.g., Be Safe, Be Responsible, Be Respectful)(Simonson et. al., 2008). These rules should be posted publicly and match schoolwide expectations. Each rule should be operationally defined so that there is an understanding of what the rules look like across all routines and settings. One way to do this is to create a matrix that lists rules and specific routines like the one below.

The matrix should compliment the school-wide matrix (i.e., in a PBIS school) but be specific to the classroom setting. Rules should also be explicitly and systematically taught to students. Regular teaching and review of expectations throughout the school year will help students master behavioral skills and facilitate long term retention. At the beginning of the year, it may be beneficial to review expectations on a daily basis. This can be faded as the year progresses and students become more fluent with the expectations. If there are breaks or holidays, it may be

**Rules within Routines Matrix**

Routines	Entering Classroom	Seat Work	Small Group Activity	Leaving Classroom
Rules				
Respect				
Responsibility				
Safety				

advantageous to review expectations when students return to facilitate a smooth transition back.

Teaching expectations can be done through a combination of strategies, such as direct teaching, modeling, use of examples and non-examples, practice, and reflection. Begin by clearly defining the expectation and stating why that expectation is important in your classroom and for student success. This can help with buy-in and reduce confusion among students. After clearly defining the expectation, modeling what each expectation looks like will help students understand what specifically is expected of them. Using examples and non-examples can further solidify understanding for students. Using examples will help students understand the differences between expected and unexpected behaviors. Some students may engage in inappropriate behavior due to lack of understanding or difficulty being able to distinguish between appropriate and inappropriate responses. Practice will also help students to actually engage in the appropriate behaviors and thus facilitate long term retention. Lastly, reflection on behavior will give students the chance to think about specific behaviors they are doing well with or behaviors they may need to work on.

Prompt or remind students of the rules through visual prompts within your classroom such as posters or illustrations. An effective practice is also to use pre-corrections, which include "verbal reminders, behavioral rehearsals, or demonstrations of rule-following or socially appropriate behaviors that are presented in or before settings where problem behavior is likely" (Colvin, Sugai, Good, Lee, 1997).

Active supervision consists of the teacher moving, looking around and scanning the room, and interacting with students by correcting errors that students may be displaying, and providing reinforcement for behavior that is consistent with expectations (Colvin, Sugai, Good, Lee, 1997). This practice has been shown to positively impact behaviors of students across different settings including classroom and non-classroom settings, such as the hallway. Prior research has found that active supervision leads to decreases in minor behavioral incidents and results in higher levels of active participation.

After following the above steps, evaluate the effect of these practices. Consider whether rules are being followed. If students are making errors, think about who is making them, where they are occurring, and what kind of errors are being made. Summarize the data and look for patterns in order to use data for decision making and problem-solving next steps.



Designed/Created by: Ashley Lakind

Edited by: Gretchen Stumpf

Sources:

[https://global-uploads.webflow.com/5d3725188825e071f1670246/5d6ff9631919dc0c79fc0bee\\_e1\\_simon\\_sen.pdf](https://global-uploads.webflow.com/5d3725188825e071f1670246/5d6ff9631919dc0c79fc0bee_e1_simon_sen.pdf)

[https://www.researchgate.net/publication/236785368\\_Evidence-based\\_Practices\\_in\\_Classroom\\_Management\\_Considerations\\_for\\_Research\\_to\\_Practice](https://www.researchgate.net/publication/236785368_Evidence-based_Practices_in_Classroom_Management_Considerations_for_Research_to_Practice)

[PPT - Module B Effective Coaching Coaches' Monthly Meeting PowerPoint Presentation - ID:295180 \(slideserve.com\)](#)

When there's a good fit between skills and expectations, there's what we call compatibility, and we would expect a good outcome. When there's a poor fit between expectations and the capacity of the kid, there is incompatibility, and that's when we see people exhibit challenging behavior.

*- Ross W. Greene*



**Stay connected with us!**



[GCS Psychological Services](#)



[GCS\\_Psychs](#)



[gcs\\_psychological\\_services](#)



[Psychological Services Canvas Page](#)