

RTI²-B Schoolwide Expectations

A critical and foundational component of an effective school-wide approach to behavior management is consistent expectations across the school. In addition to being taught general expectations for behavior, students need explicit expectations for how to behave in specific locations—this includes the classroom! To support Tier I of RTI²-B, classroom teachers should align their individual classroom expectations (i.e., rules, procedures) with the schoolwide expectations. Alignment leads to understanding!

School-wide Expectations			
	BE SAFE	BE RESPONSIBLE	BE RESPECTFUL
Classroom Expectations	Sit properly in your chair	Come to class prepared and on time	Listen
	Walk	Have an "I can" attitude	Use appropriate voice level
	Be careful	Be honest	Be kind and helpful

What are Classroom Expectations?

Classroom expectations are an important classroom management tool that define the general behaviors you expect students to demonstrate. Research indicates that consistently enforcing well-defined classroom expectations improves student behavior in the classroom as well as other school settings. Classroom expectations should be consistent with school-wide expectations, easy for students to understand and remember, limited in number, explicitly taught, and posted in the classroom where students can see them. Student behavior that is consistent with classroom expectations should be explicitly acknowledged (see our [Teacher Praise Tip Sheet](#)).

Characteristic	Example	Non-Example
SPECIFIC: Describes the exact behavior you expect the child to perform.	<i>Keep hands and feet to yourself & away from others</i>	<i>Your hands and feet belong to you and only you</i>
OBSERVABLE & MEASURABLE: Behaviors should be easy to observe and measure.	<i>Walk in the classroom</i>	<i>Go at a pace that won't get you hurt</i>
STATED POSITIVELY: Tell the student what to do rather than what not to do.	<i>Be prepared with all materials</i>	<i>Don't enter the class without materials</i>
CONCISE: Use brief, succinct, student-friendly language.	<i>Use appropriate voice level</i>	<i>Keep voices low and only able to be heard by someone who is 6-12 inches away</i>

Developing Classroom Expectations

- Think about the general behaviors you expect your students to demonstrate and write down each expectation. What does it look like when students display each of these behaviors? What does it look like when they don't? It may help to look at your school-wide behavioral expectations and think of specific examples from your classroom which fit within those expectations.
- Consider which behaviors are most problematic and how the classroom expectations address these behaviors.
- Limit to 5 or fewer (per school-wide expectation) concise classroom expectations, that are specific, observable and measurable, and stated positively.
- Ask a colleague or instructional leader to evaluate your expectations and provide feedback.

Teach the Classroom Expectations to Your Students

- Use gradual release instructional practices to teach expectation explicitly
 - Describe expectations with age-appropriate language accompanied by examples and non-examples.
 - Model (I do) to demonstrate and visually teach students how to follow each expectation.
 - Provide opportunities for guided practice (we do) and independent practice (you do) so students can rehearse expectations within the classroom.
- Post classroom expectations where they are highly visible, and you can easily refer to them.

- Explicitly teach classroom expectations at the beginning of the year and in anticipation of other problem times (i.e., after winter break, before a planned schedule disruption)
- Use a variety of methods to teach and reinforce the expectations, such as stories, discussions, songs, and technology.
- Monitor student adherence to expectations and provide specific feedback and reminders.
- Incorporate frequent and brief reminders of classroom expectations during each school day to keep kids on track.

Evaluate Your Use of Classroom Expectations!

- Regularly check that students understand the expectations.
 - For example, simply ask students, “What are our expectations?”
 - Describe an example classroom scenario and ask student how they should appropriately respond.
- Set reminders for yourself to re-teach and reinforce the expectations.
- Ask others (peers or instructional leaders/coaches) to observe you and provide feedback on how you teach and reinforce classroom expectations.

Resources and References

- Scott, Terrance M, Alter, Peter, & Haydon, Todd. (2017). Characteristics of effective classroom rules: A review of the literature. *Teacher Education and Special Education, 40*(2), 114-127.
- Epstein, M., Atkins, M., Cullinan, D., Kutash, K. & Weaver, R. (2008). Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/wwc/publications/practiceguides>
- Kern, L., & Clemens, N. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools, 44*(1), 65–75.
- Sugai, G., & Horner, R. (2002). The evolution of discipline practices: Schoolwide positive behavior supports. *Child & Family Behavior Therapy, 24*, 23–50.
- Sugai, G., Horner, R., & Gresham, F. (2001). Behaviorally effective school environments. In M. Shinn, G. Slover, & H. Walker, (Eds.), *Interventions for academic and behavior problems*. Silver Spring, MD: National Association of School Psychologists.
- The IRIS Center for Training Enhancements. (2012). Classroom management (Part 1): Learning the components of a comprehensive behavior management plan. <http://iris.peabody.vanderbilt.edu/beh1/chalcycle.htm>
- The IRIS Center for Training Enhancements. (2012). Classroom management (Part 2): Developing your own comprehensive behavior management plan. <http://iris.peabody.vanderbilt.edu/beh2/chalcycle.htm>