Defining and Teaching Expectations in the Preschool Classroom

Dr. Deb Carter
Dr. Juli Pool

Goals for today
- Discuss Positive Behavior Support (PBS) model (briefly)
- Share examples of implementation
- Identify strategies that can be used to help children learn behavioral expectations

Young Children with Challenging Behavior
- It begins early
  - Between 10-30% of preschool students are not behaviorally and emotionally ready to succeed in school
  - Early problem behavior is predictive of future challenges
    - Best predictor of delinquency in adolescence, gang membership, and incarceration

Positive Behavior Support
- Effective early childhood education programs are consistent, predictable, and positive places.

In effective preschools, there is a common vision, language, and set of experiences for all members of the community.

Teaching Pyramid:
Promoting Social and Emotional Competence and Addressing Challenging Behavior

- Primary Prevention (Universal, Tier One)
  - All Children (~80%)
- Secondary Prevention (Targeted, Tier Two)
  - Children At-Risk (~15%)
  - Children with persistent challenges (~5%)
- Tertiary Prevention (Intensive, Tier Three)
  - High-Intensity Interventions

(Muscott, 2008; adapted from Hornes, 2004)
Main Logic

- Prevention
  - All children need behavior support
  - The most efficient approach to improving behavioral climate of schools is through prevention
- Teaching
  - Teaching and supporting appropriate behavior is the most powerful behavior support intervention
  - Combine effective teaching with clear continuum of consequences for challenging behavior
- Effective practices need nurturing system
  - Information gathering and use for decision-making

Mary Go Round Social Stories

- Teaching Expectations
- Expectations Across Settings
Step 1: Identify 2-5 Expectations

- Short statements
- Memorable
- State positively
- Examples:
  - Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Do your best, Follow directions of adults
Considerations for Identifying Expectations

- Consider specific problems common in your classroom/program
- Consider specific complaints frequently made by teachers
- Think about character traits commonly needed by your students

Program-Wide Expectations

- Be Safe
- Be Respectful
- Be Responsible
- Be a Player
- Be a Team Player
- Be a Leader
- Be a Resilient Student
- Be a Positive Attitude
- Be an Appropriate Action
- Be Working Together
- Be Safety First
Step 2: Define your expectations across settings/routines

- Identify common settings/routines in your classroom or program
- For each expectation in each setting/routine, select a small number of rules
  - Positively stated
  - Unique to setting/routine

Valeska Hinton ECEC

**Expectations: What?**
- Be Respectful
- Be Safe
- Be a Team Player

**Settings: Where?**
- Playground
- Hall
- Classroom
- Bus

**Playground**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Help each other</td>
</tr>
<tr>
<td></td>
<td>Take turns</td>
</tr>
<tr>
<td></td>
<td>Take care of our playground</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Play safely</td>
</tr>
<tr>
<td></td>
<td>Keep bikes on bike path</td>
</tr>
<tr>
<td></td>
<td>Play where you can see your teacher</td>
</tr>
<tr>
<td></td>
<td>Sit on bikes, roller racers and swings</td>
</tr>
<tr>
<td>Be a Team Player</td>
<td>Share outdoor toys</td>
</tr>
<tr>
<td></td>
<td>Help park the bikes</td>
</tr>
<tr>
<td></td>
<td>Work it out with words</td>
</tr>
</tbody>
</table>

**Halls**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Use inside voices.</td>
</tr>
<tr>
<td></td>
<td>Use helping hands.</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Use walking feet.</td>
</tr>
<tr>
<td></td>
<td>Stay together.</td>
</tr>
<tr>
<td></td>
<td>Make sure the teacher knows where you are.</td>
</tr>
<tr>
<td>Be a Team Player</td>
<td>Help each other.</td>
</tr>
</tbody>
</table>

**Classroom**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>Share</td>
</tr>
<tr>
<td></td>
<td>Be aware of others’ feelings</td>
</tr>
<tr>
<td></td>
<td>Be fair</td>
</tr>
<tr>
<td></td>
<td>Listen to others</td>
</tr>
<tr>
<td>Be Safe</td>
<td>Use walking feet.</td>
</tr>
<tr>
<td></td>
<td>Keep our room clean</td>
</tr>
<tr>
<td></td>
<td>Play safely</td>
</tr>
<tr>
<td></td>
<td>Tell the teacher where you are</td>
</tr>
<tr>
<td></td>
<td>Follow directions</td>
</tr>
<tr>
<td>Be a Team Player</td>
<td>Share ideas</td>
</tr>
<tr>
<td></td>
<td>Help each other</td>
</tr>
<tr>
<td></td>
<td>Work it out with words</td>
</tr>
</tbody>
</table>
**Bus Expectation**
- Stay in your own space
- Take care of the bus

**Be Respectful**
- Stay with your teachers
- Stay seated
- Use inside voices
- Follow directions
- When buses are moving – stop, look & listen

**Be a Team Player**
- Help others.

---

**Tips for Translating Expectations into Rules**
- Involve children in developing the rules
- Address:
  - Noise level; movement inside; and interactions with property, peers, and adults
  - Post visually and at the child’s eye level
- Teach rules systematically
- Place classroom rules on a cue card ring for portability
- Reinforce rules at high rates initially and also throughout the year

---

**Library Behavior Matrix**

---

**Student Posters of the behavior expectations in the classroom**

---

**Hallway expectations**
- [http://vimeo.com/groups/pbisvideos/videos/23633282](http://vimeo.com/groups/pbisvideos/videos/23633282)
Some desired student behaviors may be better defined as routines

- **Routines**: common activities/procedures students can/should do independently
- Effective routines minimize the need for additional rules
- **When routine and not rule**:
  - Would require multiple rules/steps
  - When there is a start and finish

---

In class transition steps
- [Link](http://vimeo.com/groups/pbisvideos/videos/20945727)

---

Step 3: Teach Behavioral Expectations

- Post visually and at the child’s level
- Teach expectations systematically
- Teach in the actual settings where behaviors are to occur
- Teach (a) the words, and (b) the actions
- Reinforce rules at high rates initially and also throughout the year
- Build a social culture that is predictable, and focused on student success

---

TEACHING EXPECTATIONS EXAMPLE
HUBBARD K-3

**P.A.W.S.**

- Positive Attitude
- Appropriate Actions
- Working Together
- Safety First
### Hubbard Lesson Plans

- **Cafeteria**
  - Positive Attitude
  - Appropriate Actions
  - Working Together
  - Safety First
- **Playground**
  - Positive Attitude
  - Appropriate Actions
  - Working Together
  - Safety First
- **Hallway**
  - Positive Attitude
  - Appropriate Actions
  - Working Together
  - Safety First

### Lesson Plan Components

- **Tell**
- **Show**
- **Practice**
- **Feedback**

### Steps to Teaching Throughout the Day:

- **Tell**
  - Teach the Behavioral Concept – during large group, small group and provide individualized instruction for children who need it
  - Overview of the new skill
  - Discussion of when, why, and where the skill is used
  - Explicit instruction on the specific behaviors that represent the skill
- **Show & Practice**
  - Give children opportunities to practice – role play, prompting children through an interaction (scaffolding), embedding instruction
  - Modeling of the skill by the teacher and the students
  - Practicing the skill with teacher support
  - Teacher feedback on accuracy
  - Model the behaviors in every day interactions
- **Reinforce**
  - Reinforce the behavior in context – use positive descriptive feedback to comment on children engaging in the behavior
  - Students practice the skill independently & teacher provides feedback on accuracy

### Fun Ways to Teach and Reinforce Rule Following

- Rules Bingo!
- Make a big book about school rules
- Homework - what are your rules at home?
- Play “rule charades”

### Children Demonstrating Classroom Rules
Step 1: TELL
Identify the expected behavior & provide a rationale for teaching the skill

- Take Care of Our Friends in Circle
  - Keep hands, feet and other objects to self
  - Take turns
  - Listen when others are talking
  - Use inside voices

- It is important to know how to interact appropriately with our peers so that our circle time can be a positive environment where everyone can feel safe and learn

Step 2: SHOW
Identify a range of examples

Positive Examples
- You sit crisscross applesauce on your carpet square so your friends have room
- When the teacher asks someone to pick a song, you raise your hand and wait until the teacher calls on you, even if she calls on someone else first
- When the teacher is talking, you listen quietly so your friends can hear too
- You use your inside voice to request a song
  - What is the difference between an inside voice and an outside voice?

Negative Examples
- A friend is sitting next to you and you poke him with your finger
- Why did you do that?
- You reach over and take a musical instrument away from your friend
  - Why would you do that?
- When another student is talking, you talk to your friend sitting next to you
  - Should you talk to your friend in circle time?
- You call out to a friend who is sitting across the circle from you to say hello
  - How would you do it?

Step 3: PRACTICE
Practice/Role Playing Activities

- Have students make a poster that represents what each of the 4 specific examples (rules) would look like in circle time. Then you can hang these on the wall
- Have students each draw two scenarios; one where a student is following the expectations and one where a student is not following the expectations in circle time.
  - As a class, randomly pick a few examples and decide whether they are good examples or bad examples of appropriate behavior and why.

Step 4: FEEDBACK
Anticipate, Remind & Acknowledge

- Anticipate
  - Hang visual examples of the expectations near circle, using the posters the children made
  - Prompt students of the expectations before you begin circle

- Remind
  - Signal the students by pointing at the posters and reminding them of what they are supposed to be doing when they start getting off task and exhibiting problem behaviors

- Acknowledge
  - Praise your students for taking care of their friends in circle time
Plan for Teaching Expectations

Consider:
- Will you teach everything all at once?
- Will you focus on one rule you feel is most important (i.e., safety) and teach it across all settings first?
- Will you focus on one setting you feel is most important (i.e., classroom) and teach all expectations in that setting first?
- How will you make sure all children know all the expectations in all settings?
- How long will it take?
- How will you review expectations throughout the school year?

UNLV/CSUN Preschool

“Together We Can”
Support Positive Behavior at Valeska Hinton ECEC

Together We Can!
We can do it together we can
Help each other with our plan
Showing respect and taking turns
Being good listeners is how we learn.

CHORUS
We have to be safe and follow the rules
Take care of each other and our school.
No need to be sad or to shout,
Together we can work it out!

CHORUS
Sharing ideas and being good readers
Will help us to become great leaders.
We can do it together we can.
We have a mission and a plan.

CHORUS:
Sound off, “We can”
Sound off, “Do it”
Sound off, “We can (Clap, clap) Do it!”
Big Ideas

- PBS is about creating an intentional, positive social culture
  - Consistent, predictable & positive
  - Common vision, language and set of experiences
- Before we can expect students to behave appropriately, we must TEACH them how!
- Keep it fun!

Questions?

- Contact us:
  - Dr. Deb Carter
    - debcarter@boisestate.edu
  - Dr. Juli Pool
    - julipool@boisestate.edu

- Presentation materials available at:
  - http://works.bepress.com/deborah_carter/
<table>
<thead>
<tr>
<th>Settings/Routines</th>
<th>Rules/Expectations</th>
<th>Rules/Expectations</th>
<th>Rules/Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Circle</strong></td>
<td>We take care of Ourselves</td>
<td>We take care of our Friends</td>
<td>We take care of our School</td>
</tr>
<tr>
<td>• Eyes on teacher</td>
<td>• Keep hands, feet and other objects to self</td>
<td>• Treat all equipment and books gently</td>
<td></td>
</tr>
<tr>
<td>• Listen to the teacher</td>
<td>• Take turns</td>
<td>• Help clean up</td>
<td></td>
</tr>
<tr>
<td>• Sit in your spot</td>
<td>• Listen when others are talking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sit crisscross, applesauce</td>
<td>• Use inside voices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ask questions when you don’t understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Bathroom</strong></td>
<td>• Wash your hands</td>
<td>• Keep hands, feet and other objects to self</td>
<td>• Flush the toilet</td>
</tr>
<tr>
<td>• Use walking feet</td>
<td>• Take turns</td>
<td>• Keep water in the sink</td>
<td></td>
</tr>
<tr>
<td>• Wash your hands</td>
<td></td>
<td>• Turn off the water</td>
<td></td>
</tr>
<tr>
<td>• Use walking feet</td>
<td></td>
<td>• Put paper towels in the trash</td>
<td></td>
</tr>
<tr>
<td><strong>Outside</strong></td>
<td>• Listen to teachers</td>
<td>• Keep hands, feet and other objects to self</td>
<td>• Put away toys and equipment</td>
</tr>
<tr>
<td>• Use walking feet on the pavement</td>
<td>• Take turns using the equipment</td>
<td>• Pick up all garbage left on the playground</td>
<td></td>
</tr>
<tr>
<td>• Slide on your bottom</td>
<td>• Use kind words</td>
<td>• Treat all equipment gently</td>
<td></td>
</tr>
<tr>
<td>• Line up when called</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mealtime</strong></td>
<td>• Listen to the teacher</td>
<td>• Keep hands, feet and other objects to self</td>
<td>• Clean up</td>
</tr>
<tr>
<td>• Sit square in your chair facing the table</td>
<td>• Listen when others are talking</td>
<td>• Tell a teacher if you made a spill or see a spill</td>
<td></td>
</tr>
<tr>
<td>• Ask to be dismissed</td>
<td>• Wait your turn</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Keep inside voices</td>
<td>• Use inside voices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Say “please” and “thank you”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pick-up/Bus</strong></td>
<td>• Listen to the bus driver or crossing guard</td>
<td>• Keep hands, feet and other objects to self</td>
<td>• Leave all food and drinks in your backpack</td>
</tr>
<tr>
<td>• Wear your seatbelt</td>
<td>• Use inside voices</td>
<td>• Take all of your belongings off the bus</td>
<td></td>
</tr>
</tbody>
</table>
### Expectation Lesson Plan Template

**Lesson for Teaching Expected Behavior**

### Step 1: Tell
*Identify the expected behavior & provide a rationale for teaching the rule*

### Step 2: Show
*Identify a Range of Examples*

<table>
<thead>
<tr>
<th>Positive Teaching Examples</th>
<th>Negative Teaching Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
</tbody>
</table>

### Step 3: Practice
*Practice/Role Playing Activities*

### Step 4: Feedback
*Anticipate, Remind & Acknowledge*

- Anticipate
- Remind
- Acknowledge