



## **MODULE 1 SUMMARY**

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### **The Proactive Approach**

#### ■ Expect the ideal

Even if you have many students with behavior problems, creating a positive and respectful classroom environment is in your hands. The key is to **expect the ideal** and **plan for it**. This is called being **proactive**.

#### ■ Proactive approaches

Proactive approaches are the steps you take to promote the **positive behaviors** you would like to see from students. This prevents problem behaviors before they arise. Proactive approaches set the stage for learning.

#### ■ Behavior expectations

Teachers' expectations have a powerful influence on what happens in the classroom. Effective teachers use clear behavior expectations to promote desired behaviors with students.

Check the behaviors that you think are important to instruction and learning.

## Classroom Activities Behaviors: I would like students to...

### Entering Classroom

- Arrive on time
- Quickly take their seats
- Take out school materials and start to work
- Enter quietly
- Keep hands to self
- Walk instead of run
- Have homework ready to turn in
- Turn off and put away electronic devices
- Wear appropriate clothing

### Instruction Time

- Have the necessary materials
- Raise their hands to speak
- Follow requests in a timely fashion
- Pay attention
- Focus on classwork
- Respect other classmates
- Join in class activities
- Keep comments positive
- Take off hats in class
- Wait until someone is finished speaking before talking
- Complete work as requested

### Leaving Classroom

- Wait until bell rings before getting ready to leave
- Exit quickly
- Exit quietly
- Clean up their desks
- Return materials to their proper place
- Take home necessary materials for homework



## MODULE 2 SUMMARY

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### Identify

#### ■ What are behavior expectations?

Behavior expectations are **broad guidelines** that remind students about the specific **rules of behavior**.

#### ■ How do I develop behavior expectations?

The first step is to **identify specific behaviors** you want to see in the classroom. List the behaviors in positive ways.

#### ■ Why is it important to identify specific behavior in positive ways?

The way we frame directions has a powerful effect. Positive directions give clear, achievable goals. It is more effective to say "Be on time" than to say "Don't be late." Negative directions suggest non-compliance and do not motivate students to cooperate.



## MODULE 3 SUMMARY

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### Organize

Too many rules is not a good idea. Teaching a lot of rules is difficult. Learning them is difficult, too, especially for adolescents who constantly question and challenge rules.

First, you identified specific behaviors.

Now, **organize** them into **3-5 manageable categories** that are easy to teach, learn and remember. These categories are called **behavior expectations**. Here's an example of 5 behavior expectations:

Students are expected to be . . .

- On task
- Respectful
- Safe
- Orderly
- Prepared

### Respect diversity and promote inclusiveness.

Behavior expectations are intended for all students. Therefore, they need to work regardless of a student's race, ethnicity, or social status. Behavior expectations also need to be equally relevant and applicable to students with varying physical and intellectual capabilities.



## MODULE 4 SUMMARY

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### Communicate

#### ■ Establish behavior expectations

It's best to establish the behavior expectations using a standard teaching process: **communicate**, **monitor**, and **review**.

#### ■ Communicate

When you first present the behavior expectations to students, you will be more successful if you follow these steps:

- **Clarify the need**

Discuss with students why a particular behavior expectation is important.

- **Describe and define**

Use the specific behaviors as examples or definitions of the broader behavior expectation. For example, explain how **Being prepared** means having homework ready to turn in, having necessary materials, taking home necessary materials for homework, etc.

- **Invite student input**

Always try to invite student input and opinions. If all students feel included, they will have a greater investment in the process. Respect diversity and different points of view.

- **Close**

Make sure the discussion ends with a clear, positive statement of the expectation so that students know what they need to do.



## MODULE 5 SUMMARY

### Monitor

In order to maintain the expectations, it's necessary to **monitor student performance**.

Monitoring involves **observation** and **feedback**.

#### ■ Observation

As you observe, provide **prompts** and **reminders**.

#### ■ Feedback

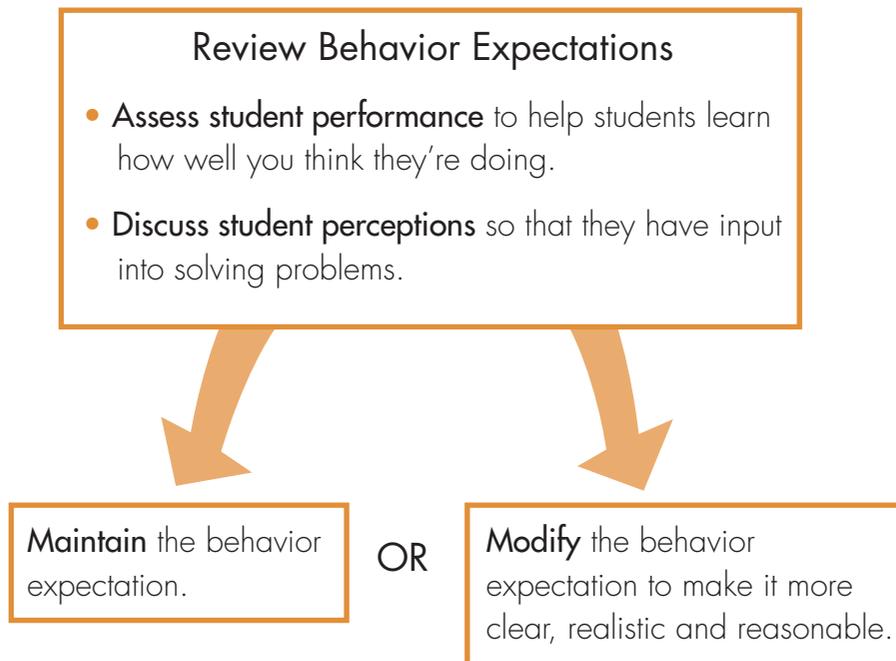
- **Correction**  
Mild correction tells the student what needs to be changed in order to meet the expectation.
- **Reinforcement**  
Reinforcement encourages the student to maintain the positive behavior. **High rates of reinforcement** for appropriate behavior are extremely powerful incentives.



## MODULE 6 SUMMARY

### Review

In addition to communicating and monitoring, it's also important to periodically **review the behavior expectations**. Reviews remind students about the expectations and help sustain the learning experience.





## MODULE 7 SUMMARY

### Expect the Ideal

Remember, the key to a positive and respectful classroom environment is to be proactive. **Expect the ideal and plan for it.**

Let's review the steps to designing and implementing a behavior expectation plan:

- First, identify the **specific behaviors** you want to see in the classroom.
- Then, organize those specific behaviors into 3-5 manageable **behavior expectation** categories.
- The behavior expectations you choose need to **respect diversity** and **promote inclusiveness** in order to be meaningful to students.
- Now, teach them to students using a standard teaching process – **communicate-monitor-review**.

**Communicate** the behavior expectations.

- Clarify the need
- Describe and define
- Invite student input
- Close with a clear, positive statement

**Monitor** student behavior in order to continue teaching the behavior expectations.

- Observe student performance using **prompts** and **reminders**.
- Give students **feedback**. Feedback should consist of **correction** and **reinforcement**.

**Review** behavior expectations to help students stay on track.

- Assess student performance and **discuss** student perceptions so that they have input.
- To conclude, **maintain** the expectation, or **modify** it to make it more clear, realistic, and reasonable.



**Congratulations** on taking an important step in creating a positive and respectful classroom environment. This proactive approach will serve your students well and will make your work more effective and enjoyable.