



This guide walks you through presenting **Behavior Guidance: Stating Behavioral Expectations**. This in-service suite includes PowerPoint slides and supporting materials.

MATERIALS NEEDED:

- Presenter PowerPoint slides (20)
- Projector and audio equipment
- Learning Activities:
 - » *Identifying Behaviors* (with slides)
 - » *Teaching Behavioral Expectations*
 - » *Discussion Questions for Visual Reminders* (with slides)
 - » *Making Visual Reminders*
- Tips for Teachers
- Tools for Teachers
- Tools for Supervisors
- Helpful Resources
- Flip chart or similar large paper and markers for writing participant ideas

BEFORE YOU BEGIN:

- This presentation focuses on how to develop and teach expectations for children's behaviors in the preschool classroom.
- Emphasize that stating behavioral expectations in advance is a proactive strategy that helps prevent behaviors before they may happen.
- Four main steps are described: anticipating behaviors, developing a plan, teaching expectations, and recognizing children's appropriate behaviors.
- The presentation includes video clips and examples that illustrate ways teachers can communicate their expectations to children.
- Consider bringing examples of a variety of strategies, visuals, and other tools used to communicate expectations, and/or ask participants to bring examples from their own classrooms.
- Learning activities offer participants opportunities to discuss examples and practice applying the strategies.
- Be aware of how different cultural perspectives can determine what behaviors may be considered appropriate or not. Solicit feedback and discussion on cultural variations directly from participants as appropriate.



SLIDE 1: BEHAVIOR GUIDANCE: STATING BEHAVIORAL EXPECTATIONS

Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.)
- Provide an idea for an icebreaker related to the topic (e.g., have participants think about the last time they went to a new place/social event and the behaviors that were expected. Did they know all the expected behaviors? How successful did they feel? How did they react when they did not know the expected behaviors?).

Introduce the topic:

- Children may not know all of the behaviors that are expected in a preschool setting.
 - » New to school
 - » Cultural concerns
 - » New classroom within a larger center
 - » Different rules from home environment
- The teacher's role is to teach these behaviors (especially "unwritten" or "taken for granted") expectations in advance, so that children can experience success.
- *Stating Behavioral Expectations* focuses on how to develop and teach expectations for children's behaviors in order for children to be successful in preschool.



SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Review NCQTL framework for effective practice:

- The House structure supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices and ongoing child assessment.
- The roof represents highly individualized teaching and learning.
- All components interact with each other and are essential for effective everyday practice for all children.

This in-service suite brings us to the *foundation* of the House. *Stating Behavioral Expectations* is an effective strategy that maximizes children's engagement in learning.



WHAT WILL I LEARN?

- To define behavioral expectations
- To identify benefits of stating behavioral expectations in advance
- To learn the steps for developing and teaching expectations for children's behaviors

SLIDE 3: WHAT WILL I LEARN?

Outline objectives for the presentation:

- To define behavioral expectations
- To identify benefits of stating behavioral expectations in advance
- To learn the steps for developing and teaching expectations for children's behaviors.

WHAT ARE BEHAVIORAL EXPECTATIONS?

- Appropriate behaviors expected from children during specific activities and routines.
- Ongoing moment-to-moment teaching practice
- Teachers SAY what they want to SEE

SLIDE 4: WHAT ARE BEHAVIORAL EXPECTATIONS?

Behavioral expectations are the appropriate behaviors expected from children during specific activities and routines.

When teachers state behavioral expectations in advance, they SAY what they want to SEE. For example:

- "Raise a quiet hand if you have an idea."
- "We are going to walk in the hall now, so we need to put on our marshmallow feet so we do not make any sound."
- "When you get your musical instrument, put it in the resting place until I say you can begin."

Stating behavioral expectations in advance is an ongoing moment-to-moment teaching practice applied to specific situations as they arise.

NOTE

Consider using SAY what you want to SEE as a catchphrase throughout the presentation.

EMPHASIZE

SAY what you want to SEE.



BENEFITS OF BEHAVIORAL EXPECTATIONS

- Prepare children for success!
- Maximize children's learning time.
- Build a common language.
- Provide a consistent message to children.
- Set the stage for learning.
- Help prevent behavior problems before they happen.

SLIDE 5: BENEFITS OF BEHAVIORAL EXPECTATIONS

By stating behavioral expectations in advance of activities, routines and transitions, we allow children more opportunities to be successful. When children clearly understand what we expect of them, they can more securely play and work within a set of parameters. Other benefits of teaching behavioral expectations are that it:

- Maximizes children's learning time. When we tell children our expectations ahead of time, we spend less time playing catch-up during the activity.
- Builds a common language. When we outline behavioral expectations for activities, routines and transitions, we help build a common language among the teachers and children. Using the same phrases during the same activities, help children to understand the meaning of the expectations (i.e., walking feet and putting breakfast dishes in the brown bucket).
- Provides a consistent message to children. Giving children mixed messages about what is OK and not OK detracts from learning and engagement over time. When we say, write, and model our message consistently to children, they are more likely to get it.
- Sets the stage for learning. Developing behavioral expectations before activities begin creates an atmosphere ripe for engagement and learning.
- Helps prevent behavior problems before they happen. When we tell children in positive ways what is expected of them before they act, we can more readily reinforce the behaviors we want to see, based on our stated expectations.

DEVELOPING AND TEACHING EXPECTATIONS

STEPS:

1. Anticipate unfamiliar activities.
2. Plan for appropriate behaviors.
3. Prepare children for what you want to see.
4. Recognize children's appropriate behavior.

SLIDE 6: DEVELOPING AND TEACHING EXPECTATIONS

Steps to developing and teaching expectations are:

- Anticipate daily activities/routines/behaviors that might not be familiar to children
- Develop a plan to support appropriate behaviors and social skills
- Prepare children by teaching skills through role-plays, demonstrations, stories, etc.
- Catch children displaying expected behaviors, reinforce the behavior, and encourage them to continue.

EMPHASIZE *

Catch children being good!



STEP ONE:
ANTICIPATE UNFAMILIAR ACTIVITIES

Teachers **anticipate** by:
Thinking through daily activities that may be unfamiliar for children.



EMPHASIZE *

Think through activities and routines.

SLIDE 7: STEP ONE: ANTICIPATE UNFAMILIAR ACTIVITIES

The first step in developing and teaching behavioral expectations is to anticipate times of the day that may be unfamiliar for children. Thinking through activities and routines with team members helps to create consistency across staff. Other ways to plan for new or unfamiliar times of the day are:

- Taking into account policies and procedures of program/center.
- Answering questions such as:
 - » “What do I expect at arrival?”
 - » “Do children clean up after themselves when they leave an area or do we all clean up together at the end of free choice?”
 - » “How do I want children to walk to the playground?”
- Thinking through what behaviors are expected during changes in the routine.
 - » Fire drills
 - » Birthday parties
 - » Indoor recess due to bad weather.



VIDEO: Expectations Before A Bus Ride

Length of video: Approximately 25 seconds

EMPHASIZE *

Say what you want to see—the teacher told her students exactly what the expectations were for riding on the bus.

SLIDE 8: VIDEO: EXPECTATIONS BEFORE A BUS RIDE

Before the video: Explain that the teacher is preparing students for a field trip.

VIDEO 

After the video: Have participants share or write down what their expectations are before a field trip.

DISCUSSION 

Ask for volunteers to share ideas.



DETERMINING EXPECTED BEHAVIORS IN ADVANCE

- What do you want to see more of in your classroom?
- Make a list of the behaviors you would like to see less of, and then what you want to see more of instead.

DETERMINING EXPECTED BEHAVIORS IN ADVANCE

What I want to see less of	What I want to see more of
example: not listening to story	example: children's eyes on the storybook
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

LEARNING ACTIVITY: IDENTIFYING BEHAVIORS

SUPPLEMENTAL SLIDE

Explain to participants that the purpose of this activity is to help them anticipate challenging behaviors that may occur in the classroom and determine which positive behaviors they would like to see more often. In this way, planning happens before challenging behaviors occur.

SUPPLEMENTAL SLIDE

HANDOUT

Distribute the *Identifying Behaviors* learning activity.

This activity may be done individually or in small groups. Ask participants to think about their own classroom and fill out the form as they consider the questions.

DISCUSSION

Once the form is complete, have participants share behaviors they identified with the whole group. Explain to participants that after they have discussed identifying behaviors, they will move on to planning.

STEP TWO: PLANNING

Teachers **plan** by:

- Writing out expectations in positive terms.
 - “Say what you want to see”
- Preparing needed materials.

SLIDE 9: STEP TWO: PLANNING

The second step to developing and teaching behavioral expectations is planning. Ways to plan effectively are:

- Write out expectations in positive terms.
 - » Tell children what to do as opposed to what you don't want them to do (e.g., “use walking feet” instead of “don't run” or “please take just one” instead of “don't take them all”).
- Prepare/find materials that help teach expectations.
 - » Posters
 - » Pictures
 - » Social stories
 - » Children's books.

EMPHASIZE

Make a plan.





Length of video: Approximately 33 seconds

SLIDE 10: VIDEO: EXPECTATIONS FOR LUNCH CLEAN UP

Introduce the video.

Explain that this is a video from the second day of school. This video illustrates behaviors that are expected when cleaning up after lunch. Notice two things in particular— what the teacher says and what she does.

VIDEO 

DISCUSSION 

After the video: Have participants share or write down the expected behaviors for cleaning up after lunch at school. Ask for volunteers to share a couple of ideas. Ensure the discussion involves the teacher “saying what she wants to see” and showing the students each step of the cleaning up process.

STEP THREE: PREPARING CHILDREN

Teachers **prepare** children by:

- Stating expected behaviors in advance.
- Posting expectations:
 - At children’s eye level.
 - With simple words and pictures.
- Repeating expectations often.

EMPHASIZE 

SAY what you want to SEE.

SLIDE 11: STEP THREE: PREPARING CHILDREN

The third step in developing and teaching behavioral expectations is to prepare children. Ways to prepare children for expectations are by:

- Stating the expectations ahead of time.
 - » For example, before circle ends, remind children that smocks are worn when playing at the sensory table.
- Posting the behavioral expectations.
 - » Use simple words and pictures or photographs.
 - » Post at children’s eye level.
- Repeat expectations often, especially at the beginning of the year or with children new to the class.

PREPARING CHILDREN: BOOK AREA



SLIDE 12: PREPARING CHILDREN: BOOK AREA

Here are some examples of behavioral expectations for the book area:

- Get one book from the shelf.
- Read the book in the area.
- Put book back on shelf before leaving area.





SLIDE 13: PREPARING CHILDREN: VOICE VOLUME

Here are some examples of behavioral expectations for children's voice volume:

- Picture uses child from classroom to illustrate expected behavior.
- Example of expectations regarding voice volume:
 - » "Inside voice" = quiet voice
 - » "Outside voice" = loud voice.



SLIDE 14: PREPARING CHILDREN

Another way to help prepare children for what you want to see them doing in the classroom is to teach using a variety of modalities. Here are some examples:

- Teacher demonstrates putting on a smock.
- Have children practice putting on smocks at another time of day.
- Show puppets putting on smocks.
- Read a children's book in which there are pictures of children playing at the sensory table while wearing smocks.
- Role play with children.
- Show a picture of a child in the classroom wearing a smock at the sensory table.

EMPHASIZE *

Use a variety of strategies and modalities to SAY what you want to SEE.

DISCUSSION

Ask participants to share their ideas for teaching expectations during different times of the day. How will they teach the expectations for outside time? Story time? Meal times? Will they teach these expectations the same way, or in different ways?





Length of video: Approximately 27 seconds

SLIDE 15: VIDEO: EXPECTATIONS FOR WALKING IN THE HALL

Introduce the video.

Children are getting ready to go outside and the teacher anticipates that walking quietly may be a challenge. She reviews the expected behaviors so children can be successful.

VIDEO 

DISCUSSION 

After the video: Have participants share or write down what their expectations are for children walking in the hallway. Ask for volunteers to share a couple of ideas. Additionally, ask participants to share how they would teach these expectations to students.



Length of video: Approximately 13 seconds

SLIDE 16: VIDEO: EXPECTATIONS FOR TRANSITION

Introduce the video.

Explain that the class is transitioning from outside to inside. Watch how the teacher prepares children for what to do once inside.

VIDEO 

After the video: Have participants share or write down what their expectations are during transitions, and how they would teach these expectations to children. Ask for volunteers to share a couple of ideas.



STEP FOUR: RECOGNIZE CHILDREN'S APPROPRIATE BEHAVIOR

Teachers **recognize children's appropriate behavior** by:

- Acknowledging appropriate behavior.
- Encouraging behavior to continue.

EMPHASIZE



Recognize and acknowledge children's behaviors.

SLIDE 17: STEP FOUR: RECOGNIZE CHILDREN'S APPROPRIATE BEHAVIOR

In order for expected behaviors to continue, they need to be recognized positively by teachers. The fourth step in developing and teaching behavioral expectations is to recognize children's appropriate behavior.

Use a variety of ways to acknowledge appropriate behavior:

- Making positive statements like "James is raising a quiet hand—what would you like to say?"
- Nonverbal actions such as winks, thumbs up, high fives, etc.
- Encourage the continuance of the expected behaviors:
 - » Tangible rewards—notes home to families, extra time outside, etc.
 - » Allow children who are engaging in appropriate behaviors to take on special roles (e.g., "Sara is using walking feet to get her coat—she can be our line leader today!").



Length of video: Approximately 26 seconds

SLIDE 18: VIDEO: EXPECTATIONS AT CIRCLE

Introduce the video.

Explain that the video shows the teacher stating expectations and providing positive feedback when expectations are met.

VIDEO

DISCUSSION

After the video: Have participants share additional ways to recognize and reinforce children following expected behaviors. Be sure that examples include a variety of modalities: verbal, visual, gestures, facial expressions, etc.

NOTE

Point out that the visuals posted at the child's level on the wall behind the teacher help remind children of expectations.





LEARNING ACTIVITY:

TEACHING BEHAVIORAL EXPECTATIONS

Introduce the learning activity.

The purpose of this activity is to help you identify what your expectations are for the activities and routines that happen throughout the day and then develop a plan for how you will teach those expectations.

There are two ways this learning activity can be done. Option 1 includes two handouts and Option 2 includes one handout. As the trainer, decide which option is most appropriate for your audience.

Option 1: Option 1 includes two handouts, 1A and 1B. Handout 1A has activities/routines in one column and a space to write expectations in the other column. Handout 1B has activities/routines in one column and space to write the plan for teaching expectations in the other. Handout 1A should be done before Handout 1B.

Option 2: This handout has three columns so that the expectations and the plan for teaching those expectations are all on the same form. This could be useful for keeping it all in one place and could be used in the classroom as reminders of your expectations and plan.

HANDOUT

Distribute the form(s) you have selected to use.

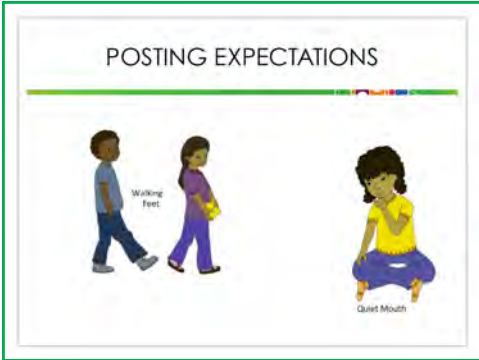
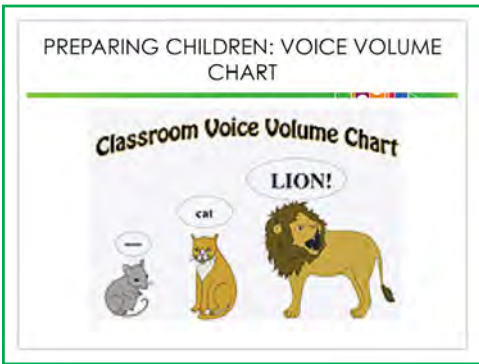
While participants are working on the form, walk around, monitor the group process, and ask the following questions:

- How much time are children waiting?
- What level of independence is expected?
- Do you have the same expectations for 3-year-olds as you do for 5-year-olds?
- Do you need to adjust your expectations or your plan for teaching those expectations for children with special needs?
- Do you need to adjust your expectations or your plan for teaching those expectations for children who are dual language learners?

To conclude the activity, have participants share with the whole group their plans for teaching expectations.

NOTE

Please use the forms as you see fit. The options are provided so that you can make a decision based on time and/or size of the group and experience level.



LEARNING ACTIVITY:

DISCUSSION QUESTIONS ON VISUAL REMINDERS (WITH SLIDES)

Introduce the learning activity.

Activity overview: The purpose of this activity is to discuss and reflect on several visual reminders of expected behavior.

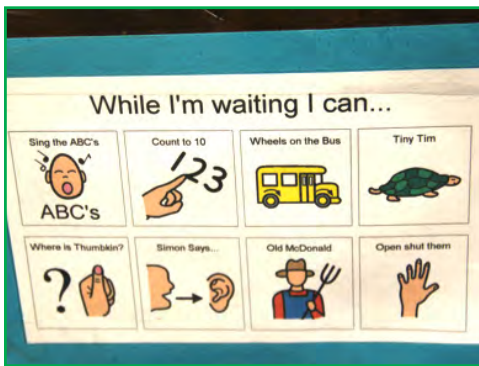
HANDOUT 

Distribute *Discussion Questions on Visual Reminders*.

LEARNING ACTIVITY SUPPLEMENTAL SLIDES 

DISCUSSION 

Participants may be divided into two groups, one for each visual. Use the visuals to answer the discussion questions. Once the groups have answered the questions, have each one share what was discussed with the larger group.



LEARNING ACTIVITY: MAKING VISUAL REMINDERS

HANDOUT

Distribute *Making Visual Reminders* handout.

Explain to participants that the purpose of this activity is to practice making visual reminders of expected behaviors. Review the “questions to consider,” as well as “helpful hints” for creating visuals with the entire group. As participants are working on the visuals, walk around the room and discuss with them some of the questions to consider. Also, as people are creating their visuals, if you have Internet access, click on the links to show examples of visuals. You can also share examples of posters that can be made and hung around the classroom:

- “Voice Volume Chart”
- “Walking feet,” may be posted near the door as a reminder that the expectation in the hallway is to walk
- “Quiet mouth”

If time allows, have participants share the visuals they created with the group.

HANDOUT

Distribute the *Tools for Teachers*. Explain that the tools are provided as examples of stating expectations and can be reproduced and used in classrooms. Also explain that the directions for the voice volume chart are an example of how to teach expectations to children.

REVIEW:
STATING BEHAVIORAL EXPECTATIONS

STEPS:

1. Anticipate behaviors.
2. Plan for appropriate behaviors.
3. Prepare children for what you want to see.
4. Recognize children's appropriate behavior.

SLIDE 19: REVIEW

Review rationale.

We state behavioral expectations in advance so that children can be successful.

HANDOUT

Distribute and review handouts based on participant role.

Tips for Teachers

Introduce the *Tips for Teachers* handout and explain that it is a reminder of the steps to follow when stating behavioral expectations in advance.

Tools for Supervisors

Introduce the *Tools for Supervisors* handout. Explain that these include suggestions and observation tools designed to assist supervisors in observing how teachers are using what was learned from the presentation in their classrooms. This guide can assist supervisors in providing teachers with feedback on their strengths and areas for improvement.

Helpful Resources

Introduce the *Helpful Resources* handout. Explain that this is a list of additional resources for a teacher, supervisor, or Early Childhood Education Specialist who wants to learn more about the topic. The list includes easy-to-locate articles, books, websites, etc., with brief descriptions of each resource. There are resources on stating behavioral expectations and also links to visuals.

Introduce the *Tools for Teachers* visual reminders if not done earlier during the *Making Visual Reminders* learning activity. These are materials teachers can use in their classroom to serve as visual reminders of expectations for children.

SLIDE 20: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources.

