



Expectations and Rules: Teaching the Language of Behavior



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WV ECPBIS Project is a collaboration between:






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Goals for this session

- Renew belief in the power of clearly teaching behavior expectations from a multi-sensory perspective
- Identify cognitive and language processing components of learning behavior expectations
- Learn 4 simple strategies to enhance teaching of behavior expectations
- Identify multiples times in the daily schedule to practice the strategy
- Laugh a little



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Teaching Behavior Expectations across Classroom Routines

- ☐ Identify 2-5 expectations (e.g., "we are safe", "we are kind") that apply to adults and children and post in the classroom. Include a visual or symbol on the poster.
- ☐ Identify a small number of rules (five or fewer) for the classroom, an activity, or setting (e.g., center time or outdoor play). Rules should be positively stated and operationalize or define the expectations. Provide a visual for each rule.
- ☐ Refer to expectations multiple times throughout the day and link statements about appropriate behavior to the expectations.
- ☐ Facilitate conversations with children about the behavior expectations and rules and why they are important for them and the class.
- ☐ Provide instruction on posted expectations and rules during large group or small group activities (including how rules are connected to expectations).
- ☐ Review posted expectations or rules regularly before or at the beginning of an activity.
- ☐ Give positive descriptive feedback to all children when they demonstrate the expectations or follow the rules.
- ☐ Individualize instruction on posted rules and expectations for children who need more support.

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Define these words:

Respect

Safety


Focus

Dog

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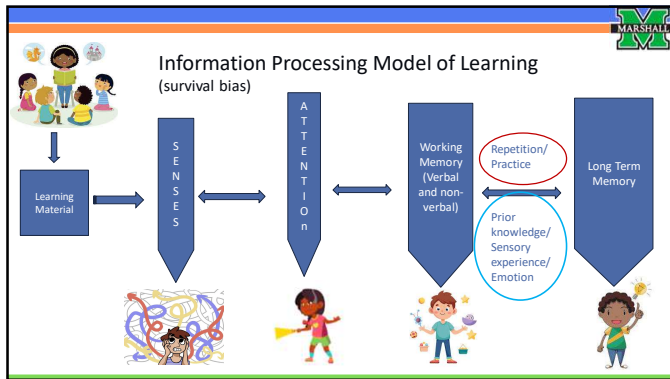
How do babies learn words?

- Baby creates mental maps through experiencing the world
- Babies hear sounds in the world and associate them with objects, actions and feeling they're experiencing.
- With time and repetition those words get transferred to long term memory and become automatic.
- Experience leads language learning.

How do children learn abstract words like "respect"?

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VWM + NVWM = Comprehension!

- **Working memory:**
 - hold, manipulate information
 - Store in and retrieve from long-term memory
- **Verbal working memory:** sounds, inner voice
- **Non-verbal working memory:** symbols and pictures, mind movie, meaning and concepts, internal visual map of the world, hindsight and foresight, imagination
- **Develops through sensory interaction with the environment**

The diagram also includes an illustration of three children (a boy and two girls) holding colorful balloons, representing the sensory interaction with the environment.

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Cognitive Load

Mental effort is a limited resource.

The learning can hit a choke point many different places in the system.

If there is too much stress in the system, the child can become dysregulated, leading to challenging behavior.


The diagram also includes an illustration of a child struggling to carry a large, overflowing backpack, representing the cognitive load.

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Show me a challenging kid, and I will show you they have delays or differences in...


- Attention and **working memory skills**
- Emotion and self-regulation skills
- Cognitive flexibility skills
- **Language and communication skills**
- Social thinking skills

(Ablon, J.Stuart. 2016...Research on Skill Deficits)



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Working memory has a limited capacity



- **Activity:**
 - Put your pencil down
 - I'm going to read words out loud
 - Listen to all words
 - At the end write down as many as you can remember

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Difficulty with Verbal Working memory (phonological loop) might look like




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Difficulty with Non-verbal working memory (visuospatial sketchpad) might look like



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Sounds + Mental Pictures = Comprehension



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Developing Executive Functions with
Preschoolers
Verbal Working Memory

Speak with Lots of Information
Lots of vocabulary is critical so that the listener has many cues of information with which to support their comprehension and attention to detail.

Play 'Hold That Word'

To Play:

- Teacher says a word.
- Children hold the word in their mind.
- Teacher says a second word, different from the first.
- Children hold both words in their mind.
- Teacher says a third word, different from the first two.
- Children hold all three words in their mind.

This activity helps children hold different words in their mind and connect them to their meaning.

Play 'Guess the Word'

To Play:

- Teacher says a word.
- Children hold the word in their mind.
- Teacher says a second word, different from the first.
- Children hold both words in their mind.
- Teacher says a third word, different from the first two.
- Children hold all three words in their mind.

This activity helps children hold different words in their mind and connect them to their meaning.


Sing Songs Missing a Word
Another possibility is to sing and have not a word from the child fill in the gap. This helps the child strengthen working memory by holding the missing words and matching them from long-term memory.

Play 'Guess the Sound' with Objects

To Play:

- Teacher says a word.
- Children hold the word in their mind.
- Teacher says a second word, different from the first.
- Children hold both words in their mind.
- Teacher says a third word, different from the first two.
- Children hold all three words in their mind.

This activity helps children hold different words in their mind and connect them to their meaning.



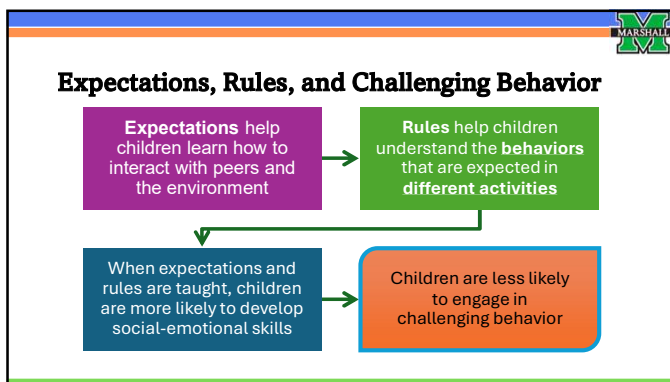
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What does this have to do with teaching expectations and rules?




UM...OKAY!

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Defining Expectations



Expectations

We are **safe**
Estamos **seguros**

We are **kind**
Somos **bondadosos**


We are **responsible**
Somos **responsables**

It is the core belief at Huntington Middle School that all students are:

- Safe
- On-task
- Accountable
- Respectful

each and every day. This belief is used to establish our SGAAR program.

We reward those students who demonstrate the positive behaviors associated with each of the four characteristics above and strive to instill these same characteristics in each of our students daily. You can see some of our "Soaring Eagles" in the right.




"African Fish eagle flying over" by Wikimedia Commons is licensed under CC BY-SA 3.0. To view a copy of this license, visit <https://creativecommons.org/licenses/by-sa/3.0/>

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Defining Rules


- Rules = will help clarify expectations for specific settings.
They may only apply in certain settings.



Example Rules


- Move carefully around the classroom
- Walk with your group
- Keep bikes on the bike path
- Stay on your spot

**BRUH, ITS
SO FIRE
WHEN U
KEEP UR
HANDS TO
YOURSELF**



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Defining Rules



Teach

- Teach expectations and rules in different ways using different materials or different procedures
- Give multiple practice opportunities during non-crisis times

Acknowledge

- Give positive descriptive feedback
- Tie feedback to expectations

"Fold in the cheese"

- ????????

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How do you fold in the cheese??




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The brain has to experience to remember

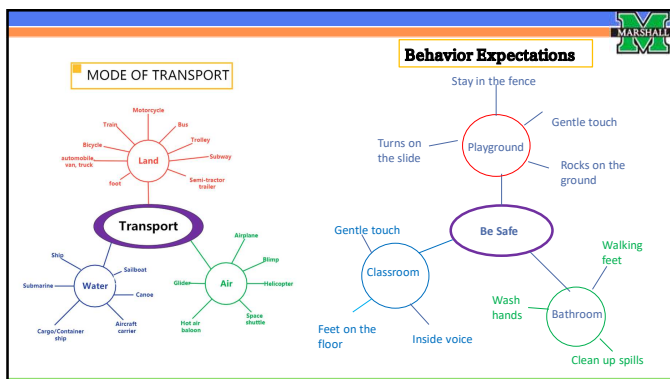
1. "Chunking" vocabulary helps organize information in the brain
2. Plan, Do, Review (younger kids)
PIES: Plan, Internalize, Execute, Self-reflect (older kids)
3. Simplify language to support verbal working memory.
Visual supports for Non-verbal working memory
4. Tie Positive descriptive feedback to expectations

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1. Chunking



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BATHROOM

Be Safe

- One person in a stall at a time
- Use walking feet
- Keep water off of the floor

Be Responsible

- One person at the sink at a time
- 1 flush
- 1 pump
- 1 towel/1 dry
- Put trash in the garbage can

Be Kind

- Wait your turn for the bathroom stall and sink
- Give each other privacy
- Knock on the door and listen before opening
- Tell a teacher if any supplies run out

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PLAYGROUND

Be Safe

- Go down the slide one person at a time
- Keep sand in the sandbox
- Keep hands and feet to yourself
- Keep rocks on the ground
- Stay in the fence

Be Responsible

- Keep gates closed
- Line up when called
- Put toys away where they belong
- Keep toys inside of fence
- Treat toys and equipment gently

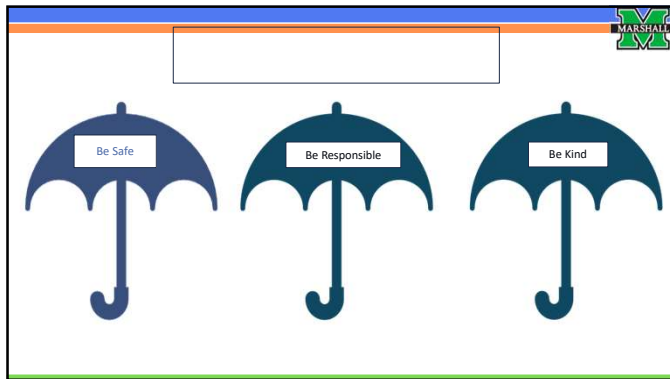
Be Kind

- Share and take turns
- Play together
- Throw the ball to someone new
- Keep bugs and plants safe
- Invite someone new to play

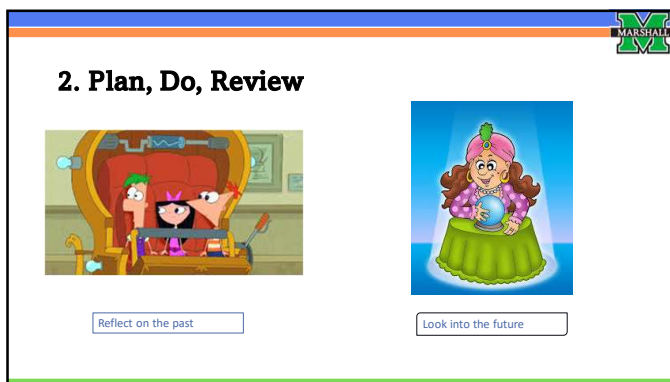
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Red Choices
Green Choices

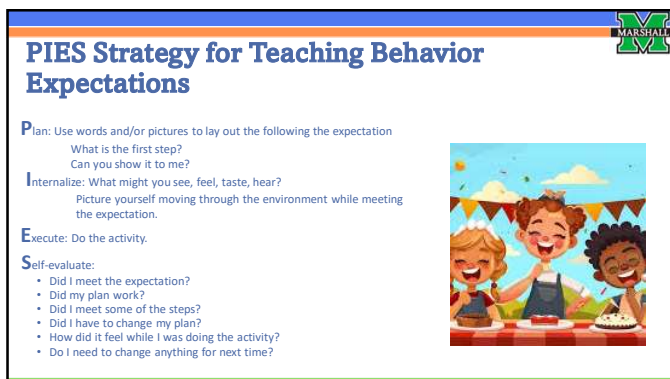
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Opportunities for Children to Reflect

"We made a plan to be safe in the block area. How did it go?"

"We made a plan to be respectful in the hallway? Did we follow our plan?"

A photograph of a classroom scene. A female teacher with blonde hair, wearing a white lab coat over a dark top, is standing and addressing a group of young children. The children are sitting on the floor, some on mats and some on the floor itself. They are all looking towards the teacher. In the background, there are educational posters on the wall, including one with a grid of colored squares and another with text. The room has a carpeted floor and a whiteboard.

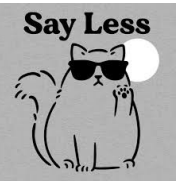
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[illegible][illegible]

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3. Simplify language, add visuals

- Be aware of how many “chunks” in directions
- Use visual supports
- Use rhymes and fill in the blank
- Narrate play
- Sing through directions.
- Use social stories to provide internal voice
- Role play with puppets or figurines
- Model talking through your own plans

A cartoon illustration of a white cat with a pink nose and whiskers, wearing black sunglasses. The cat is sitting and has its right paw near its face. Above the cat, the text "Say Less" is written in a bold, black, sans-serif font. The entire illustration is set against a light gray background with a thin black border.

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4. Positive Descriptive Feedback

1. NAME
2. PRAISE
3. NAME BEHAVIOR (RULE)
4. TIE TO EXPECTATION

"Kenny- wow! You used your walking feet. Way to go being safe!"

"Sherry- great work! Thank you for waiting your turn! You are very respectful."

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Let's give some Positive Descriptive Feedback

A child who rarely sits for morning meeting joins the group for a few seconds.

A group of children is playing independently in the block center. They are taking turns, building together, and keeping the blocks on the floor.

During a music and movement activity, you realize you do not have the instruments you need. Mr. Troy gets them from the cupboard and helps you pass them out.

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Acknowledging Expectations: Public Posting

A tree made of many colorful hearts.

A large red heart surrounded by many small colorful hands.


A photo of a child surrounded by many colorful hearts with phrases like "I was kind", "I was helpful", "I did it!", and "I was a SUPERFRIEND".

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Teaching Expectations and Rules

Teach	Help children experience the expectations through all the senses
Practice	Provide children with opportunities to make a plan to follow the expectations. Use role playing, puppets, books, and real world situations.
Review	Review the expectations before each major transition. Pause and have the children picture themselves meeting the expectations. Say the plan to meet the expectations out loud
Positive Feedback	Give children positive feedback when they follow the rules and expectations. Tie what they did directly back to the expectation. Ask them how it felt to meet the expectation.
Discuss	At the end of major routines, pause to think back and review where we met the expectations and what we may need to change for the future

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Picture yourself in a classroom....

- If you are a teacher, which of these are you already doing?
- Pick one you're not doing and make a plan for the fall
- Identify at least three times a day to use the practice.
- Picture yourself using the practice.
- How will you keep yourself accountable?
- Do it.
- Let me know how it goes!

Teaching Behavior Expectations across Classroom Routines

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Thank you!

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marshall.edu/bmhtac/
wvecpbis.org
wvpbis.org/
challengingbehavior.org



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Resources

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