

# Classroom Planning Worksheet

## Expectations & Routines

Name \_\_\_\_\_

Date \_\_\_\_\_

### DEFINING & TEACHING BEHAVIORAL EXPECTATIONS & ROUTINES

1. Identify the primary behavioral expectations and routines to teach for your reading group that will set your students and you up for success in maximizing instructional time.

Primary Behavioral Expectations	Primary Routines
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

2. **Practice:** Identify one of the Expectations/Routines above and complete the attached lesson plan for teaching that expectation or routine.

*(As a beginning teacher, before starting in your classroom you may want to complete a lesson plan for each expectation/routine until you are fluent with the process of planning and teaching behavioral lessons.)*

3. Develop and describe your plan/schedule for how you will teach each of the expectations/routines above during the first days/week of working with your students.

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After explicitly teaching student the Behavioral Expectations and Routines during the first days/week you work with them:

4. Describe the process you will use to quickly review/revisit the expectations & routines on a daily basis at the beginning of your instructional group.

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**Teaching Behavior & Social Skills**  
**Lesson Plan**

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

**Step 1: Identify the expected behavior and describe it in observable terms.**

**Step 2: Rationale for Teaching the Rule (Why is it important, give examples)**

**Step 3: Identify a Range of Examples**

**Positive Examples of the Expected Behavior**  
(this is what the expected behavior looks like)

**Negative Teaching Examples**  
(non-examples, what not to do)

**Step 4: Practice/Role Playing Activities**

**Model Expected Behavior → Lead Student through Behavior → Test Student**

*\*\*Remember to teach 4 positive examples to 1 negative example\*\**

**Step 5: Responding to Behavior in Classroom & Role Play**

**Reinforcement for Expected Behavior**

**Corrective Feedback for Misbehavior**

**\*\*Move from Continuous to Intermittent Reinforcement as student gains fluency**

**Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom**

## Teaching Behavior & Social Skills

### Lesson Plan

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

#### Step 1: Identify the expected behavior and describe it in observable terms.

Raising hand above head when you have a questions or something to say in class

#### Step 2: Rationale for Teaching the Rule (Why is it important, give examples)

1. So that all students have the opportunity to participate
2. So we are not interrupting others when they are talking
3. So that students and the teacher can be heard when they have something to say

#### Step 3: Identify a Range of Examples

Positive Examples of the Expected Behavior (this is what the expected behavior looks like)	Negative Teaching Examples (non-examples, what not to do)
<ol style="list-style-type: none"> <li>1. Raise hand straight over head</li> <li>2. Sitting upright in chair</li> <li>3. Hand still and mouths quiet</li> <li>4. Waiting to talk until you are called on</li> </ol>	<ol style="list-style-type: none"> <li>1. Waving your hand in the air</li> <li>2. Grunting or saying call on me</li> <li>3. Hand not raised over head</li> <li>4. Hand off to side or in someone else's space</li> <li>5. talking before being called on</li> </ol>

#### Step 4: Practice/Role Playing Activities

#### Model Expected Behavior → Lead Student through Behavior → Test Student

**Model:** I will explain and demonstrate the right way to raise your hand and the wrong ways

**Lead:** Students will be asked as a group to show me the correct way to raise your hand. Students will also tell me what I am doing wrong when I raise my hand incorrectly

**Test:** Students will be asked a series of questions to test how well they do with handraising – immediate feedback will be given

*\*\*Remember to teach 4 positive examples to 1 negative example\*\**

#### Step 5: Responding to Behavior in Classroom & Role Play

<u>Reinforcement for Expected Behavior</u>	<u>Corrective Feedback for Misbehavior</u>
Students will be provided with verbal praise and the opportunity to talk in class	Students will be provided with a verbal reminder or visual prompt to remember to raise their hand – they will only be called on after raising their hand

*\*\*Move from Continuous to Intermittent Reinforcement as student gains fluency*

#### Step 6: Prompt/Remind/Preteach Expected Behavior in Classroom

Review handraising lesson before starting with the group each day.

Verbal Prompt/Precorrection, “Ok before I ask this question, remember to raise your hand if you’re ready to respond”

Visual prompt, - sign with picture of hand raiser that says “raise your hand”  
- holding up my hand to remind students to raise their hand

**ACKNOWLEDGING EXPECTED/DESIRED BEHAVIOR**

5. Prioritize 5 specific statements you will use to regularly acknowledge students for *each* of the behavioral expectations you identified above. Be sure to explicitly label the desired behavior within each statement.

<b>Specific Statements to acknowledge Student Desired Behavior. Be sure to clearly state behavior student is engaging in, as well as the expectation they are following.</b>	<b>Match w/ Expectation or Routine above (E3 or R1)</b>
a.	
b.	
c.	
d.	
e.	

6. If you or your students require a more formalized group system for consistently acknowledging desired student behavior what will your system look like (e.g. Teacher's Game, handing out tickets/stickers for positive behavior, Point Cards, etc.)?

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7. What would be potential incentives for the group or for students.

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8. With the system described above what would be the criteria for the group of students to earn the incentives?

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## RESPONDING TO PROBLEM BEHAVIOR/ CONSEQUENCES

9. Identify 3 problem behaviors you anticipate seeing most often in your classroom  
Plan your responses in advance

**1. Verbal/Visual redirect** - What specifically would you say in response to occurrence of this problem behavior -- (see handouts – ‘9 variables’ & ‘Sequence of Steps’)

**2. Pre-planned consequences** – what consequences would you assign to student refusal to comply and engaging in this problem behavior (best to focus on remedial/teaching responses and limit loss of instructional time)

**Example Consequences** – time owed, loss of privilege (recess, computer time), practice expected behavior, write a problem solving form, contact parent, time-out, etc.)

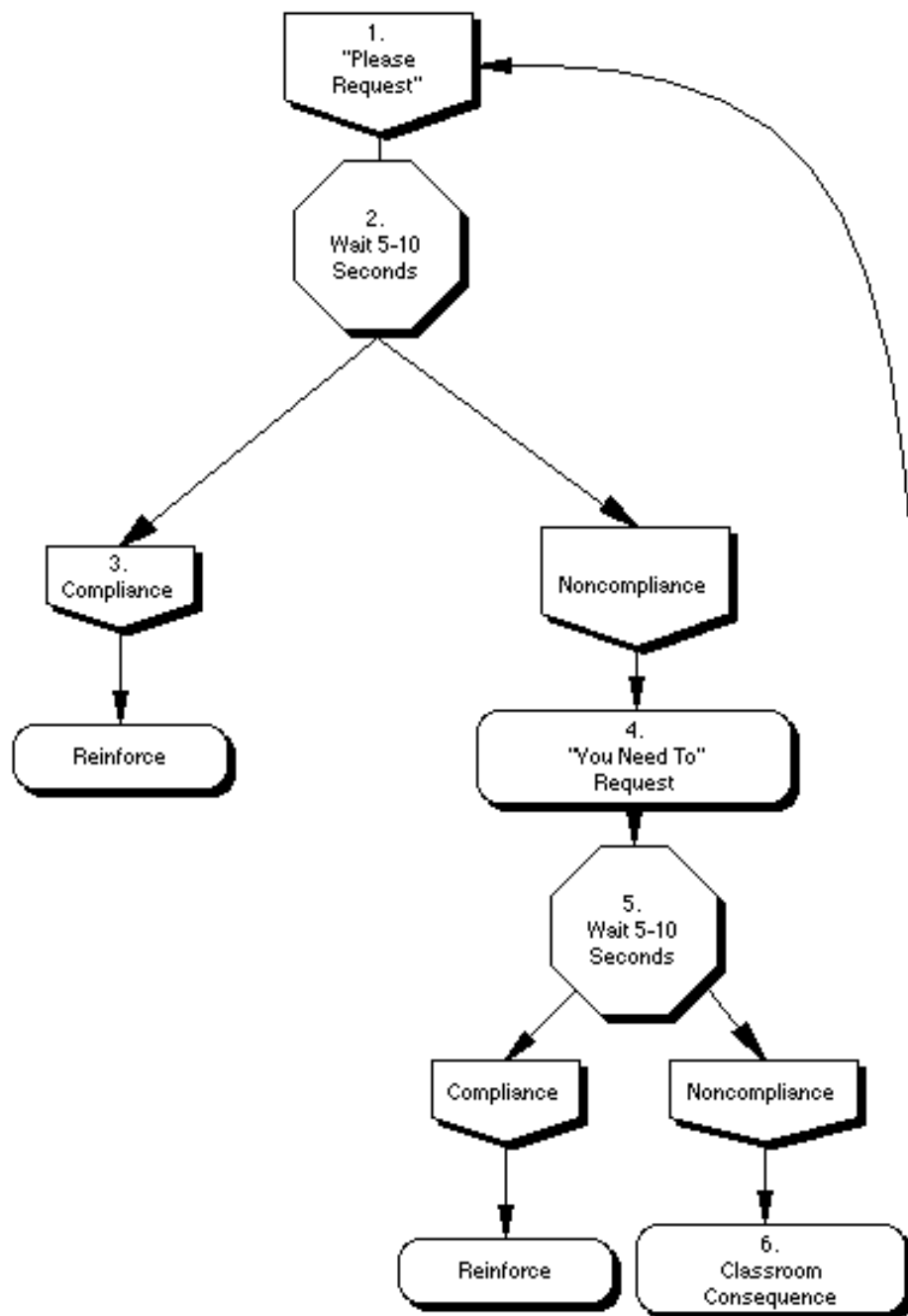
<b>PROBLEM # 1 =</b>
<b><u>Verbal Redirect to Expected Behavior</u></b>
<b><u>Pre-Planned Consequences</u></b>
<b>PROBLEM # 2 =</b>
<b><u>Verbal Redirect to Expected Behavior</u></b>
<b><u>Pre-Planned Consequences</u></b>
<b>PROBLEM # 3 =</b>
<b><u>Verbal Redirect to Expected Behavior</u></b>
<b><u>Pre-Planned Consequences</u></b>

**\*If you find yourself needing to use negative consequences over and over with the student it is time to develop a plan for the student based on understanding the function of behavior. (More to come in SPED 521 – Behavior and Classroom Management)**

# Nine Variables That Affect Compliance

1. **Using a Question Format-** The use of questions instead of direct requests reduces compliance. For example, "Would you please stop teasing?" is less effective than "I need you to stop teasing."
2. **Distance-** It is better to make a request from up close (I.e., 1 meter, or one desk distance) than from longer distances (I.e., 7 meters, across the classroom).
3. **Two Requests-**It is better to give the same request only twice than to give it several times (I.e., nag); Do not give many different requests rapidly (I.e., "Please give me your homework, please behave today, and do not tease the girl in front of you,")
4. **Loudness of Request-**It is better to make a request in a soft but firm voice than in a loud voice (I.e., yelling when making a request to get attention).
5. **Time-**Give the student time to comply after giving a request (3 to 5 seconds). During this short interval, do not converse with the child (arguing, excuse making), restate the request, or make a different request. Simply look the child in the eyes and wait for compliance.
6. **More Start Requests instead of Stop Requests-**It is better to make more positive requests for a child to start an appropriate behavior (e.g., "Please start your arithmetic assignment'). It is better to make fewer negative requests for a child to stop misbehavior (I.e., "Please stop arguing with me.").
7. **Non-emotional instead of Emotional Requests-**It is better to make a requests in a neutral, calm, non-emotional tone. Emotional responses (e.g., yelling, name calling, guilt inducing statements, and roughly handling a child) decrease compliance and frequently escalate behavior making the situation worse.
8. **Descriptive Requests-**Requests that are positive, clear and descriptive are better than ambiguous or global requests (I.e., "Please sit in your chair with your feet on the floor, hands on your desk, and look at me" is better than "Pay attention.")
9. **Reinforce Compliance-**It is too easy to request a behavior from a child and then ignore the positive result. If you want more compliance, genuinely reinforce it.

### Sequence Of Steps For Giving Requests



#### **Steps in giving classroom commands or requests**

1. Make the request or command in a polite specific manner, not in the form of a question .
  2. Give the student enough time to comply with request or command.
  3. Important, praise student for complying with request.
- FOR NONCOMPLIANCE:
4. Repeat the request or command emphasizing the word "need" (Only two commands should be given).
  5. Allow approximately 5 seconds for student to comply.
  6. Follow through with the class consequence. (The classroom consequence should already be in place.)
  6. After the student has experienced the consequence immediately reissue the request or command.
  7. Praise if student complies with request, or repeat the sequence.

(Adapted from material presented in a workshop "Magic in a Classroom" by Dr. William R. Jensen)