



TEACHING BEHAVIORAL EXPECTATIONS (OPTION 1A)

Activity overview: 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.

Directions: One column lists common activities and routines, and there are blank spaces for you to add others specifically related to your own classroom. In the other column, write down the expectations you have for each activity or routine. Work in teaching or classroom teams so that all team members agree on the behavioral expectations and ways to teach them. Once this form is complete, move on to Handout 1B to write your plan for teaching expectations.

Example: *Arrival*—when children arrive they enter the room, put their coats and bags away, and begin an activity while waiting for class to begin.

| Activities/routines | Expectations |
|---------------------|--------------|
| Arrival | |
| Circle | |
| Small group | |
| Free choice | |
| Meals | |
| Outdoors | |
| Transitions | |
| Dramatic play | |
| Blocks | |
| Computer | |
| Library | |
| Art | |
| Departure | |
| | |
| | |



TEACHING BEHAVIORAL EXPECTATIONS (OPTION 1B)

Activity overview: 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.

Directions: After you have decided what your expectations are, using Handout Option 1A, create a plan for teaching those expectations. One column lists common activities and routines, and there are blank spaces for you to add others specifically related to your own classroom. In the other column, write the plan for what you will say or do to teach expectations for that activity or routine. The plan for teaching expectations may include a song, picture map, scripted story, one-on-one directions, verbal reminders, and other visuals. Work in teaching or classroom teams so that all team members agree on the behavioral expectations and ways to teach them.

Example: *Arrival*—warmly greet the child outside of the class, get down on her level, and use a picture chart that illustrates what she should do when she enters the room.

| Activities/routines | Plan for teaching expectations |
|---------------------|--------------------------------|
| Arrival | |
| Circle | |
| Small group | |
| Free choice | |
| Meals | |
| Outdoors | |
| Transitions | |
| Dramatic play | |
| Blocks | |
| Computer | |
| Library | |
| Art | |
| Departure | |
| | |
| | |



TEACHING BEHAVIORAL EXPECTATIONS (OPTION 2)

Activity overview: 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.

Directions: The left-hand column lists common activities and routines, and there are blank spaces for you to add others specifically related to your own classroom. In the middle column, write down the expectations you have for each activity or routine. In the last column, write the plan for what you will say or do to teach expectations for that activity or routine. The plan for teaching expectations may include a song, picture map, scripted story, one-on-one directions, verbal reminders, and other visuals. Work in teaching or classroom teams, so that all team members agree on the behavioral expectations and ways to teach them.

Example: *Arrival expectation*—when children arrive they enter the room, put their coats and bags away, and begin an activity while waiting for class to begin. *Arrival Plan for Teaching Expectation*—warmly greet the child outside of the class, get down on her level, and use a picture chart that illustrates what she should do when she enters the room.

| Activities/routines | Expectations | Plan for teaching expectations |
|---------------------|--------------|--------------------------------|
| Arrival | | |
| Circle | | |
| Small group | | |
| Free choice | | |
| Meals | | |
| Outdoors | | |
| Transitions | | |
| Dramatic play | | |
| Blocks | | |
| Computer | | |
| Library | | |
| Art | | |
| Departure | | |
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