**Mapping School-Wide Rules to Classroom Behavioral Expectations**

Teacher

Grade/Subject

School

|  |  |  |  |
| --- | --- | --- | --- |
| School Rules | Be Safe | Be Respectful | Be Responsible/Ready |
| Expected Student Behavior |  |  |  |
| Classroom Routine/Behavioral Expectations | | | |
| Entering the  Classroom |  | | |
| Starting the Day |  | | |
| Attention  Signal |  | | |
| Working  Independently |  | | |
| Working in  Groups |  | | |
| Asking for  Help |  | | |
| Transition Procedures/ Lining up |  | | |
| Hall Pass  System |  | | |
| Obtaining  Materials/ Supplies |  | | |
| Completing & Returning Homework |  | | |

Example

**Map School-wide Rules & Expectations to**

**Classroom Routines**

|  |  |  |  |
| --- | --- | --- | --- |
| School Rule | Be Safe | Be Respectful | Be Responsible/Ready |
| Expected Student  Behaviors | * Walk facing forward * Keep hands, feet &   objects to self   * Get adult help for accidents & spills * Use all equipment and materials appropriately | * Use kind words &   actions   * Wait for your turn Clean up after self * Follow adult directions * Be silent when lights are turned off | * Follow school rules * Remind others to follow school rules * Take proper care of all personal belongings & school equipment * Be honest * Follow game rules |
| Classroom Routines | | | |
| Starting the day | • put personal belongings in designated areas  • turn in homework  • put instructional materials in desks  • sharpen pencils & gather necessary material for class  • be seated & ready to start class by 8:30 | | |
| Entering the classroom | • enter the room quietly  • use a conversational or ‘inside voice’  • keep hands, feet, objects to self  • walk  • move directly to desk or assigned area  • sit quietly & be ready for class | | |
| Working independently | • select area to work  • have materials ready  • work without talking  • raise hand to ask for help  • keep working or wait quietly for assistance when the teacher is helping someone else  • move quietly around the room when necessary  • put materials away when finished  • begin next activity when finished | | |
| Asking for help | • always try by yourself first  • use the classroom signal for getting assistance  • keep working if you can or wait quietly  • remember the teacher has other students that may also need help | | |
| Taking care of personal needs | • follow the class signal for letting the teacher know you have a private  concern  • let the teacher know if you need immediate help or if you can wait  • try to speak to the teacher privately & quietly if you do not want other students involved | | |
| Completing & returning homework | • collect your work to take home  • complete work, get parent signature when needed  • bring work back to school  • return work to homework basket | | |

**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 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.