



WHAT IS IT?

If a school is implementing a multi-tiered behavioural framework, the class adopts the three to five positive school-wide expectations as classroom expectations.

WHAT DOES IT LOOK LIKE?

3-5 School-wide expectations exemplifying the vision of the school (Classroom and School-wide expectations are the same).

Expectations should be observable, measurable, positively stated, and applicable. Expectations are displayed in the classroom as posters or other visual modes.

WHY?

Consistent expectations in the classroom and across all settings ensure a common vision and message, creating consistency among adults which helps students stay regulated.

Positively stated examples inform teachers on what to instruct and prompt.

Positively stated examples inform teachers on what to acknowledge and when to provide Specific Positive Feedback.

Students know what to do and what is expected.

HOW?

Use the same expectations as school-wide values and aligned with the school vision.

Expectations usually stay the same year-after-year and revisit behaviour data annually to review possible revisions.

Teach class expectations using examples and non-examples.

Provide opportunities to practise demonstrating the expectations and provide feedback to students.

TIPS?

- Keep the number of classroom expectations manageable and explicit.
- Involve students in defining expectations and what the expectations look like in the classroom context.
- Ensure expectations are clear and explicit. Provide examples and non-examples.
- Each day identify an expectation and class rule to match lessons during academic learning and post it as a prompt for what behaviour to expect and reinforce.