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

Teacher Nethercott/Singleton

Grade 7 and 8

School EBIS

|  |  |  |  |
| --- | --- | --- | --- |
| School Rules | Be Safe | Be Respectful | Be Responsible/Ready |
| Expected Student Behavior | Walk  Keep hands and feet to self | Raise hand  Take turns  Speak when appropriate  Use kind words | Bring necessary items to class:  -homework, notebook, folder, pencil, Ipad  In seat at second bell |
| Classroom Routine/Behavioral Expectations | | | |
| Entering the  Classroom | Come in quietly and take your seat. Be sure to have all necessary materials. If you need to use the bathroom, check-in and then go. | | |
| Attention  Signal | Lights off | | |
| Working  Independently | Stay focused and on task. Work quietly and efficiently. | | |
| Working in  Groups | Keep voices down. Stay focused and on task. | | |
| Asking for  Help | Raise hand. Wait to be called on to answer. | | |
| Transition Procedures/ Lining up | Line up when told. Transition quickly and quietly. Keep hands and feet to self. Keep voices to a minimum. | | |
| Hall Pass  System | If emergency bathroom visit, sign out with time of exit and re-entry, bring pass. | | |
| Obtaining  Materials/ Supplies | Have necessary items upon entering class. When the situations presents, the teacher may give permission to go to locker to obtain items. | | |
| Completing & Returning Homework | Homework due on due date. Zero will be given for homework not handed in on time. If absent from school, extra time will be given to complete work.  Chronic no homework will require recess and/or lunch detention and/or after school detention. Simply not doing work is NOT acceptable!!  I | | |

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.