

1 Classroom Behaviour Expectations and Rules

Definition

Behaviour expectations are broad goals for behaviour, or the general ways we would like students to act.

Rules define the specific behaviours we want students to demonstrate.

Rules should be observable, measurable, positively stated, understandable and always applicable (**OMPUA**).

Rationale

When students know exactly what behaviour is expected of them, they are more likely to demonstrate these behaviours in the classroom.

Classroom expectations:

- provide structure for students and help them to be engaged with instructional tasks.
- are a cost-effective, easily implemented, preventative approach with demonstrated improvement in student behaviour.
- are associated with an increase in academic and task engagement.

Guidelines

- Create a classroom matrix to plan and organise rules that reflect each behaviour expectation.
- Expectations and rules are negotiated, clearly posted and referred to regularly.

(ALTER & HAYDON, 2017)

- Classroom rules are clearly and positively stated using OMPUA.

- Explicitly taught to students as you would teach academics through:

- **Tell** – the expected behaviour, context and rationale for its use.
- **Show** – model (**I do**) to demonstrate and visually teach students how to follow each expectation.
- **Practise** – provide opportunities for guided practise (**we do**) and independent practise (**you do**).
- **Monitor** – remind, supervise, feedback.

- Use a variety of methods to teach and reinforce the expectations, such as stories, discussions, songs, and technology.

- Incorporate frequent and brief reminders of classroom expectations during each school day to keep students on track.

Getting started

STEP 1

Identify behaviour expectations

- Connect classroom rules and expectations to school-wide expectations wherever possible.

STEP 2

List contexts where behaviour problems are likely

- Identify the classroom learning contexts where your students are most likely to experience problems (for example: Entering the classroom).

STEP 3

Write positively-stated rules

- Develop a small number (between 2-5) of positively stated, concise critical skills and behaviours for each context (use **OMPUA**).
- Create rules collaboratively with students.

STEP 4

Develop a matrix of expectations

- Populate the matrix with the critical skills students expressed as rules.

STEP 5

Display and teach expectations and rules

- Prominently display in the classroom
- Directly teach the skills in your matrix.

Examples

OMPUA	Guideline	Examples	Non-examples
Observable	I can see it.	• Use positive self-talk when working	• Think positively
Measurable	I can count it.	• Bring book, pens, calculator and ruler to class	• Be ready to learn
Positively Stated	Focus on what students need to do.	• Move safely (walking)	• No running
Understandable	The vocabulary is appropriate for the students I teach.	• Keep your body and materials to yourself	• Maintain adequate personal space
Always Applicable	• Appropriate and inclusive of your students, can be always applied. • Consider diverse learners.	• Stay in your assigned area	• Remain seated unless given permission to move.

Expectations

Expectation	Classroom rule/behaviour
Be Respectful	Use 'inside' voice
Be Responsible	Ask for help when you need it
Be Safe	Keep your hands, feet and other objects to yourself.

Trauma lens

- Creates consistency and predictability
- Provides all students with a sense of security
- Reduces student anxiety.