

ETLP 1: Defining Classroom Expectations and Rules Fact Sheet

Definition

- Expectations are broad guiding principles - valued behaviours and attitude for success at school.
- Classroom rules are constructed from behaviour expectations. They are specific behaviours you expect students to demonstrate in the classroom that are 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.
- They provide structure for students and help them to be engaged with instructional tasks.
- They are a cost-effective, easily implemented, preventative approach with demonstrated improvement in student behaviour.
- They are associated with an increase in academic and task engagement.

Guidelines

- Classroom rules are aligned with schoolwide expectations, posted, and referred to regularly.
- Developed by students and teachers.
- Clearly and positively stated using **OMPUA**.
- Taught to students as you would teach academics by providing:
 - **Tell** - the expected behaviour/rule 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**).
- Explicitly teach at the beginning of the year and in anticipation of other problem times.
- 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.

Planning for Practice

- Use your school wide expectations to anchor the classroom rules.
- Think about the general behaviours you expect your students to demonstrate in the classroom.
- Consider which behaviours are most problematic and how the classroom expectations/rules address these behaviours.
- Develop a small number (between 2-5) of positively stated, concise rules that are specific (tell students what to do), observable and measurable.
- Create rules collaboratively with students.
- Display in the classroom as a visual prompt for teachers and students

Expectation	Classroom Rule/Behaviour
Be Respectful	Raise your hand to speak
Be Responsible	Come to class on time
Be Safe	Keep hands and feet to yourself

Classroom Rules Examples

	Characteristic	Examples	Non-Examples
Observable & Measurable	<ul style="list-style-type: none"> • Behaviours should be easy to observe and measure. • I can see and count it. 	<ul style="list-style-type: none"> • Raise your hand to speak. 	<ul style="list-style-type: none"> • Be your best.
Positively Stated	<ul style="list-style-type: none"> • Tell students what to do to be successful. 	<ul style="list-style-type: none"> • Walk in the classroom. 	<ul style="list-style-type: none"> • Don't run.
Understandable	<ul style="list-style-type: none"> • Age appropriate, student-friendly language. 	<ul style="list-style-type: none"> • Hands and feet to yourself. 	<ul style="list-style-type: none"> • Keep personal space.
Always Applicable	<ul style="list-style-type: none"> • Able to be consistently enforced. 	<ul style="list-style-type: none"> • Stay in assigned area. 	<ul style="list-style-type: none"> • Remain seated

Trauma Lens

Clear expectations for classroom behaviour helps to:

- Create consistency and predictability
- Provide all students with a sense of security
- Reduce student anxiety



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