

## E-4 Reinforce expectations as needed, while usually avoiding in-depth discussions

### How should I reinforce expectations?

Sometimes teaching rules and consequences at the beginning of the year is not sufficient to prevent misbehavior. When necessary, expectations should be reviewed and reinforced throughout the year. Follow these guidelines:

- **Praise student actions that meet your expectations**

When praising students, follow these tips:

- Highlight the specifics and narrate appropriate behavior (e.g. “Richard is sitting in his seat quietly, ready to go outside for recess.”)
- Emphasize improvement and effort - (e.g. “Class, I am proud of you for working hard to walk quietly in the halls this time. I think Natasha’s suggestion about putting our fingers on our lips really helped us remember.”)
- Hold high expectations – don’t constantly praise students for completing small tasks or for meeting a low bar
- Reinforce the benefits of following expectations – (e.g. “Our homework assignment is challenging tonight. But because everyone is in their learning position and ready to participate in the lesson, I know you will be able to learn a lot and then do a great job with that homework.”)
- Move towards building intrinsic motivation – don’t let student incentive to meet expectations become dependent on praise (or other positive rewards such as raffle tickets, class points, prizes, etc.).

- **Be proactive.**

Begin the week, the day, or the lesson by revisiting your classroom management plan with students (P-5).

- **Don’t tackle everything at once.**

Prioritize and scaffold the reinforcement of classroom expectations over different lessons and days. Focus on reviewing expectations that students are struggling with the most.

- **Be explicit.**

Reiterate the exact purpose of rules and consequences at relevant/appropriate times; remind students how the rules and consequences work by discussing and modeling them.

- **Remember to be assertive and present your key ideas clearly**

You can attempt to review expectations, but if you don’t sound clear, confident, and convincing, students may not tune in. Remember to use solid posture, make strong eye contact, emphasize the most important points, etc. in order to reinforce your high expectations.

- **Over time minimize in-depth discussions about expectations**

A sign of strong classroom management is when you rarely need to review the rationale behind classroom expectations because they have already been firmly established. If you notice that you need to consistently restate expectations, however, this may be a sign that you should review them more closely.

## Testimonial on extrinsic motivation

### **Extrinsic Motivation, As a Start**

Doannie Tran (Bay Area '03) had a rough start to the year. His sixth graders entered the room haphazardly and did not pay much attention when he gave instructions. Some sat on their desks. Some shouted to their friends across the room. Doannie was frustrated.

By late November, however, Doannie had started over with his students. He took the time to set very clear expectations for how to enter the classroom. He developed a clear rules, consequences and rewards system, stamping his students' completed "Warm Up" assignments and distributing tickets that well-behaved students can redeem for bathroom passes, pencils or other school supplies. He calls parents regularly, and often for good reasons. His students now know what's expected of them, and they follow the routine. It's a big improvement, but Doannie says this is just the beginning:

*I want them to care more about learning. Right now, all of the motivations are very extrinsic. All of the admonitions are very extrinsic. I'm saying, "Don't do that...or here's a ticket, good job." I want to get to the point where they want to listen. Now, they'll listen and they'll be quiet. That doesn't mean they care. I want them to actually be like, "Shhh! Mr. Tran is talking, and I want to hear what he has to say because I find this engaging and I care." That's my next goal.*