

RETURN TO CAMPUS TIPS

Get Geared Up to Go Back!

GREAT EXPECTATIONS

Posted classroom rules show your students that you have specific expectations. When your expectations are clear, students never have to guess how you expect them to behave. Clear expectations help develop students who are respectful, responsible, motivated and highly engaged.

ALL

- *activities*
- *routines*
- *transitions*

REVISIT YOUR CLASSROOM MANAGEMENT PLAN



Rules and expectations in your classroom will likely need some adjustments since the last time you were on campus. How will you incorporate district/site procedures and health & safety guidelines into your existing school and classroom rules/expectations?

"EFFECTIVE" RULES ARE...

- Short & Simple (3-5 rules is best)
- Positively Stated (What you want students TO DO)
- Specific (and refer to observable behaviors)
- Post in a prominent place that is visible from all parts of the classroom. (add additional signs at eye level in areas where students are expected to perform the behaviors)

Teach students what the rules are and how they can demonstrate compliance. Model what TO DO and what NOT TO DO. Teach your rules consistently for the first 2 weeks and revisit them after new students join class, and after school breaks.

RETURN TO CAMPUS TIPS *continued*

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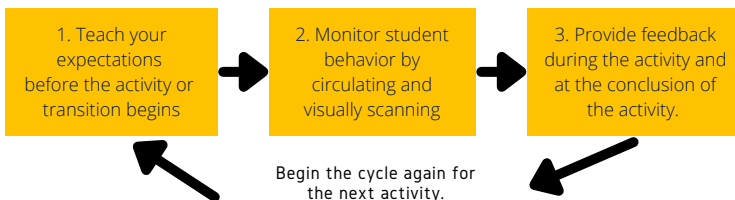
BE CLASSROOM "CHAMPS"

The CHAMPS acronym guides you to defining your expectations in a detailed way. Consider all your daily activities and transitions. What attitudes, traits, and/or behaviors will help your students achieve success in your class and in life?

For a guide on how to CHAMPS up your classroom rules and expectations, check out the CHAMPS Activity and Transition Worksheets and video examples of things to consider on our Padlet at www.stocktonusd.net/pbis

C- conversation
H- help
A- activity
M- movement
P- participation
S- success

3 STEP PROCESS FOR COMMUNICATING EXPECTATIONS



EFFECTIVE FEEDBACK

OBSERVE and monitor student behaviors to help you know what feedback and teaching is still needed.

ACKNOWLEDGE and reinforce all the good things you are seeing by giving specific feedback and praise. **CATCH THEM BEING GOOD**, especially in the beginning!

CORRECT BEHAVIOR quickly and calmly. Practice giving and receiving correction to make it productive rather than punitive. Staff can model giving and receiving feedback to show kids how to respond when being corrected.

Remember to review schoolwide common area expectations too!

School Entry and Exit
Hallways
Bathrooms
Recess/Play Areas
Meal Distribution

WITH YOU EVERY STEP OF THE WAY

Resources from this handout and many more are available on the Mental Health and Behavior Support Services webpage at www.stocktonusd.net/mhbs