The First Day of School:
Setting Expectations and Setting the Tone*

1. Teach 'Listening' behavior

> **Listening**
>
> 1. Sitting quietly
>
> 2. Looking at the teacher

2. Set up a class-wide reinforcement system. Draw or post a chart for awarding points to the class for 'listening' while you teach the rest of your classroom expectations. Later, this system may be used for a variety of behaviors: on-task, following directions, work completion, homework completion, etc. (post reinforcement menu for class on 'What If' Chart).

Set up individual reinforcement systems. Place point cards on desks. Explain that in addition to the class system, individuals can earn reinforcement (post reinforcement menu for individuals on individual menus).

3. Teach Classroom Rules (post where they can be viewed easily)

4. Teach Classroom Schedule (post where it can be viewed easily)

5. Teach Precision Commands (post) and consequences for not following directions on 'need' step (post the hierarchy of small steps on 'What If' Chart)

6. Teach other classroom behavior definitions and routines (see other side for more examples).

> **On-task**
>
> 1. Sitting quietly
>
> 2. Doing your work

> **Asking for Help**
>
> 1. Take out your 'help sign'
> 2. Scan the page for other work you can do
> 3. Take out indep work packet
> 4. Wait for the teacher to come to you

* Teach the first day; continue to review until students understand each component

Rules

Rules for writing rules:

- Observable (you can see the behavior)
- Measurable (you can count the behavior)
- Clear language (no question about what they mean; not vague)
- Stated positively
- About 5

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Classroom Rules (example)

1. Do what the teacher says

2. Stay in your seat

3. Raise your hand to talk

4. Keep hands, feet, objects to self

5. Pay attention to work or teacher

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Routines and Procedures (examples)

Coming in to class

1. Come prepared (books, pencil, other materials)
2. Walk in quietly
3. Hang up backpack
4. Pick up point card and 'help sign'
5. Sit at assigned seat
6. Begin 'starter' activity

Leaving class

1. Bell rings = 'Listening' behavior
2. Clean up area
3. Wait for teacher to excuse
4. Take backpack and other materials (homework)
5. Walk out quietly

Transitions from task to task

1. Teacher gives 'listening' cue
2. Listen
3. Follow instructions
4. Move quietly to next activity

Voice levels (add visuals with color or number designations)

1. No talking (silence during tests, instructions, etc.)
2. Whisper voice
3. Regular indoor voice