

Work with the child to develop a set of expectations that will be reinforced when they are met. The parent will review the expectations at a neutral time when they are not met.

What  
does  
it  
look like?

Ex. During study time the expectation is that the child will keep their phone turned off. Right before study time the parent says, "Let's review the expectations. The expectation is that your phone will remain off until study time is over." When study time is over and the child met the expectation, the parent says, "You did great keeping your phone off, you can have phone time now."

How?

1. Make a list of behaviors that will help your child be successful in completing their work at home (ex. Getting their supplies ready or logging in on time for class). It may initially be helpful in making a list of behaviors that your child engages in that limit their ability to do work (ex. Leaving their seat multiple times during a lesson or interrupting the teacher/peers during synchronous learning).
2. Write down what you want them to do instead of what you do not want them to do.
  - a. Instead of saying, "Don't leave your seat." Say, "Sit in your seat until the lesson is finished."
  - b. Instead of saying, "Don't talk over your friends, say "Raise your hand and wait until the teacher calls on you."
3. After creating your list, welcome your child's input.
  - a. What expectations do they think need to be included for them to be successful learners?
  - b. What is expected of them in the classroom? You can ask your child's teacher about classroom expectations.
4. Limit to 5 expectations utilizing the list you developed while incorporating reasonable requests from your child's list.
5. Write/type the list and post it where it will be visible to the child and other members of the household.
6. If the list is specific to completing schoolwork, put it near their workspace. If the list of expectations is for general household behavior, post it in a common area.
7. Review expectations before the child is expected to engage in the behavior. Read them together.
  - a. If the expectations are related to school behavior, review them prior to beginning schoolwork. If the expectations are related to transitions, review them prior to a transition. If they are related to the general day, review them in the morning at a neutral/calm time.
8. When the child follows/meets the expectation, reinforce as soon as possible with behavior specific praise (ex. You were awesome at waiting your turn in class!), and/or other reinforcers (tokens, fist bumps, preferred item, etc.) as appropriate.

## Tips?

- Children are individuals. The range of what can be expected is highly variable. One child may be able to work for one minute at a time, while another may be able to work for 60 minutes.
- Be clear and concise with your expectations. Tell them exactly what they need to do in the least amount of words.
- Be consistent with your expectations.
- Be realistic. Every day will not be perfect, and even if someone demonstrates they can do something, does not mean they will do it every time.
- Be flexible. Ex. If you expect them to sit in a chair, let them choose which chair.
- Set expectations in advance and review them as often as necessary. Do not wait for an unwanted behavior to occur before stating the expectation.
- Do not attempt to review the expectations once the child is upset, as it will likely cause a greater escalation in behavior. It is ok to review the incident and the expectations after the child is in a calm state.
- Review and modify expectations as needed. Perhaps the expectation was too high or too low, or not as important as it once was.
- Changing expectations too often or developing new expectations in the moment can be frustrating to some learners.
- Modeling the expectations is a great way for children to learn what is expected of them.

**\*If there are significant behavior concerns you will need to know the function of the behavior in order to address the behavior successfully. Please contact your classroom teacher for guidance.**