

Setting & Maintaining High Behavioral Expectations

100 Percent Technique: This will inform students that noncompliance is not an option.

For example, raising a hand for silence requires two actions from students: (1) to raise their hand and (2) to be silent. If only some of the students raise their hands but all are silent and the teacher proceeds there is not 100 percent compliance. Use wait time to achieve compliance and inform students, “waiting on everybody.”

1. Use the least invasive form of intervention:

- Non-Verbal Intervention: non-verbal gestures/ cues or eye contact
- Positive Group Correction: Quick verbal reminder to the group about what students should be doing and not what they shouldn't be doing
 - “You should be tracking the speaker.”
- Anonymous Individual Correction: Quick verbal reminder to the group that not everyone is where they need to be.
 - “I still need three people. You know who you are. I need two people.”
- Private Individual Correction: When and if you have to use names, seek to correct behavior privately and quietly. Walk by the off-task student's desk, lean down to get close to the student, and use a voice that preserves as much privacy as possible; tell the student what to do quickly and calmly.
 - *First Warning:* “Quentin, I've asked everyone to track me, and I need to see you doing it too.”
 - *Second Warning with a Consequence:* Again you want to do this privately. “Quentin, I need you to track me so you can learn. I'm going to have to move your card to yellow. Now please show me your best.”
- Lightning-Quick Public Correction: At times you will be forced to make corrections of individual students during public moments. Your goal is to limit the amount of time a student is “onstage” for something negative and focus on telling the student what to do right. Merely stating a student's name does not provide the student with guidance about how to meet your expectations.
 - “Quentin, I need your eyes.”
 - “Quentin, I need your eyes. Looking sharp, back row! Thank you Quentin.”
- Consequences: In the long run it makes the teacher stronger when he or she only occasionally uses external consequences. If a situation cannot be addressed quickly and successfully without a consequence, the consequence must be given so instruction is not interrupted. Deliver the consequence quickly and in the least invasive, least emotional manner. Ideally a teacher should have a scaled series of consequences.

A common misconception is that ignoring misbehavior is the least invasive form of intervention. But ignoring misbehavior is the most invasive form of intervention because it becomes more likely that the behavior will persist and expand. The goal is to address behavior quickly-the first time it appears.

2. Rely on Firm, Calm Finesse: Commanding obedience and compliance is an exercise in purpose, not power. Students need to follow directions so that they are assured of having the best chance to succeed. It's not really about you in the end; it's about them and their path to college and career readiness.

- "I need your eyes on me so you can learn," is a more effective statement than, "I asked for your eyes on me because when I ask you to do something, I expect you to do it."
- *100 Percent* teachers stress the universality of expectation and are strategically impersonal so that students do not feel like they are being picked on and to remind students that your decisions are not personal.
 - "I need everyone's eyes stresses universality better than, "I need your eyes, Trevor."

3. Emphasize Compliance You Can See:

- Invent ways to maximize visibility: Ask for eyes or ask for pencils down and eyes on you.
- Be seen looking: Every few minutes scan the room to ensure everything is as it should be and narrate your scan, "Thank you, Peter. Eyes right on me, front row."
- Avoid marginal compliance: Ensure all students comply accurately
- Leverage the power of unacknowledged behavioral opportunities: Have students practice following the teacher's directions through *Call and Response* or *Active Listening Techniques*.
 - Call and Response: The teacher asks a question and a response is required by the entire class in unison. This provides an opportunity to practice compliance.
 - Active Listening Techniques: White boards, flash cards, thumbs-up and thumbs-down

Strong Voice Technique: These five techniques can help establish control and command of the class.

1. **Economy of Language:** Fewer words are stronger than more. When you need your directions followed use the words that best focus students on what is more important.

2. **Do Not Talk Over:** When you need them to listen, your words must be far and away the most important in the room, so make a habit of showing that they matter. Before beginning, wait until there is no other talking or rustling. Be sure your voice never competes for attention to demonstrate to students that their decision to listen is not situational.

3. **Do Not Engage:** Once you have set the topic of conversation, avoid engaging in other topics until you have satisfactorily resolved the topic you initiated. Refusing to engage establishes a tone of focused accountability in your classroom.

- Suppose that you say to David, who is pushing Margaret's chair with his foot, "Please take your foot off Margaret's chair" David might reply, "But she's pushing me!" Do not engage the student and start investigating Margaret's behavior. An effective response would be to say, "David, I asked you to take your foot off Margaret's chair."
- It is critical not to engage when students call out answers. No matter how intriguing the answer, it's better in the long run to remind students of what to do—"In this class, we raise our hands when we want to speak"—without engaging the answer.

4. **Square Up/ Stand Still:** When giving directions to a student, turn, with two feet and two shoulders, to face the student you are directing your words at. Make sure your eye contact is direct. Stand up straight, lean in close, or move toward the student. When giving directions do not engage in other tasks at the same time (i.e. passing out papers).

5. **Quiet Power:** When you are nervous and you sense that your control may be slipping away, your first instinct is often to talk louder and faster. Although it goes against your instincts, get slower and quieter when you want control. Drop your voice, and make students strain to listen.

Lemov, Doug (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, California: Jossey-Bass.