Directions:

Red text in this document is intended to be customized for your school.
[See Setting Expectations Exemplar for completed example](https://www.ci3t.org/wp-content/uploads/2020/11/Setting-Expectations-Lesson-Plan-Exemplar-F.pdf).

When complete, (a) update the name above (red text) to reflect the setting for which this lesson plan is designed, (b) delete the word template from the title, and (c) delete this text box. After completing those steps, this file is now ready to share with your faculty and staff to assist with consistent teaching of school-wide expectations!

[Setting] Expectations Lesson Plan Template

Reference:

Lane, K. L., Oakes. W. P., Buckman, M. M., Allen, G. E., & Pérez-Clark, P. (2020). Setting expectations lesson plan template. Available on [ci3t.org](http://www.ci3t.org)

Adapted from: Elliott, S. N., & Gresham, F. M. (1991). *Social skills intervention guide: Practical strategies for social skills training*. American Guidance Service.

[Setting] Expectations at [school name]

**Objective:** Students will demonstrate the behavioral expectations of [list school-wide expectations] in the [setting].

|  |  |
| --- | --- |
| [optional: school logo or mascot] | [school name][Setting] Expectations |
| [expectation 1] | * [enter rules from expectation matrix]
* [enter rules from expectation matrix]
* [enter rules from expectation matrix]
 |
| [expectation 2] | * [enter rules from expectation matrix]
* [enter rules from expectation matrix]
* [enter rules from expectation matrix]
 |
| [expectation 3] | * [enter rules from expectation matrix]
* [enter rules from expectation matrix]
* [enter rules from expectation matrix]
 |

# Tell

1. **Introduce the [setting] expectations and ask questions about them, such as:**
* What are some things that happen in the [setting] that cause problems for you and for others?
* How do you usually react in this situation?
* What are some good ways to act in order to keep these things from happening?

**2. Define the behaviors and discuss the key terms.**

* [expectation 1]
	+ [enter rules from expectation matrix]
	+ [enter rules from expectation matrix]
	+ [enter rules from expectation matrix]
* [expectation 2]
	+ [enter rules from expectation matrix]
	+ [enter rules from expectation matrix]
	+ [enter rules from expectation matrix]
* [expectation 2]
	+ [enter rules from expectation matrix]
	+ [enter rules from expectation matrix]
	+ [enter rules from expectation matrix]

**3. Discuss why these behaviors are important.**

These expectations will help…

* [list reasons]
* [list reasons]
* [list reasons]

# Show

If possible, teach this lesson in the [setting]. Model examples of the expected behaviors in the [setting]. You may also want to show non-examples, if appropriate for your students’ age and ability.

**Examples show student what TO DO:**

* List 3-5 examples here
*

**Non-examples show students what NOT TO DO.**

Model student behaviors that would not meet setting expectations and provide instruction on how to correct common mistakes. For example:

* List 3-5 non-examples here

**Situations (examples provided; add situations you anticipate coming up in the [setting])**

* List 3-5 sample situations here

# Do

**Ask the students to:**

* State the behavioral expectations.
* Tell why the expectations are important.
* Think of ways to help them remember the expectations when they are in the [setting].

# Follow through and practice

1. **Generate and role-play situations**
* Role-play several of the situations that have or may occur and what students can do to demonstrate the expected behaviors in the situation. If age and ability appropriate, students could also role-play non-examples of responses and compare the two.
* Teachers may supply situation examples or allow students to generate the situations.
1. **Use incidental teaching**
* Whenever incidences occur and a situation arises in the [setting], use that situation to review the skills the students have learned in this lesson. Keep the language consistent with how it was initially taught.

|  |
| --- |
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