

Answers to Chapter 2: Comprehension Questions

1. *What are the similarities and differences between expectations and rules?*

Expectations and rules both describe behavior that is expected in the classroom. They are also positively stated, brief, and limited in number. They differ in that expectations are broader and apply to all settings and events, whereas rules are specific and apply to a limited number of settings and events.

2. *Describe two methods for identifying expectations. What are the pros and cons of each?*

Two methods for identifying expectations are: (1) the teacher creates expectations before the start of the school year based on the school's mission and vision, or (2) the teacher holds a discussion with students to collaboratively create a set of expectations. The first option allows the teacher to introduce expectations to students at the very beginning of the year but does not involve students in the process. The second option includes students and may therefore produce more buy-in from students but delays the teaching of expectations somewhat.

3. *Why would a teacher want to provide a rationale for an expectation when teaching it to students?*

Providing a rationale creates a broader understanding of the expectation beyond simply following rules because they are rules. The rationale can serve as a justification for following the expectation and can be used to transition from providing tangible, external reinforcement to providing intrinsic, natural reinforcement.

4. *What are some ways the expectations can be reviewed throughout the school year?*

The expectations can be reviewed in various ways. Students can read novels and stories about the expectations or be asked to reflect on how characters showed (or didn't show) an expectation. Students can write essays about how characters exhibited expectations, or they can develop songs, videos, and skits on the expectations as part of a fine arts class (such as music, art, film, or graphic design classes). The use of posters and other visual methods can provide students with continuous reminders of the expectations. Weekly or monthly focus lessons can make the expectations more explicit and deepen students' understanding. Teachers can conduct booster sessions if it becomes apparent that students have forgotten one or more expectations.