



PBSIS

Helping Schools Build Systems of Support

Phrasing Expectations

RUTGERS
Robert Wood Johnson
Medical School

THE BOGGS CENTER
ON DEVELOPMENTAL DISABILITIES

In Partnership with the

Office of Special Education

New Jersey Department of Education



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Learning Outcomes

- Know the features of positively phrased expectations
- Increase use of positive framing of expectations within daily routines with students



Operationalize Expectations

Teach Skills and Habits to
Achieve the Expectations

Use Instructional Scaffolds

Preserve Dignity When
Responding to Unwanted
Behavior & Mistakes

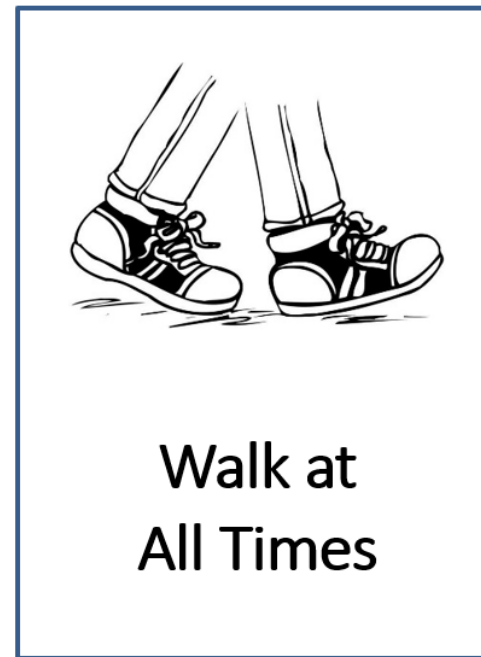
Data-Driven Decision-Making

Systems That Support
Sustainable Implementation



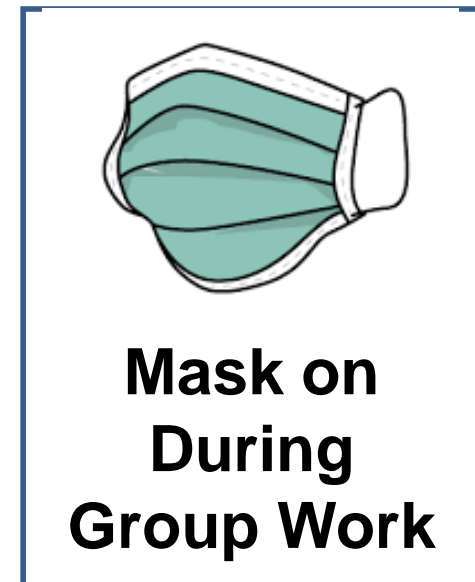
Consider Each of These Images

- *What is your first reaction?*
- *How does 'the tone' of a message impact our actions?*



Framing Expectations Positively

- Construct messages that focus on the positive point of view – what to do



Easy as 1-2-3

1. State in the affirmative

2. Use Action-oriented Language

3. State plainly



Examples and Non Examples

Example	Non Example
Visit only approved websites	Don't surf the internet

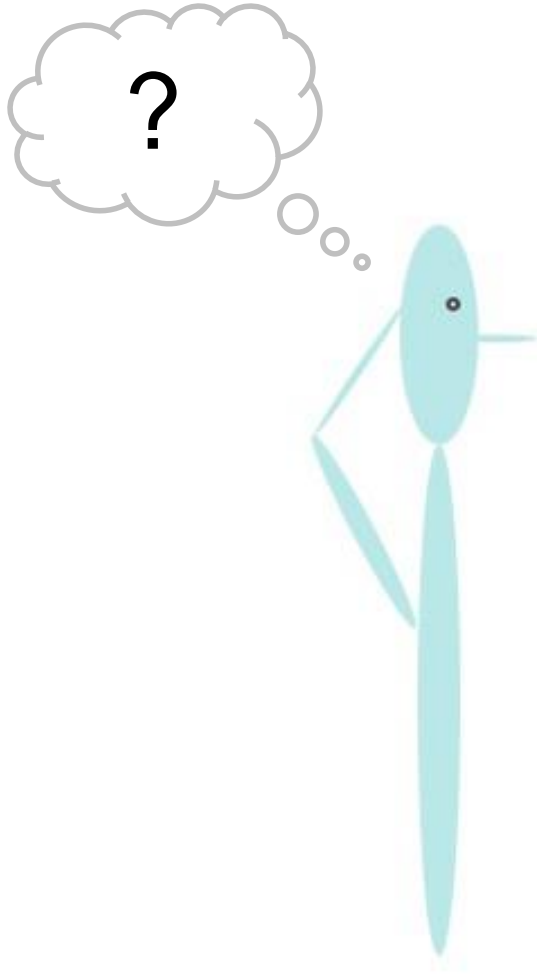


Examples and Non Examples

Example	Non Example
Raise hand to contribute	Don't call out



Why is Positive Framing Helpful?



- Reduce the stress and anxiety associated with uncertainty
- Neutralize bias in messaging
- Promote students being successful in routines



Practice and Reflections



Practice

- What are one or two frequent behaviors you are correcting in your class or area you monitor?
- For each behavior / prompt you typically use, develop a positively-framed prompt that you can begin to use.

Behavior You are Prompting	Prompt(s) You Typically Use	Positively-Framed Options



Personal Reflections

- *I was surprised when.....*
- *What were some of the most interesting discoveries I made while using this practice?*
 - About the practice?
 - About myself?
 - About my students?
- *What I liked about this was....*



Main Points

- Positive framing is an easy to implement practice that is associated with positive student outcomes including social connectedness and positive behavior
- When delivering prompts, use action-oriented affirmative language that provides guidance about what the student is expected to do

