

Quick Tips



Our VISION is for all young children in Georgia to have strong social-emotional foundations for lifelong learning and enhanced academic success that are strengthened through a network of professionals, families, and community members.

Rules & Expectations

Expectations

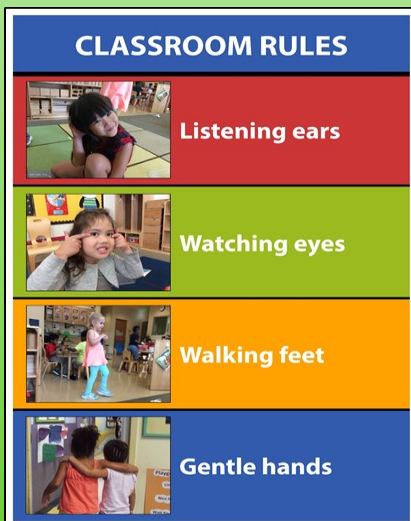
- Set clear expectations and invite children to express theirs.
- Provide a strong but flexible routine that is responsive to the ever-changing needs of the group.
- Encourage collaboration in rule setting.
- Use positive reinforcement and guidance.

Examples: Be Kind, Be Safe, Be a Team Player.



Key terms in this issue:

- **Expectations:** General ways you want people to act. Apply to all children and adults across all settings
- **Rules:** Help to clarify expectations for children. Only apply in certain settings.
- **Behavior Matrix**– incorporate s both classroom rules and program expectations together to show how they connect to each other
- **Class rewards system**– a means to acknowledge the appropriate behavior of all children using both visual and positive feedback. Children earn a class “prize”.



Classroom Rules

- Linked to and clarify expectations for a particular environment or routine
- State rules positive terms, what are children expected to do?
- Involve children in developing the rules
- Post rules at eye level and include photos or picture as cues

Examples: Use soft touches, use a quiet voice, use walking feet.



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Zooming in for a closer look...

Rules & Expectations Matrix

| EXPECTATIONS | CLASSROOM RULES | PLAYGROUND RULES | HALLWAY RULES |
|-------------------------|--------------------------------|---|---------------|
| BE SAFE | Walking feet Listening ears | Feet first on slide Wear helmets on bikes. | Walking feet |
| BE KIND | Watching eyes Gentle hands | Take turns | Inside voice |
| BE A TEAM PLAYER | Help a friend | Gentle hands | Stay together |

- This chart shows how expectations and rules work hand in hand.
- When creating rules, help children see the link to program-wide expectations.
- Include visuals of each rule/expectation to deepen children's understanding.
- Review during group time and refer to throughout the day.



Teaching Rules and Expectations

- Must be explicitly taught in both planned activities, such as large and small group times, and as situations arise. Teach through social stories, puppets, songs, etc.
- When situations arise, refer to rules as situations arise, "Remember, we use our walking feet inside."
- Provide positive, descriptive feedback to children who are following the rules, "Thank you for using an inside voice. You're being respectful."
- Create a class reward system. Creating and adding to a visual representation of team work such as putting a pom pom in a jar or on a flower promotes a sense of community. When the jar or flowers are full, the class can vote on how to celebrate.



**Georgia Dept
of Early Care
and Learning**

BRIGHT FROM THE START

Rules & Expectations Self-Assessment

Use this brief self-assessment as you create and reflect on your rules & expectations

| Components | YES | NO | What do I need to make this happen? | Who can support me? |
|--|-----|----|-------------------------------------|---------------------|
| Gains Child's attention before giving directions. | | | | |
| Minimize the number of directions. | | | | |
| Individualizes the way directions are given and they are positive and clear. | | | | |
| Gives children time to respond to directions. | | | | |
| Gives children choices and options when appropriate. | | | | |
| Follows through with positive acknowledgements of children's behaviors. | | | | |