Creating a Climate of High Expectations

Brandi Timmons, Med, BCBA, LBA
Ed. Dir., Social Motion Skills
“He doesn’t talk much. He reads at about a 1st grade level and does preschool math. We’re working on him coloring and staying in the lines.”
“She’s nonverbal and has a very low IQ. It’s really difficult to write any goals for her because she doesn’t follow directions and she can’t really do anything academic.”
My students weren’t tolerated. They weren’t even just included. My students were embraced as part of the school community.
Objectives

- Why creating a climate of high expectations in your classroom is important
- Understanding the difference between a "program" and a "culture"
- 16 strategies for ensuring a climate of high expectations in your classroom
Climate of High Expectations
Climate of High Expectations

Expect students to be successful
Intentionally set standards high
Communicate those expectations
Our goal is not to bring you another program to be implemented but to give you the skills and knowledge you need to make creating a climate of high expectations a natural, every day process.
Approximately 1 in 6 children is diagnosed with a developmental delay or neurodevelopmental disorder.
It’s easy to see our actions put people with disabilities in a no-win situation: because we presume incompetence, we don’t give them opportunities to demonstrate their competence…”

—Kathie Snow

When you assume a student is not capable:

- You look for proof to prove what you think
- Going to make them prove themselves BEFORE they can try
- Educate from the bottom up instead of the top down
- Talk to them differently – basic vocabulary, dumbed down
- Leave them out of social opportunities
If we assume a student IS capable:

- We look for evidence to prove that!
- Pygmalion effect
- They meet the expectations
- They are willing to take risks
- They feel safe
How does an organization create a climate of high expectations?

• Do staff members believe all students can learn?
• Do staff members believe they can make a difference in the lives of all students?
• Do staff members understand how students can learn?
• Does the organization possess a “no excuses” attitude toward learning for all students?
**KNOW YOUR STUDENTS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Interest</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SET SHORT-TERM GOALS

• BEHAVIORAL MOMENTUM
• TASK ANALYSIS
GOLDFILOCKS PRINCIPLE
NOT TOO EASY, NOT TOO HARD, BUT JUST RIGHT!
<table>
<thead>
<tr>
<th>Adaptability</th>
<th>Friendship</th>
<th>Open-minded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compassion</td>
<td>Energy</td>
<td>Passion</td>
</tr>
<tr>
<td>Commitment</td>
<td>Flexibility</td>
<td>Perseverance</td>
</tr>
<tr>
<td>Courage</td>
<td>Honesty</td>
<td>Resilience</td>
</tr>
<tr>
<td>Determination</td>
<td>Honor</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Daring</td>
<td>Humility</td>
<td>Respect</td>
</tr>
<tr>
<td>Endurance</td>
<td>Insight</td>
<td>Sacrifice</td>
</tr>
<tr>
<td>Faith</td>
<td>Knowledge</td>
<td>Self-control</td>
</tr>
</tbody>
</table>
“Okay, everyone, please put your papers away and then come to the rug for story time. Be sure to push your chairs under the table.”

“Okay, papers away, chairs under your table, to the rug.”
Good job putting your papers away.

I like the way you’re sitting quietly.

Great job writing your name on your paper.

You shared with your friend – great job!
Use Positive Language

Don’t run in the halls! = Walk in the halls, please!

No touching your friends = Hands in your lap

Please stop making that noise = Quiet mouths while working
Don’t GIVE the correct answer!

- Ask probing and leading questions
- Goal is to teach problem-solving skills
- Refer to similar situations that might provide clues
Don’t just TELL them when they’re wrong!

● Perfect coaching opportunities
● Use leading questions to help them problem solve
  ● Help them figure out what they could have done instead
● Teach perspective taking skills
Give longer response time
Behavior is Communication

Know the Basics of Behavior!
Treat Them Like Their Peers
Equal Response Opportunities
Be Intentional with Personal Interactions

Show them you like them!

- Smiles
- High Fives
- Thumbs Up
- Sit in the floor beside them
- Stand close to them when teaching
Know How to Use Teaching Strategies

Understand how to use modeling and reinforcement

Know how to use direct instruction effectively

If you don’t know – ASK!
DON'T EVER GIVE UP!
YOUR STUDENTS NEED YOU TO PROVIDE FOR THEM A CLIMATE OF HIGH EXPECTATIONS AND A CULTURE OF EMPOWERMENT SO THEY HAVE THE FREEDOM TO LEARN, SUCCEED, AND FULFILL THEIR POTENTIAL!
Thank You!

Brandi Timmons, MEd, BCBA, LBA