

Positive Expectations and Positive Reinforcement Training
Breakout Room Activities

Activity #1: Practice Positive & Values-based Expectations

Directions: Each person will practice saying **positive expectations** *and/or* **values-based expectations** in response to at least one prompt.

Assigning Roles: There can be THREE roles, and you will change roles after each prompt. The roles are:

Prompt-reader - Read the prompt out loud to your group.

Responder - Respond to prompt using *positive* and/or *positive and values-based* expectations.

Listener - Listens for what skills the Responder used and shares back (e.g., “I heard you use **positive expectations**.”)

Please change roles after each prompt so everyone gets a turn at each role.

Prompts:

1. You see a student wearing their mask under their nose in your class.
2. A student has their cell phone out during class and is distracting those around them.
3. A student uses a slur word as they're walking into your class.
4. *If you finish early, make up an additional scenario and a sample response.*

Hints:

Positive Expectations: What I want the student to do with clear and specific instructions. (E.g., please keep your hands at your sides *instead of* “no hitting!”).

Values-based expectations: Why it's important for the student to do the behavior (e.g., I care about your health, acceptance, resilience, etc...)

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Activity #2: Positive Reinforcement & Affective Language

Directions: Each person will practice using positive reinforcement and/or affective language in response to at least one prompt.

Assigning Roles: There can be THREE roles, and you will change roles after each prompt. The roles are:

Prompt-reader - Read the prompt out loud to your group.

Responder - Respond to prompt using *positive* and/or *positive and values-based* expectations.

Listener - Listens for what skills the Responder used and shares what they heard. (e.g., "I heard you use affective language.")

Please change roles after each prompt so everyone gets a turn at each role.

Prompts:

1. A group of students are in the hallway. All of them are wearing their masks properly.
2. Most of your students put their phones in their bags when you start class.
3. You're 30 minutes into teaching your first virtual class with students there, and all of your students have stayed in their assigned seats so far.
4. You have a 1-1 with a student who has not been meeting your mask expectations. They answer your questions respectfully and share that their mask is itchy so they don't like to wear it.

Hints:

Positive Reinforcement: Finding, amplifying, and verbally praising the good, or referencing and praising times when they did meet our expectations.

Affective language: "I feel" statements that communicate how their behaviors impact me, or how changing their behaviors would impact me.

