

# Shared Expectations

## Effective Shared Expectations:

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# Shared Expectations

## Developmentally Appropriate Behaviors

Age appropriate expectations are important to avoid frustration and hurt feelings from both Learning Coaches and students. Having behavioral expectations that are too high for a child's developmental stage sets them up for situations where they will not be able to succeed, and their emotional growth can suffer. It is a good idea to ask ourselves a few questions about our expectations of our learners when we are faced with situations in which we find ourselves being frustrated with their behavior.

- Are my expectations fair, and have I expressed them clearly?
- Does my learner understand what I want from them?
- Is my learner able to express their thoughts and feelings?

Kindergarten - 2nd Grade	<b>Common Behaviors</b>
	<ul style="list-style-type: none"><li>» Will understand the importance of rules but might divert from the rules when playing. Rules tend to be 'flexible' – for them at least.</li><li>» Will start to show empathy and an understanding that other people might have points of view that are different to their own.</li><li>» Will be able to share but might still find it difficult, especially when it comes to their special things.</li><li>» Might be afraid of failure, criticism, and spooky things like ghosts or monsters.</li><li>» Attention span will start to increase which will impact on the type of discussions you are able to have with them.</li><li>» Might come across as being an 'expert' on everything.</li><li>» Will be looking to make their own decisions, particularly around what to wear and what to eat.</li><li>» Can start to test the limits but will still want to please you and help out.</li><li>» Will seek praise for their school work and for the good things they do.</li><li>» Will seek to master new skills and to feel competent.</li></ul>
	<b>Support They Need</b>
	<ul style="list-style-type: none"><li>» Learning Coaches should expect to spend 4-5 hours a day supporting students at this age.</li><li>» Start to expand your child's emotional literacy by naming and discussing feelings.</li><li>» Connect rewards to responsibilities. 'How about you help me clear the table and then you can have dessert?'</li><li>» Keep rules simple and try not to have too many.</li><li>» Encourage their efforts and acknowledge when they have worked hard.</li><li>» Avoid overpraise or meaningless praise and let them know that they are special, and so are other people.</li><li>» Listen and validate what they are feeling and know that you don't need to fix their problems.</li><li>» Discuss how they might solve the things that are causing them trouble. Give them space and encouragement to come up with their own ideas.</li><li>» Don't be drawn into the dramatics.</li><li>» Jump on the positive.</li></ul>

# Shared Expectations

## Developmentally Appropriate Behaviors *(continued)*

<b>3rd - 5th Grade</b>	<b>Common Behaviors</b>
	<ul style="list-style-type: none"><li>» Will want you to think the way they do and will have little tolerance for your difference of opinion.</li><li>» Will be very sensitive to what you think of them.</li><li>» Will often fight with the mother.</li><li>» There won't be a lot of grey. Things will be black or white, right or wrong, good or bad. This focus on absolutes has the potential to cause conflict with siblings and peers.</li><li>» What their friends think will start to become more and more important.</li><li>» Will push against rules and directions and may disrespect you.</li><li>» Will be able to be loving and silly but will also develop the capacity to be selfish, argumentative and abrasive.</li><li>» Might still argue about rules and the necessity and detail of them.</li><li>» Will try to explain away misbehavior through excuses and justifications. They will fight hard to find the loophole in the rule.</li></ul>
	<b>Support They Need</b>
	<ul style="list-style-type: none"><li>» Learning Coaches should expect to spend 3-5 hours a day supporting students at this age.</li><li>» When you're praising their good behavior be clear about what it is they have done.</li><li>» Avoid arguing whenever you can. With their black and white thinking, an argument will just mean that someone is right (them) and someone is wrong (you). Instead, ask them to explain their point of view and encourage them to see things from different angles.</li><li>» Spend plenty of time together to cement the relationship for the pull away that is coming at adolescence.</li><li>» Provide them with opportunities for independence and to make their own decisions.</li><li>» Avoid being too bossy or directive.</li><li>» Encourage them to start thinking about things from another point of view, 'What would so-and-so say about that?' 'How do you think she felt when that happened?'</li><li>» Let them push against you in safe ways – let them try different things, express their own opinions, and make their own decisions when appropriate.</li><li>» Know where your boundaries are and be ready to implement consequences when they make a bad decision. Make the consequence about their behavior not about who they are.</li></ul>

# Shared Expectations

## Developmentally Appropriate Behaviors *(continued)*

<b>6th – 8th Grade</b>	<b>Common Behaviors</b>
	<ul style="list-style-type: none"><li>» Friends will be more important than family. You're still important, but there's something they have to do – find who they will be when they step into the world as a healthy, independent adult. Just like you had to do at their age.</li><li>» What their peers think of them will be a source of stress to them for a while, peaking for girls at age 13 and for boys at age 15. They might go to extra lengths to try to fit in with their peers. This might involve making silly decisions or putting themselves in risky situations. Breathe. It will end.</li><li>» They will become more argumentative and will push against you more. This is perfectly in keeping with their adolescent adventure and their experimentation with independence.</li><li>» May become more emotionally distant from you (don't worry – they'll come back but maybe not until they leave their teens).</li><li>» Might not want to be seen in public with you – however cool you are.</li><li>» Will experiment with their image, their identity, and the way they are in the world.</li></ul>
	<b>Support They Need</b>
	<ul style="list-style-type: none"><li>» Learning Coaches should expect to spend 3-4 hours a day supporting students at this age.</li><li>» Don't be judgmental or critical – they need your love and connection more than ever.</li><li>» Understand that they need to find their independence from you. Give them the space to do this. Over time, their values will be likely to align with yours.</li><li>» Know that your adolescent isn't rejecting you, but is finding their own way in the world – it's an important, healthy part of being an independent adult – even if it feels bad.</li><li>» Let go of control and go for influence. The harder you fight to control them, the harder they will push against you. The truth is that when it comes to adolescence, we have no control – they will decide how much they involve you in their lives, how much they tell you, and how much influence you have. Make it easy for them to come to you when something happens or when they need guidance.</li><li>» Give them information, but don't lecture.</li></ul>

# Shared Expectations

## Developmentally Appropriate Behaviors *(continued)*

<b>9th - 12th Grade</b>	<b>Common Behaviors</b>
	<ul style="list-style-type: none"><li>» They might be impulsive and they might start taking risks.</li><li>» They will be more creative and will start to think about the world in really interesting, different ways.</li><li>» They will act like your opinion of them doesn't matter but it does – as much as ever.</li><li>» They will often misread your emotional expressions – reading anger, hostility, or disappointment when you feel nothing like any of that.</li><li>» Their sleep cycle will change. Their circadian rhythm will move them about three hours past where they were as kids. This means that they will fall asleep three hours past the time they used to and unless they are completely exhausted, it will be biologically very difficult for them to fall asleep earlier. They will need about 9-10 hours sleep so will need to sleep in for later.</li><li>» Will want to make their own decisions about the things that affect them.</li></ul>
	<b>Support They Need</b>
	<ul style="list-style-type: none"><li>» Learning Coaches should expect to spend 30-90 minutes a day supporting students at this age.</li><li>» Be the calming force – breathe and wait for the wave to pass over you. It takes 90 seconds for an emotion to be triggered, to peak, and to start to fade, provided you don't do anything to give it oxygen.</li><li>» Help them to plan ahead and see around corners, but without judgment.</li><li>» Help them find safe ways to take risks such as sports – competitive and non-competitive.</li><li>» Let nothing be off-limits when it comes to what they can talk to you about.</li><li>» Wherever possible, let them sleep in to catch up on sleep deficits.</li><li>» Listen more than you talk.</li></ul>

# Shared Expectations

## Sample Expectations with Positive Phrasing

Remember, keep your list brief! 3-6 is usually a good number.

- » Listen carefully when a teacher, learning coach, or another student is speaking.
- » Keep your workspace organized.
- » Follow the daily schedule.
- » Ask another student for help before asking the Learning Coach.
- » Stay in your seat during learning time.
- » Follow directions the first time that they are given.
- » Speak up when you need help.
- » Come to our learning space prepared for the day.
- » Let others learn and work.
- » Use your resources to find a way forward.

# Shared Expectations

## Get Specific

When we use general language in our expectations, we open ourselves up for misunderstanding. Observable expectations set students up for success.

GENERAL	SPECIFIC
"Be respectful!"	"Listen carefully when a teacher, learning coach, or another student is speaking."
	"Follow directions the first time that they are given."
"Be responsible!"	"Keep your workspace organized."
	"Follow the daily schedule."

# Shared Expectations

## Address Pain Points

PAIN POINT	SHARED EXPECTATION
My learner interrupts me when I'm in work meetings.	Ask another student for help before asking the Learning Coach.
	Let others learn and work.
My learner will sit idly in front of her computer when she doesn't know what to do.	Speak up when you need help.
	Follow directions the first time that they are given.
Sometimes I am working with one student and another one needs my support to move forward.	Let others learn and work.
	Use your resources to find a way forward.