Teaching Expectations that Lead to Positive Patterns of Behavior and Independence

Student name: Date:

Use the checklist below to identify routines or behaviors that require teaching and then follow the steps to teach the routine or behavior.

✔	Steps to Teach Expectations
	1. Use the Expectations data form to identify a routine or behavior that is important for independence and requires teaching.
	2. Task analyze the routine or behavior with all the steps needed to successfully follow the routine or engage in that behavior.
	3. Give instructions and model the routine or behavior in a way that the child will understand. Use visual supports, visual modeling, or peers to assist with the instructions and modeling.
	4. Provide an opportunity for the child to practice the routine or behavior and provide prompting to help the child be successful.
	5. Fade prompts gradually using the prompt hierarchy. Effective prompting is just enough adult assistance for the child to be both successful and as independent as possible. If a high level of adult prompting is continuing to be provided, assess the situation and determine what is needed to reduce adult prompting (e.g., use of visual supports, peer support, training for adults to fade prompts).
	6. While the child is practicing the routine or behavior, give positive, descriptive feedback for correct or almost correct responses, and provide gentle corrective feedback for errors, such as modeling or guiding to the correct response.
	7. Take data using the independence data form to measure the level of prompting needed for the student to be independent on each step of the routine. When taking data, use least-to-most prompting so you get accurate information about the child's capability for independence. * You may use most-to-least prompting for teaching but not for the data collection.

	8. Review data and decide whether the child is becoming more independent with your teaching plan or if you need to make changes to increase progress.