

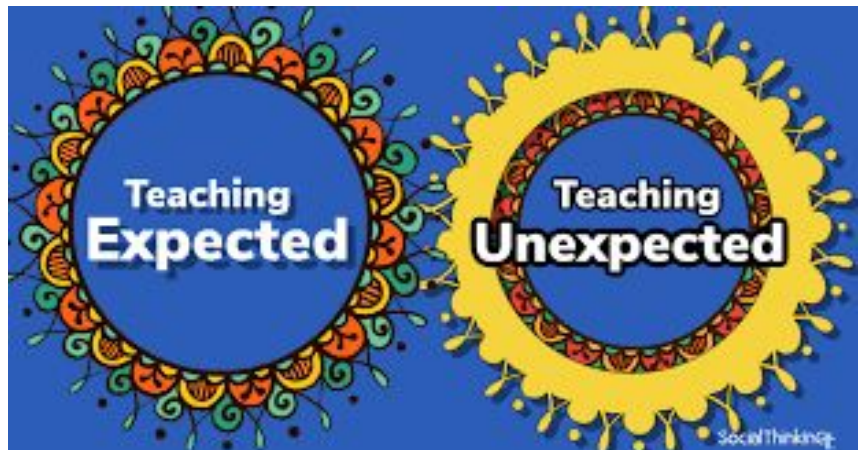
# THE SOCIAL SCOOP

OAK HILL ACADEMY NEWSLETTER OF SOCIAL COMMUNICATION

## Expected and Unexpected Behaviors

Although people often refer to childrens' behaviors as "appropriate/inappropriate" or "good/bad" we prefer to use "expected" and "unexpected" because they don't elicit an emotional judgment. Each situation or environment has a set of "hidden rules" that dictate what is expected of us. Unexpected behaviors give

other people "uncomfortable thoughts" about us and usually result in consequences. On the other hand, "expected behaviors" give people "comfortable thoughts" about us. Each classroom is its own society with its own set of "hidden rules" and each family is its own society with its own set of "hidden rules." We are trying to teach our students to behave in a way that gives others comfortable thoughts about them.



## Kindergarten and First Grade

This month we went on a pirate adventure! We learned to uncover the “Hidden Rules” by “thinking with our eyes” and “listening with our ears.” We practiced all of the “expected” behaviors of being in a group such as “thinking with our eyes”, “keeping our body in the group” and “listening with our whole body” as we followed a “group plan” that ended in finding a treasure. We learned that unexpected behaviors lead to others having uncomfortable or negative thoughts about us whereas expected behaviors lead to others having comfortable or good thoughts about us. While reading a storybook, we held up red or green thought bubbles to indicate how we felt about the different behaviors from characters in the story. For example, a little girl playing with toys while everyone else was cleaning, gave us uncomfortable thoughts and we held up red thought bubbles. In the picture below on the left, Kindergarteners are keeping their bodies with the group and rowing a boat across the high seas in search of hidden treasure. On the right, a first grader creates a box of hidden treasure to remind us of the “hidden rules” that we encounter everyday at home, school, and out in the community.



## Second through Fifth Grade

This month in 2nd-5th grade, we learned about expected and unexpected behaviors both inside/outside the classroom. We enjoyed learning that unexpected behaviors make our peers/teachers feel uncomfortable and expected behaviors make our peers/teachers feel comfortable. As a class we discussed hidden rules in different situations and how rules are not explicitly taught rather hidden. We watched various

videos depicting expected and unexpected behavior and had to explain how the behavior was unexpected or expected. The videos provided each student with a great visual representation as to what it looks like when others or ourselves make an expected or an unexpected choice. As further reinforcement visuals were provided throughout the lesson to promote carryover of skills.



During Guided Play with Mrs. Henry's groups, the students extended their learning of what expected/unexpected behaviors are and how these "hidden rules" we follow change depending on where they are, who they're around and what you're doing. They watched funny videos where they had to be social detectives and spot the unexpected behavior. We also read *Clark the Shark* and *What if Everybody Did That?*. While

reading, we incorporated movement games (using a shark popper and dart game) to have "brain breaks" and keep them motivated. The students seemed to enjoy "Zones of Regulation" Twister in which they had to name a feeling that corresponded to the zone they landed on - while trying not to fall! See pictures below for some of their moves! :)

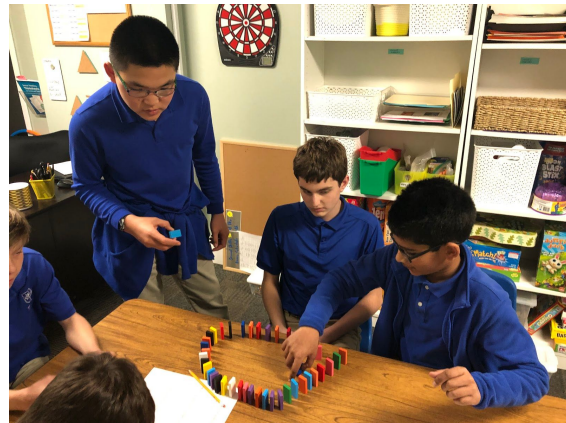


## Middle School

This month's topic is a concept very familiar to middle schoolers. The teachers at Oak Hill constantly refer to expected vs. unexpected behaviors. For a quick refresher on the information, we talked about what these behaviors look like at school, home, and with friends and how they are different for each setting. After our review, we discussed the hidden rules for playing games and practiced what is expected in action when playing Jeopardy. We also built amazing domino tricks to illustrate how behaviors are like a domino effect. When the first domino falls, others fall down as a result. When we display expected or unexpected behaviors, we give others thoughts about us which lead to consequences as a result. For example, a student raises his/her hand to ask a question about what is being learned in class. This gives teachers comfortable thoughts, and as a result, they will acknowledge the question! Ask your students about what their team



built for their domino creation! Mrs. Henry's groups followed the same topic and incorporated these concepts into True/False dart games to determine what are expected behaviors and unexpected behaviors (and hidden rules!) in middle school and even across our community (at Dave & Busters, the movie theatre, restaurants, etc). This week, they had to work in pairs and come up with expected/unexpected behavior with a partner.



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