

Intervention Name: Active Teaching of Classroom Rules

Function of Intervention:

This intervention has been developed to help children learn classroom behavioral expectations.

Brief Description:

This intervention provides a framework to assist teaching in the use of modeling practice and feedback to instruction classroom behavioral expectations. The intervention starts with the explicit display of rules in each classroom environment followed by a review and discussion of the rules with the students. This is then followed by having individual students model the appropriate behavior focused upon in the rule. Finally, when children subsequently exhibit the desired behavior they are immediately praised. This intervention can be followed up with a contingent observation procedure (sit and watch) for children who exhibit misbehavior afterwards.

Procedures:

1. Display chart with list of classroom rules and provide each student with a copy.
2. Early in the year, set aside a block of time to discuss each rule. It is important to discuss the purpose as well as provide examples of appropriate behavior using specific examples. In this discussion, students should be encouraged to provide their own examples of both appropriate and inappropriate behavior.
3. At the end of this discussion, explicitly note to the students that they will be observed and students who follow rule will be identified and praised.
4. After the discussion, it is critical to identify students who are observing a rule and provide immediate, specific, and positive feedback. For example "I am so excited that Albert is working on his seatwork quietly!" The purpose of this feedback is to both positively reinforce the student, but also provide a model for other children.

Critical Components that must be implemented for intervention to be successful:

- A defined set of rules posted in classroom.
- A specific discussion period in which the rules are fully reviewed using specific examples.
- Immediate and overt and specific and positive feedback for students following rules.

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions: Students are able to understand and demonstrate desired behaviors based on clear expectations. If this assumption is not met it is critical to revise the rules and procedures.

Materials

- A chart with the list of classroom rules.

References

Johnson, T. C., Stoner, G., & Green, S. K. (1996). Demonstrating the experimenting society model with classwide behavior management interventions. *School Psychology Review*, 25, 199- 214.