



## Behavioral Interventions and Strategies Series:

### *Active Teaching of Classroom Rules*

**When to use:** To help students learn classroom behavioral expectations and demonstrate self-discipline.

**Why use:** Establishing and maintaining classroom rules is a critical component to effective classroom management and allows for the creation of a learning environment conducive to student engagement, cooperation, and productivity. However, simply stating or posting classroom rules is not sufficient for the development and maintenance of appropriate behaviors in the classroom. Active teaching of rules teaches students what is expected and provides opportunities for teachers to provide reinforce appropriate behaviors consistent with rules.<sup>2</sup>

**Brief Description:** This intervention provides a framework for teaching classroom behavioral expectations through the use of direct instruction, modeling, practice, and feedback. Rules are displayed visibly in the classroom and are reviewed and discussed with students. Individual students are asked to model the appropriate behavior associated with each rule. Students are immediately praised for engaging in appropriate behaviors.<sup>1,2</sup> This strategy also includes brief daily review of rules and practice to reinforce learning.<sup>2</sup>

**Materials Needed:** Poster or other visible, prominently displayed graphic listing classroom rules and a list of rules for each student (for older students)

#### **Procedure:**

- Display poster or chart with list of classroom rules and provide each student with a copy
- At the beginning of the year (preferably during the first few days), set aside a block of time to discuss the rules. Spend approximately 10 minutes discussing the rules including rationale for each rule, and importance of each rule. Discussion should include teacher- and student-generated examples of appropriate and inappropriate behavior. Have students model examples of both types of behavior.
- Inform students you will be observing them at various times during the day to see if they are following the rules
- Review rules by spending a few minutes reteaching 1 or 2 rules at the beginning of each class period/day
- Continue providing immediate praise to students or groups engaging in appropriate behavior consistent with classroom rules
- Monitor behavior to determine which rules need to be reviewed and/or which students are violating rules more

#### **Critical Components:**

- Defined set of rules prominently displayed in the classroom
- Specific discussion period to review rules, provide examples, and model behavior
- Provide immediate, specific, positive feedback to students engaging in appropriate behavior
- Students are able to understand and engage in appropriate behaviors



#### **References**

1. Evidence Based Intervention (EBI) Network. See <http://ebi.missouri.edu> for more information.
2. Rathvon, N. (2008). *Effective school interventions, Second Edition: Evidence-based strategies for improving student outcomes* (pp. 83-84). New York: The Guilford Press.