

Common Reason for Social Behavior Failure: They have not learned the behavior

Intervention Name: **Active teaching of classroom rules**

Brief Description:

Clearly and specifically teach and review classroom rules/procedures through modeling, practice, and specific, immediate, positive feedback. This intervention is related to direct instruction methodologies which are supported by a substantial literature base.

What "Common Problems" Does This Address?

Children have not learned the behavior and therefore are unable to demonstrate it.

Procedures

1. Display chart with list of classroom rules and provide each student with a copy.
2. During instructional time, discuss the rules, emphasizing the purpose and importance of each rule.
3. Provide specific examples for each rule and encourage students to share their own examples
4. Explain to students that you will be observing them to identify individuals who are following the rules
5. Identify students who are observing a rule and provide immediate, specific, and positive feedback Example; "I am so excited that Kyle is on time and prepared for class today!"

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

- Clearly defined set of rules displayed in classroom
- Discuss the rules with students, emphasizing the purpose and importance of each rule
- Provide specific examples for each rule
- Observe students and provide immediate, specific and positive feedback

Critical Assumptions/Problem-Solving Questions to be Asked:

Assumptions: Students are able to understand and demonstrate desired behaviors based on clear expectations; therefore, ask yourself, "Are the rules and procedures clear and developmentally appropriate?"

- If yes, then proceed with this intervention
- If no, revise the rules and procedures

Materials

A chart with the list of classroom rules, such as:

1. On time and prepared for class everyday
 2. Listen to and follow teacher's instructions
 3. Respect others, their personal space, and property
 4. Raise your hand and wait your turn to speak.
- Individual student copies 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.