

Common Reason for Social Behavior Failure: They have not learned the behavior
Intervention Name: **Say-it, Show-it, Check-it: Teaching Classroom Procedures**

Brief Description:

Each of the classroom rules and why adhering to each rule is important is verbalized to the class. Modeling what adherence to each rule would look like and what non-adherence to each rule would look like is next. Students then scrutinize non-adherence, re-practice appropriate rule behavior, and are praised for demonstrating proper rule following. This intervention is consistent with the Positive Behavioral Interventions & Supports (PBIS) Model, and offers an example of how such a model would work in a single classroom.

What “Common Problems” Does This Address?

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

Procedures:

1. Say:
 - a. Verbalize, one at a time, each of the classroom rules to the students and explain why it is important for the class to follow that rule.
 - “Our first rule is to come on time and prepared to class everyday. It is important to come to class on time and prepared for the day because if you don’t, you will miss out and your classmates will miss out on important learning time.”
 - b. Explain what students would physically be doing if they were following the rule.
 - “If you were to come on time and prepared to class everyday you would be sitting in your desk before the bell rings, working on your morning work, and have all the materials you need for the day inside your desk.”
2. Show:
 - a. Model how to appropriately follow the rule (or have a student do it).
 - “Watch what I would look like if I were to come to class on time and prepared to learn.” Walk into the classroom, put all necessary materials for the day inside your desk, hang up your book bag, and sit quietly at your desk working on appropriate materials. “This is what coming to class on time and prepared looks like.”
3. Check:
 - a. Ask students to watch your next demonstration and to see if there is anything wrong with what they watched. This will determine if students grasp the rule and how to appropriately follow it.
 - “Watch me now and see you if can find anything wrong with what I am doing.” Run into the classroom, throw your book bag on the floor and go over to another student’s desk and ask if you can borrow some paper and pencils. Then say, “Did I come on time to class and come prepared to learn?”

- b. Model again how to appropriately follow the rule (or have a student do it). Then ask the students what you did right that showed that you were following the rule.
 - “Watch what I would look like if I were to come to class on time and prepared to learn.” Walk into the classroom, put all necessary materials for the day inside your desk, hang up your book bag, and sit quietly at your desk working on appropriate materials. “Is this is what coming to class on time and prepared looks like?”
- c. If a student demonstrated appropriate rule following to the class, reward them for doing so. Also, reward the class for being able to determine what appropriate rule following and inappropriate behaviors look like.

Critical Components That Must Be Implemented For Intervention To Be Successful:

- This intervention is a wonderful precursor to subsequent behavior management strategies. Applying this intervention alone will not promote rule adherence. Therefore, practice behavior management strategies consistently after implementation of this intervention (i.e. praising rule adherence, explicit consequences for not adhering to the rules).
- This intervention works best when implemented and practiced intensely at the beginning of the school year. However, frequent refresher sessions will be necessary to re-teach the students how to properly adhere to classroom rules (i.e. following holiday breaks or other abrupt changes in the school day).
- Minimize the number of rules in the classroom (i.e. 3-5) and keep rules and explanations developmentally appropriate.
- Verbally present each rule to the class and what the rule would look like in the classroom
- Explain why each rule is important in the classroom
- Demonstrate how to adhere to each rule
- Demonstrate what non-adherence looks like
- Re-demonstrate what proper adherence to the rule looks like and discuss why the demonstration was correct
- Acknowledge the class for determining what appropriate rule following looks like

Additional Information:

Display the rules in the classroom where they can easily be spotted and referenced. Use caution when carrying out the inappropriate display of the rule portion of this intervention with students who are likely to increase negative behaviors in order gain peer attention. This intervention also assumes that each student can demonstrate the ability to perform the desired behavior.

References:

- Rathvon, N. (2008). Say show check: Teaching classroom procedures. *Effective school interventions: Evidence-based strategies for improving student outcomes* (pp. 81-83). New York, NY: The Guilford Press.
- Sugai, G., Horner, R., & Lewis, T. (2009). *OSEP Technical Assistance Center on Effective Schoolwide Interventions: Positive Behavioral Interventions & Supports*. Retrieved Nov. 3, 2009, from U.S. Department of Education, Office of Special Education Programs, Eugene, OR. Web site: <http://www.pbis.org>.
- Wolfgang, C.H., & Wolfgang, M.E. (1995). *The three faces of discipline for early childhood: Empowering teachers and students* (pp. 223-225). Boston, MA: Allyn & Bacon.