

## INTERVENTIONS FOR BEHAVIOR

### Classroom Rules

#### Purpose:

Classroom rules give students a framework for behavior.

#### Description:

Designed to be time effective for teachers, development of rules can be used with individual students, small groups, or with the entire classroom.

#### Materials:

Posted rules.

#### Procedure/Steps:

##### Preparation:

1. Rules should be simple but relevant, and consequences should be logical and consistent. It is generally accepted that five or fewer positively worded rules are most effective. Creating the rules can be the first activity of the first day of a new school year. Let students assist with making the rules to increase their buy-in. When teaching the rules, **focus on the positive behaviors** that you want students to engage in. Post the rules prominently in the classroom, and refer to them frequently. Be sure to define, model, and demonstrate the desired behavior.

##### Steps in Implementing This Intervention:

1. Rules may be general, such as “Be kind to others,” as long as specific behaviors are identified when the rules are taught. Rules may also be very specific such as “raise your hand before speaking.” Whether general or specific, you might help students define what the rule means. For instance, “Be kind to others,” might be defined as always speaking to others as you would want them to speak to you-in a polite manner and pleasant tone of voice. Give them examples and ask them what they think it means to be kind.
2. Rules must be taught, re-taught and modeled by teachers, students, and other adults. Students need a clear understanding of what is expected. Define the expected behaviors and state them in a positive, proactive way.

#### Evaluation of Effectiveness:

Comparison of behavior before and after implementation.

#### Sources:

Positive Behavior Support: Real Manuals for Real Teachers  
<http://cfs.fmhi.usf.edu/policy/rmrt/PDF/OPasco-intro.pdf>