



Classroom Rules

Definition & Rationale:

Classroom rules are designed to promote desired behaviors within the classroom and limit disruptive behaviors to maximize time for learning and activities.

Knowledge of classroom rules and student compliance with rules is positively correlated with desired behaviors within the classroom.

Characteristics of Rules:

- **Age-appropriate**
 - Briefly worded using age-appropriate vocabulary
- **Specific and observable**
 - Can be measured and it is clear if a rule has been followed or violated
- **Stated positively**
 - Targets the appropriate/desired behavior (lacks "No" statements)
- **Easy to understand**
 - Specific enough to limit confusion for students
- **Enforceable**
 - Rules are clear and action can be taken to ensure rules are followed
- **3 to 5 rules total**
 - Addressing interactions, compliance, movement, and work completion

Example Rules:



Carson Dellosa Class Rules Chart (114080)

<https://www.carsondellosa.com/114080--class-rules-numbered-chart-114080/>

Next Steps:

- Review current rules and compare to criteria listed above
- Alter rules as needed
- Review and practice rules regularly with students to increase learning
 - Start the day or week with a rule review chant or song
 - When rules are broken, discuss the reasons for the rules
- Follow and reinforce the rules consistently

Literature References:

Reinke, W. M., Herman, K. C., & Stormont, M. (2012). Classroom-level positive behavior supports in schools implementing SW-PBIS: Identifying areas for enhancement. *Journal of Positive Behavior Interventions, 15*, 39-50.

Rosenberg, M. S. (1986). Maximizing the effectiveness of structured classroom management programs: Implementing rule-review procedures with disruptive and distractible students. *Behavioral Disorders, 11*, 239-248.

Teaching Classroom Rules

Rule

Teach

Verbally describe the rule and explain why it is important:

Model (Correct, Incorrect, Correct)

Model (act out) appropriately following the rule to provide students with a positive example:

Model (act out) breaking the rule to provide students with a negative example:

Model (act out) appropriately following the rule again, to provide another positive example of rule-following behavior:

Practice

Have all students correctly demonstrate following the rule:

Praise/Reinforce

Provide specific labeled praise to the student(s) who correctly demonstrated following the rule:

Develop a plan to reinforce students who correctly follow the rule:

Teaching Classroom Rules (EXAMPLE)

Rule

Raise your hand and wait to be called on to speak.

Teach

Verbally describe the rule and explain why it is important:

"We raise our hand and wait to be called on before talking. This lets me know when you need something without disrupting others and allows everyone to have a chance to speak and be heard. Raising our hand helps us be respectful and considerate of others."

Model

Model (act out) appropriately following the rule to provide students with a positive example:

"This is how we raise our hand to wait to be called on to talk." Raise hand straight above head. "Watch how when I raise my hand, my lips stay zipped until I'm called out." Model this by designating a student to call on you.

Model (act out) breaking the rule to provide students with a negative example:

Raise hand and shout out "I know, I know!" Then, ask the class, "Was that the responsible way to get the teacher's attention?"

Model (act out) appropriately following the rule again, to provide another positive example of rule-following behavior:

"Watch one more time, this is how we raise our hand to wait to be called on to talk." Raise hand straight above head. "Watch how when I raise my hand, my lips stay zipped until I'm called out." Model this by designating a student to call on you.

Practice

Have all the students correctly demonstrate following the rule:

"Your turn, show me how we raise our hand and wait to be called on to talk."

Praise/Reinforce

Provide specific praise to the students who correctly demonstrated following the rule:

"Great job raising your hand, Lexi."

Develop a plan to reinforce students who follow the rule:

During class instruction, especially during reading, I will look for and "catch" students when they raise their hand and wait to be called on before talking. I will attempt to provide specific praise to students with hands raised each time I call on them. "Thank you for raising your hand."

Adapted from: Reinke, W. M., Herman, K. C., & Sprick, R. (2011). *Motivational Interviewing for effective classroom management, the classroom check-up*. New York, New York: Guilford Press.