

Say-it, Show-it, Check-it: Teaching Classroom Procedures

Function of Intervention

This intervention has been developed to help children who have not learned the appropriate behavior and are therefore unable to demonstrate it. The current brief was based on the presentation of Rathvon (2008)

Brief Description:

Using this intervention, each classroom rule is presented to students using a three step process to maximize the likelihood of acquisition. First, the rule is presented to the students. Next, behavioral adherence as well as non-adherence is modeled for each rule. In this phase students have the opportunity to watch and scrutinize each example of adherence and non adherence. Finally, students have the opportunity to try each behavior and are praised for successful demonstration of adherence behaviors. 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.

Procedures:

1. "Say":
 - a. Present each rule, one at a time to the students. It is important to and explains why it is important for the class to follow that rule.
 - "Our first rule is to come to class on time and sitting down in your desk so you are prepared to start the lesson. It is important to come to class on time so that you have the opportunity to learn from the lesson and you don't distract your classmate while they are trying to learn.
 - b. Discuss what example and non-example of adherence. Students should understand what it would look like if they are following the rule.
 - "When you are in your desk on time and prepared, working on the assigned lesson when bell rings your following this rule. Running to your desk as the bell rings is an example of "not" being ready for class on time.
2. Show:
 - a. Demonstrate how to follow the rule. It is also acceptable to have a student model 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. "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.

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