



Reflection: Defining and Teaching Classroom Rules and Routines

Take a moment to make sure your plan is going to work. Ask yourself the following questions:

Consider how rules are defined:

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| Are my classroom rules positively stated? | Yes | No |
| Are my classroom rules easily understood and concise? | Yes | No |
| Are my classroom rules specific and measurable? | Yes | No |
| Are the behaviors for successfully following the rules observable? | Yes | No |
| Do I have 3-5 rules total? | Yes | No |

Consider how you teach rules:

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|---|-----|----|
| Do I have a lesson plan that clearly states what the rule is and why it is important? | Yes | No |
| Do I have a plan for how to model what appropriate rule-following looks like (and does not look like)? | Yes | No |
| Do I have a plan to provide opportunities for students to practice appropriate rule-following behavior? | Yes | No |
| Do I have a plan to give behavior-specific praise following student demonstration of rule-following behavior? | Yes | No |

Consider your plan for implementing classroom routines:

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|---|-----|----|
| What are the most important classroom routines that my students need to know?
Did I create a plan for teaching these routines? | Yes | No |
| Are the steps to the routines clear and concise? Are there as few steps as possible? | Yes | No |
| Did I create a visual prompt that is developmentally appropriate and will be helpful to the students? | Yes | No |
| Are there some children who need more support and/or practice to learn the classroom routines? If so, how can I provide this support? | Yes | No |

If you answered "No" to any of the questions above, what actions can you take to improve in this area?

Complete the following sentences in your own words:

It is important for me to define and teach classroom rules and routines because...	I am confident that I can effectively define and teach my students our classroom rules and routines because...