Provide the following example to prove your point:

Some teachers have a rule about talking. Yet talking is not a serious offense. An aggravating offense? Yes. A serious offense? No. Because rules regulate serious offenses only, then talking out of turn falls under the category of “procedure” as opposed to “rule.”

Make and share a copy of the following for each teacher:

### Rules and Procedures Simplified

- A rule regulates a serious offense.
- A procedure is simply a way that you want something done in your classroom—the same way, every time.
- When a student breaks a rule, a consequence follows.
- When a student does not follow a procedure, you remind him of the procedure and practice it with him if necessary.
- You should never have more than five rules.
- You should have many procedures.
- An example of a rule: We agree not to hit each other. (Fighting is a serious offense.)
- Examples of procedures include how to walk to lunch, how to ask permission to speak, how to get into and out of groups, what to do if you need a pencil sharpened, and how to pass in papers.

You will probably notice that once teachers are clear about the difference between rules and procedures, most will have trouble thinking of five rules. Some have only one or two. This is fine, as long as those one or two are enforced consistently.

Make the point that all effective classroom managers have lots of procedures. However, they do not implement them all at once. Rather, they implement the most important ones first (such as a procedure for securing the attention of their students), and they continue to add a few at a time. In the classrooms of effective managers, students are never confused about what is expected of them. The procedures are discussed, modeled, and practiced. When a student forgets, he is reminded of the correct procedure. If practice is needed, it is provided by the