ARTICLES

DeVries, R., & Zan, B. (2003). When children make rules. *Educational Leadership, 61*(1), 64–67.

In this seminal article, the authors define then outline reasons for rule-making with a constructivist perspective. Teachers in an early childhood program were interviewed and children's examples are given to illustrate rule-making.

National Association for the Education of Young Children. (2009). Position statement: Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Retrieved from: http://www.naeyc. org/files/naeyc/file/positions/PSDAP.pdf

The National Association for the Education of Young Children has written a position paper on the use of developmentally appropriate practices. There is an excellent section titled *Guidelines for Developmentally Appropriate Practices.* This section outlines five steps to create a caring community of learners. Step one is especially useful in regards to creating a "physical, emotional, and cognitive environment that is conducive to development and learning."

Wien, C. A. (2004). From policing to participation: Overturning the rules and creating amiable classrooms. *Young Children, 59,* 1–7.

This article discusses the way three classroom teachers reexamined classroom rules. Children were invited to negotiate and discuss classroom rules.

BOOKS

Epstein, A. S. (2007). Social skills and understandings. In A. S. Epstein (Ed.), *The intentional teacher* (pp. 82–86). Washington, D.C.: National Association for the Education of Young Children.

This chapter discusses different kinds of rules that teachers establish in the preschool classroom. Also included are suggestions of teaching strategies that may be used to help children understand, establish, and follow the rules.

Gartrell, D. (2011). *A guidance approach for the encouraging classroom* (5th ed.). Belmont, CA: Wadsworth CENGAGE Learning.

This book is divided into three parts. Part one focuses on the foundation of guidance. Part two details how to build an encouraging classroom. The final part explores intervention strategies.

Grove, T., Glasser, H., & Block, M. L. (2007). *The inner wealth initiative: The nurtured heart approach for educators*. Tucson, AZ: Nurtured Heart Publications.

This book outlines a curricula directly aimed at developing a thriving social environment in classrooms. Although directed to the K–12 system, the chapters on "Giving Effective Praise" and "Building Inner Wealth" are applicable to all teachers.

Strain, P., & Hemmeter, M. L. (1999). Keys to being successful when confronted with challenging behavior. In S. Sandall & M. Ostrosky (Eds.), *Young exceptional children monograph series No. 1 – Practical ideas for addressing challenging behaviors* (pp. 17–27). Missoula, MT: The Division for Early Childhood of the Council For Exceptional Children.

GUIDE

This monograph describes four keys areas to address when working with children who have challenging behaviors. The fourth key about prevention explains the important elements of classroom rules.

Webster-Stratton, C. (1999). *How to promote children's social and emotional competence.* Los Angeles, CA: SAGE.

This book describes a variety of strategies for use in the preschool classroom to increase a young child's social competence. One strategy is for the teacher to be proactive. This proactive approach includes developing classroom rules.

WEBSITES

Center for Social Emotional Foundations for Early Learning

Module 1: Promoting Children's Success: Building Relationships and Creating Supportive Environments. Retrieved from http://csefel.vanderbilt.edu/resources/training_preschool.html#mod1

This module incorporates a section on the importance and development of classroom rules.

Scripted Stories for Social Situations. Retrieved from http://csefel.vanderbilt.edu/resources/strategies.html#scriptedstories

Scripted Stories for Social Situations help children understand social interactions, situations, expectations, social cues, the script of unfamiliar activities, and/or social rules. As the title implies, they are brief descriptive stories that provide information regarding a social situation. The scripted stories are especially helpful when teaching rules to children.

Technical Assistance Center on Social Emotional Intervention for Young Children

Make and Take Workshops. Retrieved from http://www.challengingbehavior.org/communities/make_n_take/make_n_take_home.html

The Technical Assistance Center on Social Emotional Intervention for Young Children takes research that shows which practices improve social emotional outcomes for young children and creates FREE products. This site has a monthly feature called "Make and Take." Reducing challenging behavior by clarifying expectations, rules and routines is the focus of this page.