

**RULES AND PROCEDURES**

# Acknowledging Lack of Adherence to Rules and Procedures

THE **MARZANO COMPENDIUM** OF  
INSTRUCTIONAL STRATEGIES

Acknowledging Lack of Adherence to Rules and Procedures



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# INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

# ACKNOWLEDGING LACK OF ADHERENCE TO RULES AND PROCEDURES

Teachers who master this element consistently and fairly apply consequences when students do not follow rules and procedures. While it is important to give students positive attention for following the rules, failure to adhere to rules and procedures should not be ignored. Neither punishment alone nor reinforcement alone is as effective at reducing disruptive behavior as a combination of reinforcement and punishment.

## Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- Students cease inappropriate behavior when the teacher signals.
- Students accept consequences as part of the way class is conducted.
- Student describe the teacher as fair in application of rules.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

## Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of

## Acknowledging Lack of Adherence to Rules and Procedures

the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

### Scale for Acknowledging Lack of Adherence to Rules and Procedures

4	3	2	1	0
Innovating	Applying	Developing	Beginning	Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I apply consequences for not following rules and procedures consistently and fairly, and I monitor the extent to which my actions affect students' behavior.	I apply consequences for not following rules and procedures consistently and fairly, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

**Not Using (0):** A teacher ignores students who are misbehaving, hoping they will stop of their own accord.

**Beginning (1):** A teacher sometimes uses verbal cues when students are behaving disruptively, but he often waits until the behavior is out of control instead of acknowledging it pre-emptively.

**Developing (2):** A teacher uses strategies such as verbal cues and time-outs to manage her students' lack of adherence to rules and procedures and usually addresses incidents before they become problematic. She is becoming more confident in her classroom management abilities but isn't sure if the strategies are preventing further instances of misbehavior.

**Applying (3):** A teacher uses a variety of strategies to respond promptly and appropriately to varying degrees of misbehavior. By examining the number of times she has to use the more extreme responses such as office referrals and home contingencies, she is able to see that strategies such as verbal cues and pregnant pauses are helping prevent instances of misbehavior from escalating.

**Innovating (4):** A teacher uses various strategies to respond to inappropriate behavior. However, a few of his students continue to have trouble with the procedures for transitioning between activities. To emphasize this problem area, he designs an interdependent group contingency around how long it takes the class to complete transitions.

## **STRATEGIES**

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

## **Verbal Cues**

The teacher says a student's name, quietly reminds a student that he or she is not following a rule or procedure, quietly states the expected appropriate behavior, or simply tells a student to stop the current behavior. The teacher might also use comments such as, "Bill, think about what you are doing right now" or "Mary, is what you are doing helping you focus your attention?"

### **Teacher Actions**

- Saying a misbehaving student's name to call attention to his or her misbehavior
- Telling a misbehaving student what rule or procedure he or she is violating
- Asking a misbehaving student questions that prompt him or her to stop the inappropriate behavior

### **Desired Student Responses**

- Ceasing inappropriate behavior in response to the teacher saying their name, reminding them of a rule or procedure, or asking them to stop
- Explaining the impact of their behavior on learning

### **Extra Support**

- Referring to the learning goal when reminding a student that his or her behavior is counter-productive—for instance, "Becky, is what you are doing helping you write a more engaging introduction to your essay? How can I help you get back on track?"

### **Extension**

- Asking students to describe the consequences of their current behavior



## Verbal Cues

- [Student name], please stop \_\_\_\_\_ [describe behavior].
- [Student name], when you \_\_\_\_\_ [describe behavior], it \_\_\_\_\_ [describe effect on others]. Could you \_\_\_\_\_ [suggest appropriate behavior] instead?
- [Student name], you are not \_\_\_\_\_ [state rule or expectation] right now. Can you try that again?
- [Student name], is what you are doing right now helping you \_\_\_\_\_ [describe expected task or behavior]?
- [Student name], how do you think \_\_\_\_\_ [describe behavior] affects your classmates and their ability to learn?
- [Student name], if you continue to \_\_\_\_\_ [describe behavior], you will \_\_\_\_\_ [describe consequence]. What should you be doing instead?
- [Student name], \_\_\_\_\_ [describe behavior] goes against \_\_\_\_\_ [value or expectation]. That's not acceptable in our classroom.

## **Pregnant Pause**

The teacher stops teaching in response to recurring disruptive behavior, creating an uncomfortable silence that will direct the attention in the room toward the misbehaving student. This can be a powerful motivator for a student to adjust his or her behavior. For example, if a student is talking to his neighbor during teacher-led instruction, the teacher might stop speaking until the student realizes the class is waiting on him. However, if the student's goal in misbehaving was to attract attention, this strategy can backfire. The teacher should be prepared to verbally confront the student in front of the group if necessary.

### **Teacher Actions**

- Stopping teaching in response to disruptive behavior
- Directing the attention in the room toward the misbehaving student
- Confronting the misbehaving student in front of the class if necessary

### **Desired Student Responses**

- Ceasing inappropriate behavior in response to a pregnant pause or direct teacher confrontation

### **Extra Support**

- Explaining to students the purpose of the pregnant pause—that it is a signal to indicate that student behavior must be modified immediately—and modeling how you will use it

### **Extension**

- Following up later on with students who were the subject of a pregnant pause and asking them to explain what they were doing wrong and how fixing it facilitated the class's learning

## Steps for Using a Pregnant Pause

1. Notice a student behaving inappropriately during instruction.
2. Stop teaching and look at the student.
3. Wait for the misbehaving student to notice the pregnant pause.
4. Assess the student's reaction. If the student responds to the attention by ceasing the inappropriate behavior, resume teaching. If the student is encouraged by the attention and continues misbehaving, use another more direct strategy (such as a verbal cue) to convey that the behavior needs to stop.

## **Nonverbal Cues**

The teacher uses eye contact, proximity, subtle gestures (such as shaking the head “no,” putting a finger on the lips, tapping a student’s desk, giving a thumbs-down, or raising eyebrows) to signal to students that their behavior is inappropriate. For example, if a student is being disruptive during silent reading time, the teacher might make eye contact with that student, raise his eyebrows in a disapproving manner, and shake his head “no.”

### **Teacher Actions**

- Making eye contact with misbehaving students
- Moving close to misbehaving students
- Using gestures to signal that a student’s behavior is inappropriate

### **Desired Student Responses**

- Ceasing inappropriate behavior in response to teacher eye contact, proximity, or gestures

### **Extra Support**

- Describing and posting gestures that will be used to indicate inappropriate behavior

### **Extension**

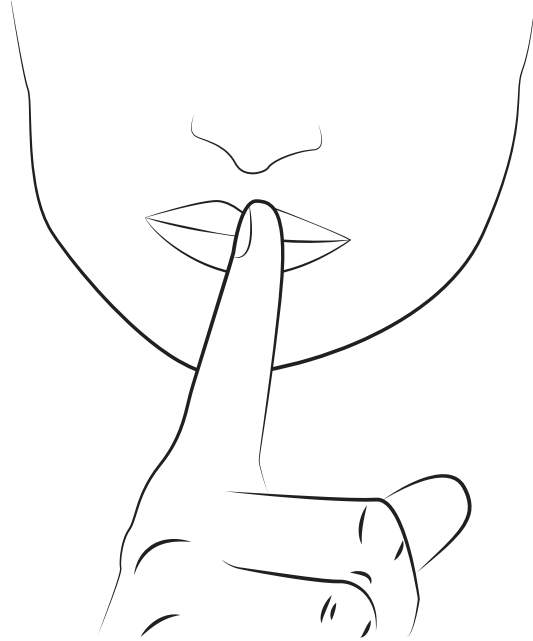
- Asking students to use nonverbal cues to signal to their peers that they are acting inappropriately

## Nonverbal Cues

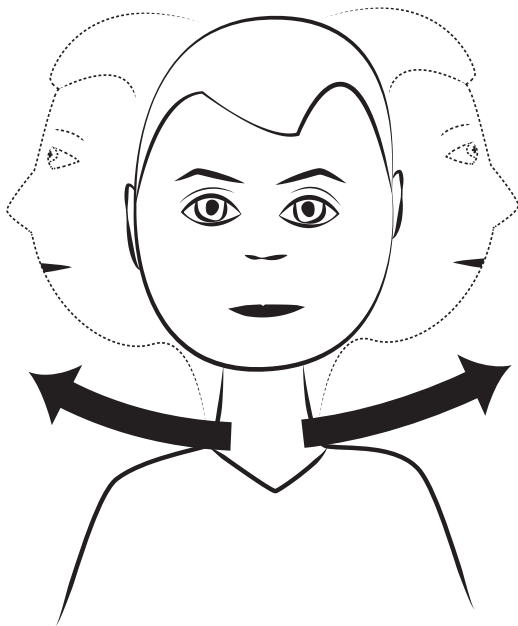
Look of Disapproval



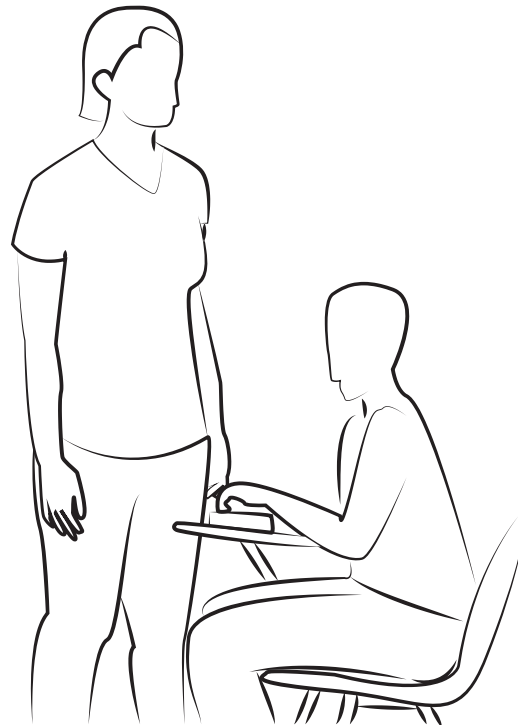
Finger on Lips



Shaking Head "No"



Proximity



## **Time-Out**

The teacher asks an offending student to go to a designated place (inside or outside the classroom) until the student is ready to resume regular classroom activities. The teacher might use a graduated process for sending students to time-out: (1) warning; (2) time-out inside the classroom, where the student can continue to attend to the academic activities that are occurring; and (3) time-out outside the classroom. To illustrate, imagine a student who gets up and wanders the room, bothering other students. After the first one or two times this happens, the teacher might give her a warning. If the behavior continues, the student is placed in a time-out chair away from other students but still within the classroom. If an in-class time-out fails to change the student's behavior, she is given a time-out outside the classroom. If the student leaves the classroom for a time-out, the teacher must ensure that the student is still supervised. Finally, the student should develop a concrete action plan specifying what she will do differently upon returning to the classroom.

### **Teacher Actions**

- Designating in-class and outside-class time-out locations
- Ensuring that outside-class time-out locations are supervised
- Warning misbehaving students that they will receive a time-out if the behavior continues
- Asking misbehaving students to take an in-class time-out
- Asking students to go to outside-class time-out if they continue to misbehave in an in-class time-out
- Asking students in outside-class time-out to create a plan to change their behavior when they return to class

### **Desired Student Responses**

- Ceasing inappropriate behavior in response to teacher warnings
- Going to the time-out location when asked to
- Behaving appropriately while in time-out
- Creating a plan to change their behavior when returning to class

### **Extra Support**

- Posting the graduated time-out process in the room with pictures to indicate each step

### **Extension**

- Following up with students who have been in time-out to hear how well they think they are adhering to their action plan for changing their behavior

### **Technology Tips**

- Using a cloud-based tool such as Google Drive, create a worksheet that asks students to reflect on their emotions and behavior. Have students complete the worksheet online after their time-out as a way to communicate about their behavior.

## Time-Out Debriefing Form

Name: \_\_\_\_\_ Date: \_\_\_\_\_

I received a time-out because:	
I behaved this way because:	
My plan for next time is:	
When I go back to class, I will:	
My teacher can help me by:	

## Overcorrection

The teacher requires a student who has behaved destructively to make things better than they were before the student acted to destroy them. For example, if a student destroyed class property, the student would need to repair what was destroyed and then improve additional class property. If a student interrupted the class's opportunity to learn, the student would need to learn the material independently and then assist the rest of the class in learning the material. An important step in this strategy is closely monitoring students while they complete overcorrection tasks.

### Teacher Actions

- Identifying ways that students who have behaved destructively can improve a situation beyond its original state
- Explaining to a student why he or she is expected to overcompensate for destructive behavior
- Monitoring students' work on overcorrection tasks to prevent further destructive behavior

### Desired Student Responses

- Improving situations in which they have behaved destructively beyond their original state
- Explaining what they did wrong and why they are expected to compensate for misbehavior

### Extra Support

- Telling students stories about people in the real world or in literature who compensated for wrongdoing through overcorrection
- Asking disruptive students to watch a video of their conduct during class to see how their behavior interfered with the class's learning, perhaps contrasted with a video or description of appropriate behavior

### Extension

- Asking students to suggest ways that they could overcorrect for their destructive behavior

### Example Overcorrection Consequences

Inappropriate Behavior	Overcorrection Consequence
Drawing on a desk	Cleaning every desk
Running in the hallway	Walking up and down the hallway several times
Throwing food at lunch	Cleaning the whole cafeteria
Disrupting instruction	Teaching the content to other students
Using rude language toward a classmate	Writing an apology letter to every classmate
Speaking out of turn	Practicing the correct procedure repeatedly



## **Interdependent Group Contingency**

The teacher gives the entire class positive consequences only if every student in the class meets a certain behavioral standard. This type of group contingency can be used to reinforce positive group behavior and extinguish negative group behaviors, but it should be used carefully, especially at the secondary level where students have a well-developed sense of fairness. Combat this perception by preemptively explaining to students that during the learning process, a class succeeds and fails as a team.

### **Teacher Actions**

- Explaining the behavioral standard that the whole class must meet to earn positive consequences
- Selecting an appropriate way to track whole-class behavior (marble jar, tally marks, countdown)

### **Desired Student Responses**

- Understanding why the whole class received or did not receive positive consequences
- Treating other students respectfully regardless of whether or not positive consequences were earned

### **Extra Support**

- Creating and posting a list of ways that students can respectfully remind their peers to adhere to behavioral standards

### **Extension**

- Asking students to describe positive and negative group behaviors exhibited by the class

### **Technology Tips**

- Use a random group generator such as Team Maker to divide students into teams for group contingency.
- Use online behavioral management resources like ClassDojo to keep track of the points students earn for positive behavioral choices and strong contributions to the learning environment.

### Examples of Interdependent Group Contingencies

- **Marble jar:** Usually used at the elementary level, the teacher adds a marble to a jar for good class behavior and removes a marble from the jar for inappropriate class behavior. When the jar is full, the class earns a tangible reward or privilege.
- **Tally marks:** The teacher puts a tally mark on the board when the class behaves appropriately. Alternatively, the teacher might give a tally mark to individual groups or teams that display appropriate behavior. When either the class or an individual team has received a previously agreed-upon number of tally marks, they earn a tangible reward or privilege.
- **Countdown:** The teacher and students identify a certain number of “slips in protocol” considered acceptable during a specific time interval (such as a class period or day). The teacher makes a mark on the board every time a student fails to follow the target behavior. If fewer marks are tallied than the prearranged number, the whole class retains a privilege or earns a reward.
- **Group grades:** The teacher and students agree that every student in a group will be assigned the group’s grade as their individual grade. When using this strategy, the teacher should ensure that each member of the group contributes equally to the final outcome or product.
- **Mystery motivator:** The teacher writes down a reward, places it in a sealed envelope, and displays the envelope at the front of the classroom. The teacher then identifies a number of points the class must earn and the timeframe in which they must earn them to receive the reward. The class earns a point for each instance of positive behavior and loses a point for each instance of inappropriate behavior. If, at the end of the specified timeframe, the class has reached the required number of points, the teacher reveals the reward that the class will receive.

## **Home Contingency**

To help an individual student perceive that his or her teacher and parents or guardians are unified in their attempt to help the student control his or her classroom behavior, the teacher meets with the student and parents or guardians to identify and discuss the student's use of inappropriate behavior in class. With input from the teacher and parents or guardians, the student should identify positive and negative consequences associated with his or her behavior in class. The consequences the student identifies can then be implemented both in the classroom and at home. For example, the student might be allowed to play a video game after school if he behaved in class but have that privilege taken away if he misbehaves. The teacher should communicate with the student's parents or guardians about the student's daily behavior.

### **Teacher Actions**

- Identifying students who need extra support to behave appropriately in class
- Contacting the student's parents or guardians to explain the problematic behavior and arrange a meeting
- Helping the student identify positive and negative consequences for his or her school and home behavior
- Implementing positive and negative consequences for the student
- Communicating with parents or guardians about the student's daily behavior

### **Desired Student Responses**

- Improving their behavior in response to the teacher's communication with parents or guardians
- Understanding the expected behaviors for class and home and the consequences for not adhering to those behaviors

### **Extra Support**

- Recording comments about a student's behavior in school in a notebook that he or she takes home to show to his or her parents or guardians each night
- Using emails, phone calls, and text messages to allow teachers, students, and parents to express their perspectives and feelings prior to a face-to-face discussion
- Ask a student's parents or guardians to alert the teacher to unusual events or situations that may make it more difficult for the student to behave appropriately in school

### **Extension**

- Including the student in assessing his or her behavior and deciding whether he or she should receive a reward or a consequence each day, either through a form or by discussion

### **Technology Tips**

- Use a behavior management website like ClassDojo to attribute points to students who exhibit positive behaviors. Generate individual behavior reports and send them to parents.

## Home Contingency Log

Student name: \_\_\_\_\_

Parent/guardian name(s): \_\_\_\_\_

Phone number: \_\_\_\_\_

Email address: \_\_\_\_\_

Target behavioral standard: \_\_\_\_\_

Reward if met: \_\_\_\_\_

Consequence if not met: \_\_\_\_\_

Date	Behavioral Notes	Reward or Consequence?	Home Contacted

## Planning for High-Intensity Situations

Although effective classroom and behavior management strategies can prevent many situations from escalating, most—if not all—teachers will eventually face a situation in which a student becomes out of control. Planning for these situations can prevent emotional reactions on the part of the teacher and allow the teacher to handle the situation efficiently and effectively. The basic outline of a plan for high-intensity situations should include the following considerations: (1) assessing the severity of the situation; (2) remaining calm; (3) actively listening to the student’s concerns; and (4) removing the student from the situation once he or she has regained some control.

### Teacher Actions

- Determining the level of crisis that an out-of-control student represents
- Stepping back from a situation involving an out-of-control student and calming down
- Actively listening to an out-of-control student and paraphrasing what he or she is saying
- Repeating a simple verbal request to the out-of-control student

### Desired Student Responses

- Calming down in response to the teacher’s actions
- Complying with teacher requests in high-intensity situations

### Extra Support

- Alerting administrators or counselors if a student seems on edge or if there is a possibility that the student might lose control

### Extension

- Following up by asking students to identify why they lost control and what helped them calm down

### Steps for Defusing High-Intensity Situations

These recommendations are from *Managing the Inner World of Teaching* (2015) by Robert J. Marzano and Jana S. Marzano.

1. **Know your students’ tendencies.** In many cases, previous instances of aggressive behavior are the best predictors of future incidents. Thus, it is important for teachers to be aware of students who have exhibited aggressive behavior in the past. However, don’t use past incidents to justify labeling specific students as troublemakers. Instead, help students who have experienced angry outbursts in the past feel welcome and valued in class by giving them a bit of extra attention. Planning for positive interactions on a systematic basis can be extremely effective in reducing the possibility or frequency of future incidents.
2. **Recognize that the student is out of control.** Whenever possible, teachers should know their students well enough to be able to tell when a student has reached his or her breaking point. For some students, this might manifest as yelling or wild gestures. Others, however, might become very quiet or draw inward before erupting.

## Acknowledging Lack of Adherence to Rules and Procedures

It is particularly important to be aware of incidents that have the potential to provoke students, such as a recent fight or argument with another teacher or student.

3. **Put physical distance between yourself and the student, and avoid threatening behavior.** When a student is extremely agitated and might act out physically, give the student enough physical space so that he or she doesn't feel threatened or provoked. Avoid using gestures or mannerisms that might be interpreted as aggressive, such as pointing your finger, raising your voice, squinting your eyes, furrowing your brows, moving toward the student, standing too close to the student, or hovering over the student. Rather, speak directly to the student in a calm and respectful voice. Look directly at the student without staring and keep your expressions as neutral as possible. Try to put distance between the student and other students in the class, especially if the student is lashing out at a peer. You might accomplish this by placing yourself between the aggressive student and the rest of the class or by asking the class to move to a specific location, such as one corner of the classroom.
4. **Calm yourself.** When a student lashes out or acts aggressively, it is natural to feel as if the student's outburst is a personal attack. To counteract these feelings and allow yourself to interact with the student in a calm and positive way, repeat positive affirmations to yourself, such as "This is not a personal attack on me; this student must be experiencing a great deal of pain and hurt to act in this way" or "This is just one moment in time. Help it to pass quickly without letting it harm anyone, including the student. Don't make things worse."
5. **Listen attentively.** Listen attentively to the student without agreeing or disagreeing with what he or she is saying. Use active listening skills, such as making eye contact and paraphrasing, to let the student know he or she is being heard. Keep your posture, expression, gestures, and tone of voice as neutral as possible as you focus on what the student is saying. When the student finishes speaking, respond with phrases such as "I think I understand how you feel" or "I understand what you're thinking." Then ask, "What else is bothering you?" Repeat this process until the student isn't able to think of anything else to say. At this point, the student will also likely be calmer due to feeling heard and understood.
6. **Remove the student from the situation.** Once the student is calmer, use a simple, repeated request designed to remove the student from the situation (for example, "Billy, I'd like you to go with me out to the hallway to get things back to normal. Will you please do that with me now?"). Repeat your request calmly but persistently until the student complies.
7. **Set up a plan to avoid future outbursts.** About a day or so after the incident, connect with the student and communicate that you wish to re-establish the relationship and do not bear a grudge against the student for what happened. Talk about the incident, including why it occurred, and let the student know you hear and understand his or her thoughts and feelings. Create an action plan for future situations to ensure that the student will communicate with you before things escalate out of control.

## Overall Disciplinary Plan

The teacher creates an overall plan for dealing with disciplinary situations. It might include developing relationships with students, exhibiting withitness, articulating positive and negative consequences for behavior, and creating guidelines for dealing with high-intensity situations. Each of these categories might include considerations such as the following.

Developing Relationships With Students	Exhibiting Withitness	Articulating Positive and Negative Consequences for Behavior	Dealing With High-Intensity Situations
Seek to improve relationships with all students, especially those who tend to be disruptive in class.	List typical responses to student misbehavior. Analyze the list and determine which responses are effective and which are not.	Make sure that students can describe appropriate and inappropriate behavior. Meet with students to point out specific behaviors that need to be curtailed. Help students develop explicit plans to curtail inappropriate behavior and refine the plan as needed. Isolate offending students from the class until they make a commitment to appropriate behavior.	Develop an action plan for responding to high-intensity situations. Know when to involve administrators to help avoid or deal with high-intensity situations.

### Teacher Actions

- Creating guidelines for developing relationships with students
- Identifying specific actions to use to demonstrate withitness
- Articulating positive and negative consequences for behavior
- Creating a plan to deal with high-intensity situations

### Desired Student Responses

- Describing the teacher as in control of the classroom, interested in them, fair, and calm

### Extra Support

- Displaying the overall disciplinary plan in the classroom and discussing it with students to clarify expectations, rewards, and consequences

### Extension

- Asking students to give feedback on the overall disciplinary plan and its effectiveness to inform adjustments





## **REPRODUCIBLES**

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

# Tracking Progress Over Time

Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: \_\_\_\_\_

Initial Score: \_\_\_\_\_

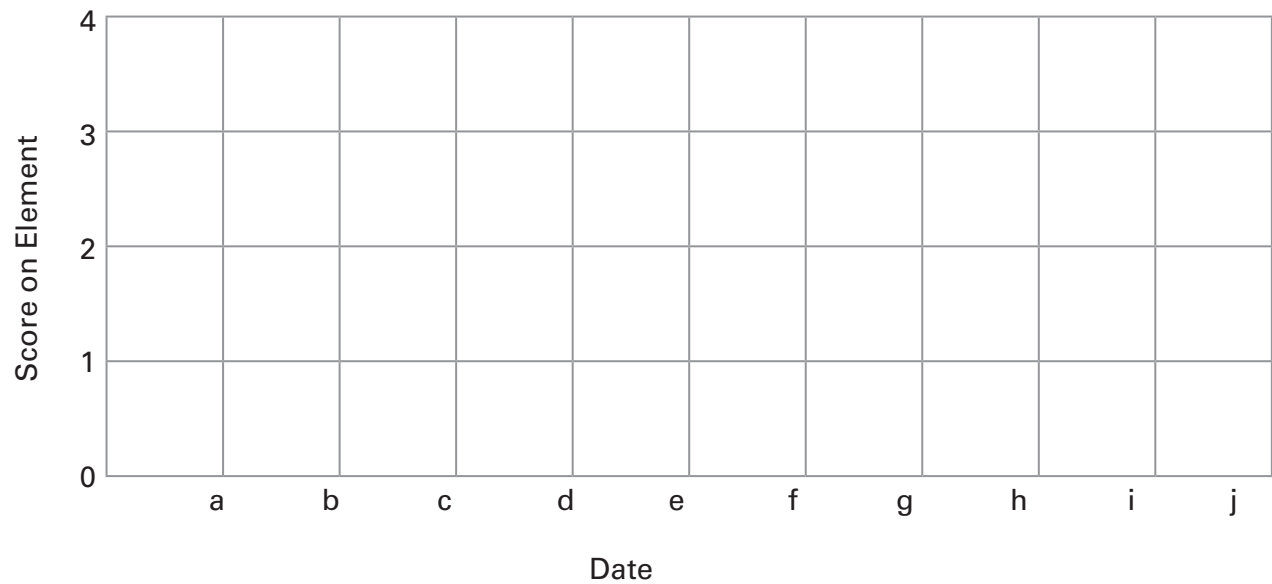
Goal Score: \_\_\_\_\_ by \_\_\_\_\_ (date)

Specific things I am going to do to improve: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



a. \_\_\_\_\_

f. \_\_\_\_\_

b. \_\_\_\_\_

g. \_\_\_\_\_

c. \_\_\_\_\_

h. \_\_\_\_\_

d. \_\_\_\_\_

i. \_\_\_\_\_

e. \_\_\_\_\_

j. \_\_\_\_\_

## Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of acknowledging lack of adherence to rules and procedures.

Observation Date and Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Verbal Cues	
	Pregnant Pause	
	Nonverbal Cues	
	Time-Out	
	Overcorrection	
	Interdependent Group Contingency	
	Home Contingency	
	Planning for High-Intensity Situations	
	Overall Disciplinary Plan	
	Other:	
	Other:	

## Tracking Student Responses

A teacher or observer can use this worksheet to record instances of student behavior to inform planning and implementation of strategies associated with acknowledging lack of adherence to rules and procedures. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_

Behavior	Number of Instances
Defying the teacher*	
Disrespecting the teacher*	
Disrespecting peers*	
Disrupting class*	
Displaying physical aggression*	
Using inappropriate language*	
Misusing classroom materials or property*	
Being tardy*	
Correcting misbehavior when cued by the teacher	
Accepting and completing consequences for misbehavior	
Other:	
Other:	

## Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: \_\_\_\_\_

Strategy: \_\_\_\_\_

Goal: \_\_\_\_\_

Date	How did it go?

## **Student Survey for Acknowledging Lack of Adherence to Rules and Procedures**

**1. My teacher gives consequences when students break the rules.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**2. Inappropriate behavior is not tolerated in my class.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**3. When my teacher lets students know they are breaking a rule, they stop.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**4. My teacher will contact my parents if I misbehave in class.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**5. If I break something or hurt someone, I have to compensate for what I did.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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**6. My teacher is fair.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
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## Teacher Survey for Acknowledging Lack of Adherence to Rules and Procedures

1. I use nonverbal signals when students' behavior is not appropriate.

Often                      Sometimes                      Rarely                      Never                      I don't know

2. I use verbal signals when students' behavior is not appropriate.

Often                      Sometimes                      Rarely                      Never                      I don't know

3. I implement consequences when students misbehave.

Often                      Sometimes                      Rarely                      Never                      I don't know

4. I use group contingency consequences when appropriate.

Often                      Sometimes                      Rarely                      Never                      I don't know

5. I contact students' homes to help prevent and control inappropriate behavior.

Often                      Sometimes                      Rarely                      Never                      I don't know

6. My students cease their inappropriate behavior when I signal.

Often                      Sometimes                      Rarely                      Never                      I don't know

7. My students accept consequences as part of the way our classroom runs.

Often                      Sometimes                      Rarely                      Never                      I don't know

8. My students describe me as fair in my application of consequences.

Often                      Sometimes                      Rarely                      Never                      I don't know

9. Students can explain the impact of their behavior on learning.

Often                      Sometimes                      Rarely                      Never                      I don't know