

## Determining Rules, Procedures, and Consequences

**R**ules are a fact of life. Effective classroom managers both in elementary and secondary schools have well-developed classroom rules and procedures and spend much of the time at the beginning of the school year teaching them.

Rules differ from procedures in that they have consequences whereas procedures do not. The following guidelines will be helpful to the mentor or mentor support team member when assisting the new teacher in developing classroom rules. The mentor must help the new teacher discriminate between the Attributes IIC1: Establishes expectations for learner behavior and IIC2: Uses monitoring techniques to facilitate learning. Every teacher must decide just what rules are the most appropriate for his/her classroom.

### Points to Consider in Developing Effective Rules

1. **Rules should be stated clearly.**  
Students need to be able to apply the rule to a specific behavior. For example, a rule such as “Be in the right place at the right time” sends confusing meaning to the student. “What time is right?” “Where is the right place?” A better way of stating the rule might be, “Be in your seat and ready to work when the bell rings.”
2. **Rules should be kept to a minimum.**  
Usually four or five well-planned rules are sufficient. Long “to do” or “not to do” lists are confusing and not necessary.
3. **Rules should contribute to a positive class climate.**  
Negatively stated rules may convey negative expectations, discourage student participation and responsibility, and defeat the goals of a productive class.
4. **Classroom rules must be consistent with the school rules.**  
Forbidden behaviors such as running in the halls must be supported in each classroom. School and/or district discipline policies already in place should be reviewed by the new teacher. Rules developed in the new teacher’s classroom will then reinforce the School Discipline Plan.

The following examples of effective classroom rules are presented in Evertson, Emmer, Clements, and Worsham’s classroom management books for elementary and secondary teachers.

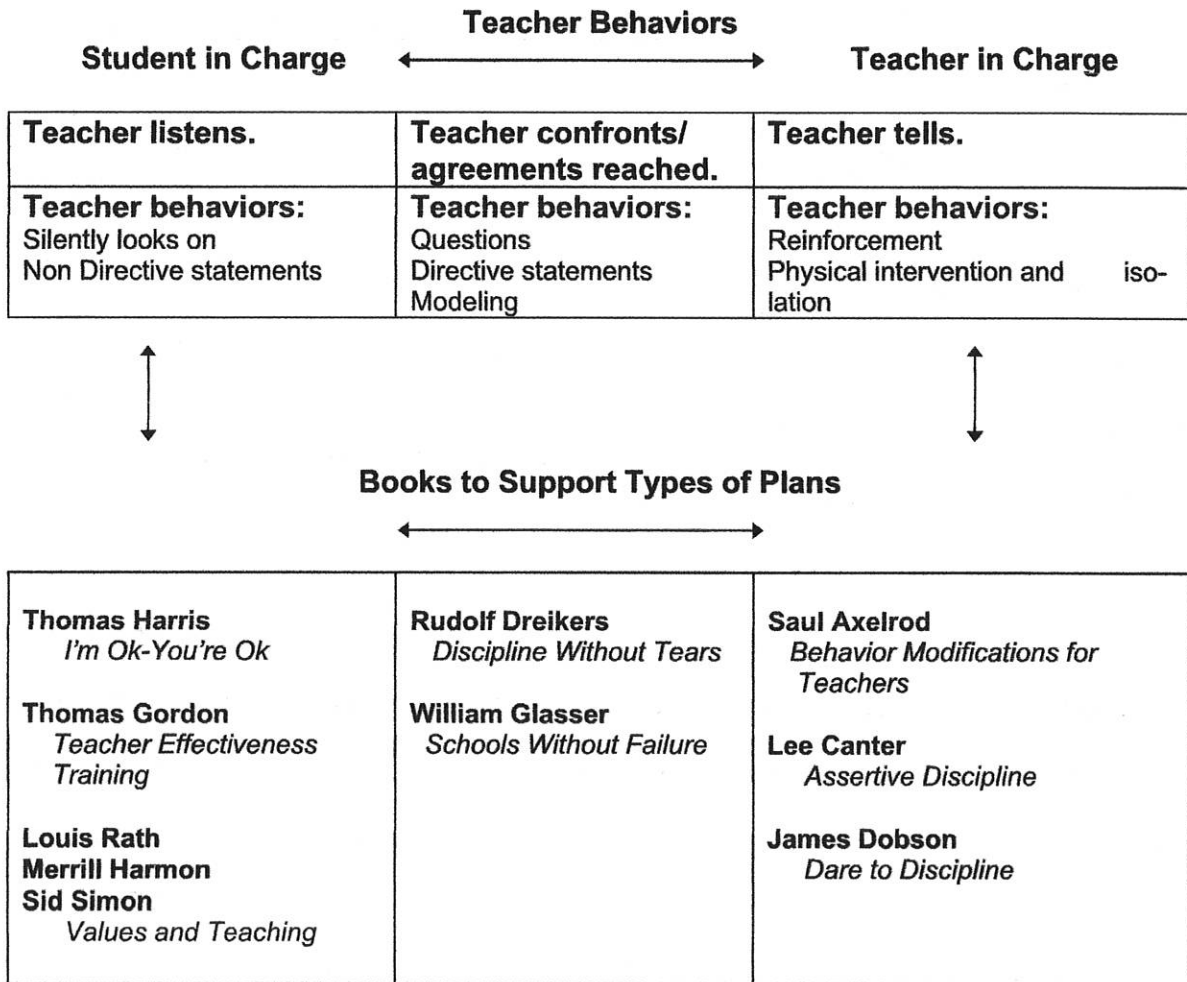
<b>Classroom Rules Elementary</b>	<b>Classroom Rules Secondary</b>
<ol style="list-style-type: none"> <li>1. Wait quietly for directions.</li> <li>2. Eyes front when the teacher is talking.</li> <li>3. Change tasks quickly and quietly.</li> <li>4. Respect the property of all others.</li> <li>5. Obey all school rules.</li> </ol>	<ol style="list-style-type: none"> <li>1. Be in your seat when the bell rings.</li> <li>2. Bring all books and materials to class.</li> <li>3. Sit in your assigned seat daily.</li> <li>4. Follow directions the first time they are given.</li> <li>5. Obey all school rules.</li> </ol>

**5. Rules should be reviewed throughout the year.**

Students may need reminders; rules that cease to modify behavior need to be eliminated. The new teacher may need support to understand that the behavior of the student may be the result of an ineffective rule.

**A Continuum of Discipline Plans**

One should remember that the function of a rule is to modify behavior. New teachers need to be encouraged to develop a discipline plan that is based upon what they are trying to accomplish. The continuum below showing a range of discipline plans is presented in *The First Days of School* by Harry K. and Rosemary Tripi Wong.



## Points to Consider in Developing Effective Procedures and Routines

**“The number one problem in the classroom is not discipline; it is the lack of procedures and routines.”**

Harry K. and Rosemary Tripi Wong, *The First Days of School*

### Procedures

**P**reventative measures for dealing with rules and procedures are more desirable than reactive ones. A *procedure* may be defined as an approved way of achieving a specific task, while routines serve as a means to establish and regulate activities. New teachers may adapt the following steps in establishing classroom procedures.

#### PROCEDURES IN THE CLASSROOM

**STEP 1. Select the Procedures.**

**STEP 2. Teach/Review the Procedures.**

- Explain the procedure immediately prior to the first time the activity will take place.
- Demonstrate the procedure.
- Practice and validate understanding.
- Give feedback.
- Reteach as needed.
- Review the procedures with the students prior to each situation for the first few weeks.
- Review the procedures after long holidays or breaks.

### Routines

The following may assist new teachers in establishing routines/transitions.

#### **Guidelines for Effective Transitions**

- ☞ Begin the day with independent activities followed by whole group morning activities.
- ☞ Begin language arts with a warm-up activity to stimulate student interest and enthusiasm.
- ☞ Use nonverbal signals to begin / conduct activities.
- ☞ Use timers to keep class on schedule.
- ☞ Keep a posted list of “free time” activities.
- ☞ Model and practice routines until students become familiar and secure with transition procedures.

# Classroom Management

Additional ideas and discipline forms for use by elementary and secondary teachers follow.

<u>Minor Interventions</u>	<u>Moderate Interventions</u>	<u>Extensive Interventions</u>
1. Nonverbal Cues	1. Withhold a Privilege	1. Contract with Student
2. Change the Pace	2. Isolate or Remove Student	2. Parent Contact
3. Move Closer to the Students	3. Use a Penalty	3. Demerit System
4. Refocus the Group	4. Assign Detention	4. Problem Solving
5. Redirect the Behavior	5. School-Based Consequence	5. *Five-Step Intervention
6. Instruct		

### **\*Five-Step Intervention Procedure**

1. Use a nonverbal signal to cue the student to stop.
2. If a behavior does not cease, then ask the student to follow the desired rule.
3. If the disruption continues, give the student a choice of stopping the behavior or choosing to develop a plan.
4. If a student still does not stop, then require that the student move to a designated area in the room to write a plan.
5. If the student refuses to comply with Step 4, then request outside assistance with the behavior.

Everston, Emmer, Clements, Worsham  
*Classroom Management for Elementary Teachers*



### **MY PREVENTATIVE DISCIPLINE MEASURES**

In order to minimize the occurrence of behavior problems in my classroom, I will take the following steps:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**MY CORRECTIVE DISCIPLINE MEASURES**

When students misbehave despite my best preventative and supportive efforts, I use the following corrective measures:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**STUDENT DISCIPLINE LOG**

Name \_\_\_\_\_ Class \_\_\_\_\_ Teacher \_\_\_\_\_

DATE	TIME	PROBLEM	ACTION TAKEN	FOLLOW UP



*A Union of Professionals*  
**AFT TEACH**

## Classroom Rules Worksheet

Use the chart below to record four classroom rules. For each, describe how you will teach the rule; list two techniques for reinforcing the rule; and then note consequences for the first, third and sixth time a student breaks the rule.

RULE	TEACHING	REINFORCING	CONSEQUENCES
		1.)  2.)	1st offense:  3rd offense:  6th offense:
		1.)  2.)	1st offense:  3rd offense:  6th offense:
		1.)  2.)	1st offense:  3rd offense:  6th offense:
		1.)  2.)	1st offense:  3rd offense:  6th offense: