

Source: University of Virginia. (July 2018). *TRI scoring manual*. Retrieved from http://curry.virginia.edu/uploads/resourceLibrary/TRI_Qualitative_Manual2.doc

Sensitivity of Discipline

This scale measures the teacher's approach to behavior management in the classroom with the particular student. Higher scores indicate more sensitive and proactive modes of management with the student. Lower scores reflect less preventative and more reactive responses by the teacher, whereby the student seems to trigger the teacher's response.

7

6 = These teachers tend to report having rules and expectations for their students' classroom demeanor and they seem to clearly and consistently communicate their expectations to the students. The rules are generally geared to encourage students to take full advantage of learning opportunities rather than attempts to simply control students' behaviors. These teachers may report using proactive responses to prevent undesirable situations with the student, such as praising the student's positive behavior or reminding the student of rules to proactively respond to a situation that might result in an infraction of the rules. These teachers have a sense of fairness of discipline in the classroom and appear to be able to make exceptions to the rules based on the circumstances and the individual characteristics of the student. They also try to help the student learn from conflicts and assist the student in taking an active lead in solving their own dilemmas. In response to the "misbehavior" question, these teachers often report talking with the student about the misbehavior to explain the consequence, inquire about the child's intent and the circumstances, and/or to explain more appropriate strategies for approaching the situation. Often, they report providing reasons for the rules and expectations to the students. These teachers do not report yelling at their students.

5 = Teachers included at this level might discuss incidents of misbehavior with their students and provide more appropriate behavioral alternatives, but they do not demonstrate much

praise or actions to prevent misbehavior. These teachers have less of a controlling feel to them, than teachers who score lower on this scale.

4 = These teachers have a sense for the need for rules in the classroom, but when compliance issues are mentioned, it is not clear that rules were clearly stated and consistently enforced. These teachers have more of a reactionary feel to them and tend only to tell the student when he or she misbehaves, without providing reasons for the rules or alternative actions that the student should have taken. In response to the “misbehavior” question, these teachers might report telling the student that they were wrong, but do not provide room for discussion or processing with the student. These teachers might also acknowledge that the student misbehaves, but they do not describe their actions to correct this problem. In addition, these teachers tend to take more of the lead in solving children’s problems, rather than helping children learn to solve their own problems. These teachers have more of a controlling feel to them.

3 = Teachers in this category may include those who are more “fly by the seat of the pants” types, whereby they seem to devise rules as they go along and it is not clear that the expectations are communicated clearly to the students.

2 = Behavior management issues and lack of more effective strategies contribute to interruption of activities and there is a loss of valuable learning time. These teachers appear overly focused on compliance and may provide very elaborate explanations of the classroom rules in the interview or they might not mention having rules at all. Whether or not these teachers appear overly focused on compliance or extremely lenient in their management, there is no or very little evidence of the teachers predictably and clearly enforcing rules. These teachers do not tend to report using preventative management methods, such as praise to reinforce specific behaviors. These teachers tend not to provide sympathy for children with regard to their misbehaviors or lack of progress, only focusing on the classroom expectations without consideration for contributing factors, such as the student’s relationship with the teacher, or the student’s background, potential disabilities, and family situation. These teachers might provide several examples of less sensitive behavior management without providing support for sensitive behavior management.

1 = At the very low end, these teachers report resorting to less sensitive modes of discipline, including making a more public example of the students misbehaviors or yelling at the student.