

## Discipline Strategies

### Student Responsibility Forms:

This will encourage accountability while giving students the opportunity to give an explanation about why they chose not to complete an assignment or follow a classroom expectation.

How to use:

1. Create responsibility forms for students to fill out.
2. Set expectations for the classroom to follow.
3. Decide on consequences and explain to students how the penalizations will accumulate.
4. Distribute the form any time a student fails to meet a classroom expectation or fails to turn in an assignment.
5. File the form in the students file for later reference.

When to use:

- Missing homework assignment
- Not having necessary supplies
- Not participating in class
- Distracting other students
- Missing class with an unexcused absence

Variations:

*Pink Slips* – Calling it by a color, pink is popular for behavior that is keeping students from the business of learning.

*Parent Signature* – You might decide to give further weight to the form by having a parent or guardian sign the form.

*Class-wide Motivation* – You may have a competition between classes, the class with the fewest forms after the 6 weeks may earn a reward. Or it could be a weekly class reward for no slips.

## **Student Conference:**

Having a conference with a student provides an opportunity for the teacher to have a private conversation with the student about behavior, academic performance, or other concerns the teacher may have.

How to use:

1. Declare the purpose of the meeting to the student.
2. Hold the conference with the student in a private area without other classmates around.
3. Keep record of student conferences.
4. Follow up with the student after the conference. If the student has improved, give positive feedback. If inappropriate behavior is still occurring, it may be necessary to go to next step in discipline strategy.

When to use:

- Deterrent technique during or after class
- After noticing a decline in students academic performance
- After noticing a decline in students behavioral choices
- To discuss how best the student learns
- To prevent unwanted behavior

Variations:

*Student-Teacher-Parent Conference:* When necessary, conferences can be held with the student and the parent or guardian of the student.

*Group Conference:* If there is trouble with a group of students it may be beneficial to meet with all of them together to discuss behavior.

*Advice Conference:* A conference can be conducted with a student who may be struggling. Teacher and student can discuss what the best strategies for the student learning could be.

## **The Visitor Chair:**

End or prevent misbehavior by repositioning a student close to the teachers desk.

How to use:

1. Place a desk and chair close to teacher desk or close to where teacher is the majority of the class.
2. Ask student to sit in visitor chair when student is misbehaving.
3. Student can return to desk when behavior has ceased or student feels ready for responsibility of self-management.

When to use:

- When student is being distracting
- When student is misbehaving
- When the student is not participating in the lesson or activity
- If the student yells out in class
- If the student is not meeting class expectations

Variations:

*Stand with Teacher:* The student may stand with the teacher during the lesson.

*This or That:* Student may be given the option to either behave or sit in Visitor Chair.

*Focus Chair:* Student may choose to sit in the chair if they are having a hard time focusing or hearing the teacher.

### **Turn a Card:**

This can be used to help monitor each child's behavior and encourage students to do their best. This also allows students to take responsibility for their own actions.

How to use:

1. On each student's desk or locker, place some type of indication of green, yellow, and red.
2. Each day all students start on green.
3. If a class rule is broken or misbehavior occurs, the student must switch the card from green to yellow.
4. If behavior persists the student must then switch the yellow card to red.
5. Red could mean an extra punishment may occur.

When to use:

- When a student breaks class expectation
- When a student disrupts classroom
- When a student misbehaves at lunch, recess, or hallway
- When a student is off task
- When a student disrespects another student or teacher

Variations:

*Close pins:* A chart can be at the front of the classroom with green, yellow, and red on it. Teacher can write each student's name on a close pin and move close pin according to behavior.

*Stop, Slow, Go:* Turn a Card can also be used while teaching a lesson. If a student is completely lost, they can flip to red to indicate to the teacher they do not understand.

Yellow can mean repeat what was just said or go slower. Green can mean they understand and the teacher can move forward.

*Multiple Colors:* Each student can start out at the middle color can move up or down on chart depending on behavior. Up the chart can mean the student is exceeding expectation or did something great in class. Down the chart can mean the student needs to check their behavior and adjust.

### **Time-In:**

This strategy can remove a child from a situation that is causing them distress and move them to a predetermined location in the classroom.

How to use:

1. Create a safe space in the classroom for students to go to after misbehaving or in need of calming down.
2. Offer a choice of reading, doing classwork, or completing a chore assigned by the teacher
3. Student will remain in the Time-In location for a set amount of time
4. After time, follow up with the student and discuss behavior that was unwanted
5. Student may return to desk if they have calmed down or if they agree on better behavior

When to use:

- Student is uncooperative
- Student is disrupting class
- For a student who has anxiety
- Student is not following class expectations
- Student is unkind to other student or teacher

Variation:

*Calm Down Center:* Create a calm down center with sensory or calming jars, fidget toys, and headphones to listen to calming music.

*Journal Station:* Student can go to a designated station to journal feelings and alternative ways to handle the problem for next time.

## **Redirecting Language:**

The teacher will make a direct statement promoting a student to do or say something specific focusing on a different task instead of the current behavior.

How to use:

1. Use direct and specific wording.
2. Name the desired behavior to the student.
3. Make a brief statement instead of a question.
4. Set firm limits and actions that must be done.

When to use:

- Student is having a hard time focusing
- Student is being loud or distracting
- The onset of a power struggle
- Student is frustrated and resisting instruction
- Student is arguing with another student or teacher

Variations:

*Stand Up:* Instead of redirecting a whole class, have the class stand up and do a small exercise to refocus the energy.

*New Activity:* Change up the lesson and start a new activity.

*Task:* Give the student a specific task or class chore as a redirection.