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| **Discipline Strategies For Common Issues** | |
| 1. Redirect Student Energy | Description of Strategy: A teacher can end misbehavior without creating negative feelings, by redirecting the student’s attention. |
|  | How to Use: Instead of focusing on the misbehavior, the teacher turns student attention to something else. Walk by the student’s desk to get his attention focused back on the lesson that is being taught. If the first attempt to redirect the student’s attention is not successful, remind the student of the classroom rules that are posted on the wall. |
| When to Use: This strategy is appropriate to use if a student is not staying in his seat (bouncing in seat, fidgeting that is disruptive), or just not focused on the lesson and/or activities that are being taught. This is a useful approach when direct confrontation is unnecessary |
| Variations of the Strategy: The teacher could perform a “drive by” and quietly regain the student’s focus. The teacher could also place one hand on student’s shoulder to nonverbally let the student know that the behavior is not acceptable. The teacher could also make stern eye contact with the student directly to signal that disruptive behavior is not acceptable. |
| 1. The Visitor’s Chair | Description of Strategy:  A teacher can position a student close-by without communicating disapproval. |
|  | How to Use: The teacher using this strategy asks a student to sit in a "visitor's chair" close to where the teacher is sitting or standing. Students know they can return to their own seats whenever they feel ready for responsible self-management. |
| When to Use: This strategy is appropriate to use when the student is being distractive to classmates around him, when the student is not participating in the lesson being taught (focus is elsewhere), if the student interrupts or talks over other students while they are participating in the activity, if the student yells out in class without being called upon, or if the student is not managing his behavior in accordance to the agreed upon classroom rules. |
| Variations of Strategy: Instead of using a “visitor’s chair”, the student might stand next to the teacher while the lesson is being taught until he can self-manage again, the teacher might ask the student to repeat what was just said at the front of the class to ensure active listening, or the student might be provided with a choice (you can participate appropriately at your desk, or participate appropriately in the “visitor’s chair”. |
| 1. Ask the Disruptive Student to Recite, Read, or Respond | Description of Strategy: The student is not paying attention to the lesson being taught. This action directs the class’ attention to the problem. The offending student gets the message. |
|  | How to Use: Require the student to respond to a direct question related to the lesson being taught. It will help the disruptive student to realize that by not paying attention, he is failing to understand the lesson. At the very least, the recitation may take the student’s mind off of the misbehavior so class can proceed. It also sends a message to the student that the teacher is aware of the situation. |
| When to Use: This strategy is appropriate to use when the student is being distractive to classmates around him, when the student is not participating in the lesson being taught (focus is elsewhere), if the student interrupts or talks over other students while they are participating in the activity, if the student yells out in class without being called upon, or if the student is not managing his behavior in accordance to the agreed upon classroom rules. |
| Variations of the Strategy: Teacher can request the student to come to the front of the class to work/write problem on the board to ensure full engagement, teacher could pair up students to engage positive peer pressure (non-engaged student will now have opportunity to engage with peers). |
| 1. Turn a Card Behavior Plan | Description of Strategy: This strategy is used to help monitor each child's behavior and encourage students to do their best. In addition to helping students display good behavior, this system allows students to take responsibility for their actions. |
|  | How to Use: A teacher using this strategy gives elementary students a way to see when the behavior is unacceptable. The student(s) start out at green at the beginning of the day and have the opportunity to stay green when the classroom rules are followed. If the classroom rules are broken, a warning is given and light changes to yellow. With the final warning, the light is changed to red. The student(s) has the opportunity to move back to yellow or green by adhering to the classroom rules throughout the rest of the day. |
| When to Use: This approach can be used whenever a student(s) does not maintain an inside voice when asked to, if students don’t raise their hands prior to blurting out a question, if a student causes disruption in class via noise or other distractions, etc. |
| Variations of the Strategy: Teacher can use card system at each student’s desk (red, yellow, green) – this would allow for easy tracking of behavior throughout the day for individual students. Stickers could also be used to show graphical view of student(s) behavior throughout the school day. |
| 1. Students are Loud – Get Everyone’s Attention | Description of Strategy: Used as a transition tool – includes both verbal and nonverbal components to gain the students’ attention. |
|  | How to Use: Determine signal to use – say “Give me five” and hold up hand to class. Students will respond by looking at teacher and holding hand up. Teacher continues to hold hand up until all students are paying attention. For this strategy to be useful, it must be practiced and reinforced consistently.  When to Use Strategy:Best used when teacher needs to gain the class’s attention quickly. This is a good strategy to use when transitioning from one activity to another or when providing updates or additional instruction during group activities. This strategy is helpful when students need to be re-focused. |
| Variations of the Strategy: There are many variations to this strategy: teacher can say “123 – Eyes on Me” and students respond “12-Eyes on You”; teacher can clap using a rhythm or pattern that students clap back; teacher can count backwards from 5, which signals the students of a pending transition. |
| 1. Unkindness | Description of Strategy: This strategy is used to address unkindness in the classroom. |
|  | How to Use: If a child is caught saying unkind words to another classmate, he will immediately be reminded of the classroom rules and the importance of respecting our friends and treating them kindly. If the event happens in the classroom, the student will be asked to apologize and to refrain from the behavior in the future. If the behavior continue again, the student will be moved to the front of the classroom for the day. |
| When to Use: This strategy can be used when a student is not getting along with another student in the classroom. This strategy is also appropriate if the student is disrespectful to an adult or to another visitor in the classroom. Students are expected to be kind in all interactions within the classroom and within the school and playground areas. This disciplinary strategy includes unkind words and unkind manners. |
| Variations of the Strategy: Teacher can use occurrence as a learning opportunity to talk about the importance of being kind to our friends. This strategy can be combined with the Turn a Card Behavior Plan (moved to yellow or red) so that the student also has a visual reminder of the broken rule. |