Discipline Strategies

**For the more aggressive students**

***The Simple Authority Statement***

This strategy allows teachers to use authority with minimum distress and emotion. Using this strategy can show students how authority can be used respectfully and reasonably.

**How to Use:**

1. **Meet with the student**

Meet with the student to discuss what contributes to their outbursts.

1. **Make eye contact**

Engage with the student by making clear eye contact while standing shoulder to shoulder with them.

1. **Provide a positive statement**

Let the student know that you are glad they are in attendance for class and enjoy their contributions.

1. **Voice your disapproval**

Let the student know you want to work through the problem, and voice disapproval authoritatively and promptly.

1. **Do not show emotions openly**

Be as unemotional as possible but still allow the student to gain an understanding of the expected behavior.

1. **Identify the consequences**

Inform the students of the consequences that will occur if the behavior continues. Refer back to the classroom rules and discipline chart at the front of the classroom.

1. **Model the correct behavior**

Be sure to model the correct behavior so the student knows how they can correct themselves and act in the future.

**When to Use:**

Use Simple Authority Statement discipline strategy when students begin to use inappropriate and borderline aggressive behavior.

* As the students enter the classroom, they may not want to follow instructions or understand them when walking in at the beginning of the day.
* During the lesson when students may ignore instruction or cause disruptions
* When students begin to struggle to grasp concepts
* During guided practice, students may stop following directions, potentially causing harm to themselves or other students.
* After class, students may begin to denounce your authority and tell other students you are wrong, causing other students to get confused.
* At any time when a child begins to act out.

\*All students can benefit from this strategy

**Variations**

* *The Calm Reminder:* A calm reminder can help students understand what they are supposed to do in a way that does not communicate negative emotions.
* *The Next-Time Message:* A next-time message can correct the student’s behavior without making them feel discouraged. Instead, inform the students what to do next time, without focusing on what was done this time.
* *Redirect Student Energy:* Redirecting student energy can help end a behavior without creating negative feelings. Don’t focus on the misbehavior, but instead turn the student’s attention to something else.

**For the students with ADHD/the energetic student:**

***Clock Focus***

This discipline strategy helps settle students who are restless and cannot concentrate on their work, potentially causing further distractions to other students. This strategy can be used whenever students need to be settled down, especially younger students working on individual tasks.

**How to Use:**

1. **Identify when students need it**

Keep an eye open for students shifting in their seats or staring off constantly.

1. **Announce it**

Announce “Clock Focus!,” which will cue students to stand and watch the second hand of the clock make full circles.

1. **Allow rotations**

Allow students to use as many rotations as necessary before they sit down and resume their individual work.

1. **Identify the problem**

Meet with the student after class to discuss why they believe they couldn’t concentrate. Be sure there isn’t an underlying problem.

**When to Use:**

* At the beginning of class before starting an activity to get students ready for the lesson
* During teacher focus/lecture when students may begin to “check out”
* During individual practice/tasks when students may begin to lose focus
* Before lunch time—students may be to focused on what they’re going to eat or who they are going to sit with.
* After recess to draw students back in to the lesson

**Variations:**

* *Relaxation and Relocation:* The student can mentally and physically calm down by moving to a different area in the room with fewer distractions, leading to a calmer environment.
* *Stretching:* Allow the students to stand up and stretch before returning to their seat to continue working on their assignment.
* *Welcoming environment:* Providing a more welcoming, calming environment can help students feel more relaxed in the classroom. Allow the student to use flexible seating or play relaxing music in the background.

**Redirect Student Energy**

This discipline strategy can be used to end misbehavior without creating negative feelings. Instead of focusing on the misbehavior, turn student attention to something else that can be attended to.

**How to Use:**

1. **Approach the student**

Do a walk-by to check on the student and identify the problem.

1. **Talk to the student**

Discuss student needs with the student while avoiding focus on the misbehavior.

1. **Identify other areas of focus**

Identify other areas that the student can focus on. Give them goals to achieve and time to calm down.

**When to Use:**

* When the student enters the classroom with high energy
* During guided practice activities or class discussions
* During individual practice
* Before lunch when students are more unfocused
* After lunch or recess when students have extra energy
* At the end of the school day when students are preparing to go home

**Variations:**

* *The Calm Reminder:* Help the student understand what they are supposed to do without communicating negative emotions.
* *Clock Focus:* Settle student restlessness and increase the student’s power of concentration when students needs to refocus.
* *Relaxation and Relocation:* The student can mentally and physically calm down by moving to a different area in the room with fewer distractions, leading to a calmer environment.

**For students who get easily upset:**

***Honest “I” Statements***

This discipline strategy helps the teacher communicate honestly with the student without generating defensiveness or guilt. Honest “I” statements help teachers model valuable interpersonal skills to the students.

**How to Use:**

1. **Talk honestly with the student**

Talk honestly to the student about personal needs and feelings.

1. **Make “I” Statements**

Let the student know how you feel, creating a relationship with the student so they feel encouraged by having a one-on-one conversation, and know that they can easily communicate their feelings verbally instead of emotionally.

1. **Avoid comments about their reactions/behavior**

Avoid “you” messages or blaming responses to draw attention on the way students reacted so they do not feel like they are targeted. (“You did…” or “You said…”)

1. **Resolve the problem**

Help students work through their distress or emotional outbursts by understanding what caused it and how it can be prevented in the future.

1. **Encourage**

Encourage the student to resolve the issue on their own by determining what happened or how it can be prevented.

**When to Use:**

* When the student enters the room at the beginning of the day and seems upset
* When students do not get along during class discussions or guided practice
* After recess if the student is visibly upset
* After class before the student leaves for the day
* As soon as possible after an outburst in class or misbehavior

**Variations:**

* *Hold a class discussion about respect:* Be sure students understand that they need to respect each other and that everyone might react differently.
* *Student-Teacher Conferences:* Meet with students during independent reading time to understand student situations and come up with cool down strategies when they get upset.
* *Cool Down Center:* Provide a place where the student can go to cool off, calm down, relax, refocus, and reflect on their behavior.

**For the student that causes disruptions/doesn’t stay on task:**

***The Visitor’s Chair***

This discipline strategy can be used to help students hold themselves accountable for their own self-management after acting out in class or causing disruptions.

**How to Use:**

1. **Seat the student close-by**

Seat the student close-by to the teacher desk by asking them to sit in the “visitor’s chair.”

1. **Monitor the student**

Monitor student behavior as they work to be sure they are being productive.

1. **Hold students accountable**

Allow the student to return to their own seat only when they feel that they can hold themselves accountable for responsible self-management.

**When to Use:**

* When the student acts out or causes distractions to the rest of the class
* During the teacher focus (near where the teacher is standing)
* During independent practice to ensure the student is working
* During independent reading time

**Variations:**

* *The Check-Yourself Message:* Remind students to manage themselves responsibly. The teacher tells the student to check what they have done and to make corrections as necessary.
* *The Next-Time Message:* Use to correct students’ behavior without making them feel discouraged. Tell the students what to do next time without focusing on what was done this time.
* *The Calm Reminder:* Help students understand what they are supposed to do in a way that does not communicate negative emotions.

**For the bored/easily-distracted student:**

***The Undone-Work Response***

This discipline strategy is a useful approach to react to students when they do not complete the required classwork. This strategy can be used when a student has not completed their work on time.

**How to Use:**

1. **Approach the student**

Approach the student when they are off-task.

1. **Avoid blame**

Inform student of the issue without placing blame on the student.

1. **Create a positive response**

Tell the student what you like about what they are doing (i.e. positive attitude, neat work space, prepared, etc.)

1. **Have student take unfinished work home to complete**

Have students take the work they do not get finished home to complete.

1. **Follow up**

Follow up with the student to be sure they are staying on top of the tasks and assignments in the classes to follow.

**When to Use:**

* At the beginning of class when students turn in their take home folders
* During in-class assignments when students get off task
* During guided practice to ensure they are actively participating in assignments
* After class to inform students about areas of improvement
* The beginning of the following class

**Variations:**

* *Simple tasks to re-engage:* Distracted students are often just disengaged from the lesson. Use this technique to re-engage the student by encouraging participation in various related short activities.
* *Student journal:* Have the student keep a journal to track assignments and self-reflections
* *Peer tutoring/Partner interaction:* Have students pair up to work on assignments to hold each other accountable.

**Cool Down Center**

This discipline strategy is used when a student is angry and needs to relax or calm down. This time will give them time to look at a relaxing visual and use stress balls to use while they reflect and process why they were angry.

**How to Use:**

1. **Relocate the student**

Move the student to a quiet area in the room, away from distractions and other students.

1. **Provide a cool down activity**

Provide the student with different activities that calm the student (calming music and headphones, drawing paper and pencils, snow globes, stress balls, and a reflective journal.

1. **Reflect**

Have the student use the activity set to calm down. When they begin to calm down, the student should write a passage in their reflective journal until they are ready to return to their seat.

**When to Use:**

* When the student enters the classroom after having a hard time at home
* During class discussions when the students have a difference of opinion
* During individual practice so the student can work independently without drawing attention to them.
* After class to help them relax before going home

**Variations:**

* *The Visitor’s Chair:* Allow the student to move close-by to work on their assignments. The student can return to their seat when they feel ready for self-management.
* *Relaxation and Relocation:* The student can mentally and physically calm down by moving to a different area in the room with fewer distractions, leading to a calmer environment.
* *The Calm Reminder:* Help students understand what they are supposed to do in a way that does not communicate negative emotions.