

Discipline Strategies

Talk Ticket

The “Talk Ticket” gives a student permission to have a conversation at a set time. Talk tickets can be used for students who ask unrelated questions, speak out regularly, or experience moments of anger. The ticket provides the teacher an opportunity to reinforce that the student is important and cares without disrupting class time to discuss the issue.

How to Use

1. Create a Talk Ticket that can be used in class. Be sure to include a place for the student name, who they will talk to, when they will talk, and where the conversation will take place.
2. Instruct the class about how the talk tickets will be used or meet with the student who needs the intervention privately and explain how the Talk Ticket will be used. Encourage the student that your goal is for them to be heard, but at a time that will not interfere in class.
3. Whenever you observe a student that is upset or talking out during class give them a Talk Ticket. Be sure the ticket designates when, who, and where the student will be able to share.
4. Be available when the talk ticket is ready to be redeemed. Listen to the student and lead them through a problem-solving conversation.
 - a. What led to the problem?
 - b. How can this be avoided in the future?

When to Use

- When a student has a strong desire to share things with you but doesn’t know how to share at a proper time.
- When a student interrupts a lot and asks questions at inappropriate times.
- When a student is impatient or seeks immediate gratification.
- When a student becomes angry and wants to resolve the personal issues immediately.
- When a student is distracting or talking consistently to another student.

Variations

Tickets to Meet with Support Staff

Students who need emotional support from adults other than the teacher could be given the ticket to have a structure for scheduling an individual meeting. The teacher would need to speak with student and other support staff to coordinate the schedule.

Talk to Resolve

When two students have a conflict in class tickets can be given to each student to meet with the teacher at a scheduled time. The students and teacher will work together to resolve the conflict.

Tickets to Facilitate a Discussion

Talk tickets can be used to facilitate classroom or group discussions. Tickets can be given to certain students to have permission to share. Once they have used their ticket, they can choose

who they would like to hear from next. However, it must be someone that has not had the opportunity to share.

Logical Consequences

Logical Consequences are intentionally planned by teachers or administrators when students need to be taught expected behavior. Logical consequences are defined by keeping them related to the student's behavior, respectful to the student in a respectful tone, and reasonable to student's behavior.

How to Use

1. Remain calm and empathetic to the student. "This is sad for you..."
2. State the behavior. "Due to you not doing your work while we were doing it together..."
3. Provide the consequence. "You will be finishing it during recess."
4. Walk away and do not engage in a conversation with the student.
5. Do not give warning. Provide a consequence for the negative behavior.
 - a. Name calling: Student will say something nice to that person.
 - b. Spills something: Student will clean it up themselves.
 - c. Disruptive during lunch: Student will eat lunch alone.
 - d. Steals something: Student will replace it directly to the person with an apology.
 - e. Cheat on test: Student will receive a failing grade.

When to Use

When a student is disruptive during teaching time.

When a student doesn't finish their work.

When a student bullies another student.

When a student cuts in line.

When a student talks out of turn.

When a student breaks a classroom rule.

Variations

Excellent Behavior

Give students energetic affirmation when they model desired behavior. "I am proud of you ..."

Affirm the positive behavior by naming the behavior modeled and state the predetermined reward.

Excellent Academic Performance

Celebrate students for their academic performance. "I am proud of your hard work ..." Assign a name to the hard work you observed and grant a predetermined reward.

Collaborative Work

Affirm collaborative team work when all individuals of the team model a desired or behavior.

Likewise, correct a collaborative team when expectations are not modeled. Provide an appropriate reward or consequence to each team member.

Stop and Think

When a student is breaking a school or classroom rule. They are instructed to stop and reflect. The students are seated in a desk or area alone to reflect about their behavior. In the reflection area students are given a time for the reflection to be completed in writing, audio, video, or a typed document.

How to Use

1. Instruct the student to go to the designated reflection place.
2. Explain to the student the reason they are being sent and what school or class rules were broken.
3. The student is instructed to quietly reflect on their behavior and to compose a reflection.
4. Set a timer for the time allotted.
5. Review the reflection with the student at a scheduled time.

When to Use

- When unacceptable behaviors are manifested by student.
- When students do not follow school or classroom rules.
- When students are not on task.
- When students are disrupting other students learning.

Variations

Stop and Share

When a student is observed modeling an appropriate behavior the student can stand and share what they were observed modeling.

Stop and Reset

When a student becomes stuck on a task, they can use the reflection center as a break. After the time allotted has passed the student can reengage with a fresh start.

Stop and Celebrate

Use for students to observe students who are influencing others in a positive behavior. Allow them to celebrate the positive influence. Students could be given time to create a note in reflection center or share what they observed during an assigned time in class.

Rubber Band Intervention

In order to keep track of frequent of student misbehaviors the teacher uses rubber-bands on their wrist. When a student disrupts the teacher moves a rubber band from one wrist to the other. The rubber-bands help the teacher track the number of incidents from students on a self-monitoring plan.

How to Use

Develop a reward menu for the student selected for this intervention. Develop a point system and self-monitoring chart. Communicate with the student the disruptive classroom behaviors that will be targeted for improvement. Introduce the self-monitoring process so the student is aware of how the process works.

1. During the period of self-monitoring, place up to six rubber-bands on one wrist at the beginning of each half hour. Each time the teacher mentions a behavior to the student move a rubber-band to the opposite wrist.
2. At the end of each half hour, count the number of rubber bands and award points for the remaining rubber-bands.
3. Briefly review the number of rubber bands with the student to document on their self-monitoring chart.
4. When the student has enough points, allow the student to redeem the points.
5. As the student progresses, gradually reduce the number of rubber-bands on your wrist until you can use the process intermittently or phase the process out.

When to Use

- When a student frequently manifests multiple behavior issues and needs intervention.
- When a student has difficulty overcoming a repetitive disruptive behavior.
- When a student is developing social skills.
- When a student is developing organizational skills.
- When a student is remediating academic fundamentals.

Variations

Rubber Bands for Two Students

When more than one student requires intervention use multiple colors of rubber-bands to track behaviors for both students.

Rubber Bands for Classroom

When a class is moving at a slower rate than other periods. Use the rubber-bands to track their progress to have the class self-monitor their progress. Use the rubber-bands to track their progress on tasks for the day.

Rubber Bands Routines

Use the rubber-bands at the beginning of the year when establishing routines. Students can monitor their class to see how many daily routines they completed. As routines are established the number of rubber-bands can be reduced until no longer needed.

Draw a Picture or Write in a Journal

Provide students an outlet to express their emotions, anger, frustrations, or anxieties. Students use a journal to draw a picture or write to reflect on their problems and solutions.

How to Use

1. Prepare a notebook or bundle of papers to create journals.
2. Give students a timer to draw or write the emotions or behaviors in their journal quietly.
3. Allow the students the opportunity to share the journal entry with the teacher.
4. Debrief with the student about what the preferred behavior.
5. Keep journals in a secure place.

When to Use

- When student's emotions appear to be escalating.
- For students who demonstrate anxiety before tasks or assignments.
- When a student needs to reflect concerning a negative behavior.
- When students need to express themselves after a stressful event.
- Use as a routine during testing or other stressful academic tasks.

Variations

Reflection After Lunch

When students return from lunch provide a quiet time, music, and reflection about the day. Students can draw and journal about the day and reset for the remaining classes.

Coloring Pages

Before rigorous tasks, presentations, or tests provide students age appropriate coloring sheets to have a break.

Topics or Themes

Students can draw and journal concerning emotional topics or themes that create concern. Allow the students time to express themselves on topics or events that distract them from learning.

Redirect Student Energy

A teacher redirects students' misbehavior without creating negative feelings. The focus is not on misbehavior but redirecting students' focus to a preferable task or behavior.

How to Use

1. Approach student when they are engaged in misbehavior.
2. Using a positive tone, request the student to turn their attention to a task or to expected classroom behavior.
3. As student makes transition walk away from student.

When to Use

- When a student is off task.
- When a student is breaking school or classroom rules.
- When a student is distracting other students.
- When a student is not following a class procedure.
- When the class has drifted off task.

Variations

Redirect a Discussion

When the class has moved the discussion off point redirect the conversation to the topic.

Redirect a Group

When groups are not collaborating or have shifted their energy to something unrelated to the task.

Redirect an Assignment

During assignments when academic quality is not applied to a student's capacity. Redirect them to fulfill their previous efforts.

The Praise Game

Play the praise game to establish a positive reinforcement of classroom expectations. Focus the game for the day on three key classroom expectations. Play the praise game frequently to promote consistency with students.

How to Use

1. Separate students into teams or table groups. Write each team name on the board.
2. Teach students three key classroom expectations.
3. Instruct students that points are awarded to the team and not individual members. Points are awarded to teams that all members fulfill the expectations.
4. Set a timer to go off every three to five minutes. When the timer goes off, praise and award a point on the board for each team that met all the expectations.
5. At the end of period, each team that receives at least eighty percent of total points receives a prize, or points can be awarded to a goal for the week.

When to Use

- When establishing classroom routine.
- When consistency of classroom behavior needs to be reinforced.
- When classroom behavior does not meet expectations.
- When positive behaviors need to be reviewed.
- When preparing for testing and difficult content.

Variations

Establishing Collaboration Structures

The game can be played when teaching students how to use collaborative learning structures. Award points to the teams that met expectations for collaboration.

Group Projects

The game can be played when the class is working on a summative project that requires disciplined effort to complete. Award points to the teams that met expectations and achieved goals for the day.

Classroom Presentations

The game can be used when students are making a presentation to the class. The game can be centered on the expectations for being a good audience for classroom peers.

Speak with Student in Hallway

A strategy to speak directly to a student in the hall to address misbehavior, avoid a power struggle, and to avoid embarrassing a student who is misbehaving in a disruptive manner.

How to Use

1. Remain calm and non-threatening to address the student. Ask to speak with the student in the hall.
2. Stand away from the door out of the line of sight of the class.
3. Give the student choices if they will not go into the hall.
4. Use a quiet voice in the hall to avoid disruptions or escalating the student's emotions.
5. Use "I" statements when explaining the course of action that you desire.
6. Communicate consequences in a non-emotional tone of voice.
7. Invite the student to return to class.

When to Use

- When you are processing a problem with a student.
- When a student is reluctant to follow your directives.
- When you foresee a student overreacting to a behavior correction.
- When you need to avoid creating a scene in front of the class.
- When a student is seeking attention from classmates.

Variations

Affirm a Student

Invite student to the hallway to affirm their positive behavior and performance when they have been overcoming hard circumstances.

Coach a Student

Invite student to the hallway to coach them to perform at their highest potential. Use the hallway as a means of having a crucial conversation.

Challenge a Student

Invite student to the hallway to invite them to an academic challenge. Use the hallway to provide direct attention and affirm their ability to engage in advanced assignments.