

Drive By

This discipline strategy motivates students to complete tasks or assignments through the use of teacher praise/encouragement, and is an indirect way to redirect students who are off-task or misbehaving. The teacher will walk by; thank the off-task student for working on the task assigned, and then walk away from the student. Thanking the student is done in the hopes that doing so will encourage him or her to complete the task based off of the early praise they have received for their participation. It is important that the teacher will only engage with the student for 10 seconds or less, as this is supposed a quick and efficient method of redirection.

HOW TO USE:

1. Move Close

Teacher will move toward the student who is off-task or refusing to work on the assignment. They will stand next to and make eye contact with said student.

2. Praise

Teacher will praise and thank the student for doing the task or assignment. Teacher will only engage with the student for 10 seconds or less.

3. Walk away

Teacher will walk away from the student; continuing to monitor the student's participation to assess need for further intervention.

WHEN TO USE:

1. Students who are off task or refusing to work on task/assignment
2. Students not following rules and disrupting the learning environment
3. Students are defiant and oppositional

VARIATIONS:

You have a Choice:

This is a method allowing students to be solely responsible for their learning. Teacher will walk by the student, give the students two reasonable choices such as "put your phone away or I will take it away", and walk away. After the student makes the decision, the teacher will follow through on the necessary follow up action. It can be positive encouragement or will be an established consequence.

Language of Choice:

This is a method providing students with immediate consequences, resulting in the responsible choice being the best alternative for the student. The teacher will say, " You can choose...or...."

Honest “I” Statements

This discipline strategy encourages students and teachers to express their feelings and beliefs about a situation. This strategy can be used on an individual basis or with an entire class. The teacher will move close to the student, make eye contact with the student, phrase his/her feelings about the disruptive behavior in an “I” statement format, and then continue on with the lesson or activity.

HOW TO USE:

1. Move Close

Teacher will move toward the student, who is off-task or refusing to work on the assignment. Stand next to and make eye contact with the student.

2. “I” statement

Teacher will express their feelings to the student using the “I” statement format. The statement format is “I feel...when you...because...” For example, “I feel very disrespected when you are talking during instruction time because this content is extremely valuable information that you will use everyday.”

3. Move on

Teacher will move on and away from the student. Teacher should continue the lesson or activity, while also continuing to monitor the student’s participation to assess need for further intervention.

WHEN TO USE:

1. Students who are off task or refusing to work on task/assignment
2. Class/students are having side conversations during instruction time
3. Students are disagreeing/arguing in an activity

VARIATIONS:

I-Message Plus:

Is a method encouraging students to become aware of their affect on others and adopt non-disruptive alternative behaviors. The teacher or student will say, “When you...I feel...I know...” With the “I know” statement providing encouragement for the student to make a better choice (i.e. “I know you will work harder in the future...”)

Model It:

This is a method encouraging students to learn responsible behaviors through teacher expression. The teacher will model and share responsible behavioral response to situations with students. For example, teacher will say, “Right now I am confused. But I will not give up and I am going to figure it out.”

Student Contracts

This discipline strategy provides unique structure for students to increase their motivation, take responsibility for their actions, and become aware of solutions to address problem behaviors. The teacher will create an outline for a behavior contract, which will address the disruptive behaviors, solutions to correct behavior, consequences if contract is violated, and rewards for success. Next, teacher should have a one-on-one conference with the student to complete and review the contract. This discussion should be away from all other students and teachers. This conference should be held in an appropriate conversation setting. The teacher and student should be engaged and involved in the creation of the contract. Lastly, the teacher and student will both sign the contract agreeing to follow the terms outlined within.

HOW TO USE:

1. Outline

Teacher will create an outline of the student contract. It should listed sections for disruptive behaviors, solutions; timeline is to fix behavior, consequences, and rewards.

2. Conference

Teacher and student will engage in an open and honest conversation regarding the student's misbehavior. This will be the time to fill out and create the student contract. The student should have an active voice during this creation process, and the contract should be agreed upon by both parties.

3. Signature

The teacher and student will sign the contract before concluding the conference. If the student or teacher does not orally agree then the conference does not end. Revisions and compromises must be made between the two parties. The teacher should always ensure that the contract is reasonable and guides the student toward positive and responsible behaviors.

WHEN TO USE:

1. Students have problems controlling their actions/ feelings
2. Students fail to turn in assignments or complete daily classwork
3. Students are unorganized and constantly losing paperwork

VARIATIONS:

Detention:

This is a method forcing students to take responsibility for their actions and behaviors. It is a designated time (lunch) for students to return to teacher classroom and accomplish a reflective task. Students will create and use a dialogue journal between the teacher and the student. This journal is used to have a conversation with the teacher so students can say what they think and how they feel, while teachers can provide feedback and alternative solutions to fix the behavior.

Check In Check Out:

This is a method increasing students' accountability for their actions and encourages student to self-evaluate and correct behavior. At the beginning of the day, the teacher will set a goal for the student and use words of encouragement. The teacher provides feedback throughout the day on a worksheet. At the end of the day, the student will pick up the card, take it home to be signed, and return it the following morning.