**Discipline Strategies – The Talkative Student**

**The Talking Stick (Ball)**

Designate a ruler, baton, or foam ball as the talking stick. Decorate the item and label it at the *Talking Stick*. During classroom discussion, the student who is holding the *Talking Stick* may speak. The remainder of the class remains silent. By applying the *Talking Stick* to classroom discussions, it provides a quite and attentive learning environment.

**How to use**

1. Prior to discussion, the teacher introduces the *Talking Stick* to the students.
2. The teacher explains that whoever is in possession of the *Talking Stick* has may talk.
3. Students who do not have possession of the *Talking Stick* are to remain quiet and not interrupt the student who is speaking.
4. When the student who is holding the *Talking Stick* is finished speaking, other students may raise their hands.
5. The teacher will collect the *Talking Stick* and pass it to another student with a raised hand.

**When to use**

* First day of class when students are creating additional classroom rules.
* Use during class discussions
* Use during small group discussions which are monitored by the teacher.
* Use during the closure of the lesson. Enables students to reflect on what was learned.
* Use to control a talkative student. Explain to class that they should respect and not interrupt students who have possession of the *Talking Stick*.

**Variations**

1. Using popsicle sticks, students can create their own *Talking Stick* to be used in collaborative team discussions.
2. The *Talking Stick* can be assigned to a student each week. This student becomes the teacher aid for the week.
3. The teacher and students may award the *Talking Stick* to a classmate who exemplified good behavior. This student will receive special privileges throughout the week (first in line privilege, extra computer time privilege, etc.)

**Discipline Strategies – Energetic Student**

**Exercise/Relax**

 Energetic students need to take breaks during a lesson and move around. The teacher needs to provide time within the lesson for these breaks to happen. If the energetic student continues to move from his/her desk and disrupt the class, the teacher can move the student to the cool down area within the classroom. Students who are moved to the cool down area also receive a penalty (10-minute recess detention, reflection table in the lunch room, deletion of student reward points).

**How to use**

1. The teacher provides time within the lesson cycle for students to stand up and move around the classroom.
2. As the students are moving about, the teacher can play relaxing music.
3. When the students return to their desks, the teacher instructs the students to take a mental break and breath slowly (1 to 2 minutes). Play relaxing music.
4. Prepare students for the remaining portion of the lesson.
5. If the energetic student continues to disrupt the class, move them to the cool down area.
6. Penalize the student by removing good behavior points.
7. Instruct penalized student to reflect upon his actions.

**When to use**

* Various moments within the lesson cycle. This allows for energetic students to release energy by moving around the classroom.
* Before a test that require students to stay seated and not disrupt other students.
* After recess, the teacher can focus on the relaxation techniques and module how students should be preparing for the lesson.
* In the morning, students may need to stretch and move about to help them prepare for the beginning of school.
* Before a guest speaker comes into the classroom. The exercise/relax strategy will help the students be attentive to the speaker.

**Variations**

1. Cool down area can also be a place of relaxation. If the teacher is aware of a potential issue that will disrupt the learning environment, the teacher offers the cool down area to the student without consequences.
2. In the morning the teacher can play fun energetic music to prepare the students for the school day.
3. The teacher can provide squeeze ball that the student can play with in the cool down area.

**Discipline Strategies – Earned Tokens**

**Harris Hoorays**

*Harris Hoorays* are rewards given to students for good behavior. *Hoorays* can be traded in for decorative pencils, colorful erasures, lunch with the teacher, computer time, etc. *Hoorays* may also be taken away from the student for bad behavior.

**How to use**

1. Before the school year, the teacher creates a token coupon (*Harris Hoorays*). The hoorays vary in denomination and are color coded.
2. On the first day of class the teacher introduces the hoorays and gives each student their first hooray.
3. The teacher explains that hoorays are given out for good behavior. Exceptional behavior will receive a greater value hooray.
4. The teacher lists examples of good and exceptional behavior. The list remains displayed throughout the school year.
5. The classroom visits the digital trading store and views items that can be purchased with hoorays.
6. Students are informed that hoorays can also be taken away from a student for bad behavior.
7. The teacher models’ examples of bad behavior.

**When to use**

* Whenever the teacher witness’s good behavior, the teacher will reward hoorays to the student.
* The teacher can take a hooray back from a student if they are exhibiting bad behavior.
* If the whole classroom exhibits good behavior, special classroom hoorays can be rewarded.
* Helping hoorays can be given to students who help and encourage other classmates.
* If the teacher is informed of a student’s good/bad behavior from another teacher, the hoorays can be awarded or removed.

**Variations**

* The teacher can create a gameboard and display it for the classroom. Every time the classroom receives a hooray, they advance one position on the gameboard. If the classroom reaches the goal, they receive a movie day with popcorn.
* Each week students may vote on who has exemplified outstanding behavior. The winning students is awarded special privileges the following week.
* Table clusters (cooperative teams) can receive team hoorays.

**Discipline Strategies – Classroom Greetings**

**The Handshake**

To create a safe and comfortable learning environment, it is important that all students feel valued in the classroom. To establish a foundation of a well-behaved classroom, teachers need to be proactive and greet all students with positive affirmations daily. The greeting takes place before the class has begun and invites the student into the learning atmosphere.

**How to use**

1. On the first day of school, the teacher will stand outside of the classroom door and greet each student that enters the classroom.
2. While welcoming the students, the teacher will give the student a positive affirmation. The teacher may say, “Its so nice to see you. I really like your shoes. I heard you were very attentive in Mrs. Smith’s class.” It is important that the greeting is positive and welcoming.
3. The greeting is performed at the front door daily throughout the school year.
4. The greeting is performed with a smile on the teacher’s face.

**When to use**

* At the front door of the classroom, before class.
* In the lunchroom when the teacher encounters other students from the classroom.
* Between passing periods.
* At recess
* Anytime during the day, in a non-disciplinary interaction.

**Variations**

* Encourage students to create a special handshake that is shared between the student and teacher.
* Individual classrooms can explore greetings from other cultures. Together the students and teacher and learn the greeting in its original language and adapt it to their classroom greeting.
* A classroom handshake can be created and voted on by the class. Videos of the handshakes can be shared on the classroom website. Students will also be encouraged to learn something interesting from their fellow classmates.

**Discipline Strategies – Classroom Contract**

The classroom contract is created by the students and teacher and defines behavior expectations for the classroom. Together the teacher and students design an agreement of procedures, rules, and consequences. The contract is agreed upon by all classmates.

**How to use**

1. Ask for student’s input. Have students work individually, in groups, or by a classroom survey to identify the problems students face within a classroom and at school.
2. Once problems have been identified, the teacher and students work together to create solutions to the problems. Write the solutions on the whiteboard.
3. Review the list of solutions and combine and remove solutions from the list if needed.
4. Create a list of classroom rules from the list of ideas and solutions. Post these rules in the classroom and on the classroom website.
5. Have all students sign a contract, establishing a sense of ownership of the rules created.
6. With the students, review and amend the contract throughout the year.

**When to use**

* Use the contract at anytime during a lesson to encourage proper classroom behavior
* At the beginning of the school year
* To correct a disciplinary issue
* After a holiday break or spring break
* To review and reinforce desired behavior

**Variations**

* Team contracts can be created for cooperative groups, providing accountability for all team members.
* Individual student contracts can be created if a student continues to be a disruption to the classroom. The individual contract will be signed by the teacher, student, and student parents.
* An anti-bullying contract can be created by the students. This contract will applicable inside and outside of the classroom.

**Discipline Strategies – The Suggestion Box**

To create a safe inclusive learning atmosphere, the teacher places a suggestion box in the classroom. Students are encouraged to make anonymous suggestions that will be reviewed by the teacher. The suggestion box is beneficial to students who feel uncomfortable when asking questions and provides feedback for the teacher to evaluate.

**How to use**

1. Before the beginning of the school year, the teacher places a suggestion box in the classroom.
2. On the first day of class, the teacher identifies the suggestion box and encourages students to submit suggestions.
3. Theses suggestions are read by the teacher, and not shared with the class.
4. The teacher asks the students questions about the classroom experience and students can place the answers in the suggestion box.
5. By reviewing the answers, the teacher can assess the climate of the classroom and make changes if needed.

**When to use**

* After a lesson – Students can list what they liked/disliked about the lesson.
* At the end of the week – The teacher can ask if the students if they are having difficulty with the lesson, experiencing conflict from classmates, or working with team members.
* At the beginning of lesson – Students can list topics that they would like to discuss which relate to the lesson**.**
* Before cooperative teams are reassigned – Students can list classmates who they would like to work with, however, the teacher makes the final decision.
* When voting on classroom handshakes, classroom procedures, or student representatives.

**Variations**

* The teacher can provide the students with color coded index cards. Suggestions that are written on green cards may be shared with the class. Suggestions that are written on red cards are of importance and need to be addressed privately with the student. Suggestions written on white cards are not to be shared with the class.
* Have students set an agenda for a classroom meeting by putting suggestions in the box. Students can identify problems and find the solution to these problems during the classroom meeting.
* The activities box – Students list activities that the class can participate in during free time. Activities must be approved by the teacher. The teacher will randomly pick from the box and incorporate the activity to the lesson. Examples: A game of charades where the students act out characters from the lesson, games that incorporate technology, or team trivia.