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**Teacher Toolkit**

**Discipline Strategies**

**A Drive By**

This discipline strategy is a great way to not interrupt teaching while still addressing the problem. It is a subtle way to acknowledge the student’s behavior and allow them to fix it without causing disruption to the class. Teacher proximity usually is enough for a student to stop misbehaving but this strategy takes a step further by the teacher getting on the student’s level to acknowledge and redirect them.

**How it works:**

**1.** Constantly scan the classroom while teaching.

**2.** Notice misbehavior and move towards the student.

**3.** Walk by the student while continuing to give instruction to the whole class.

**4.** Get down to the student’s level and look into their eyes.

**5.** Whisper to the student exactly what you want them to do for no more than 10 seconds.

**6.** Move on from the student and continue to walk around.

**When to use:**

* When a student is talking during instruction
* When a student is off task
* When a student is not paying attention
* When a student is bothering others
* During instructional delivery
* During cooperative learning
* During independent practice
* During guided practice

**Variations:**

1. Drive by and gently tap the shoulder of the student to get their attention.

2. Walk by the student and give them a cue that has been previously established.

3. Walk by the student and give them a strong look. If a relationship is established, the student will know exactly what the strong look means.

**To you-To me**

This strategy emphasizes the importance of learning to the teacher. It is utilized when the student does not care about the content that is being delivered or the activity being done. The teacher twists the student’s opinion onto themselves and makes it more personal. By the teacher doing this, it is a respectful way to acknowledge the student’s point of view and respectually disagree. An example of this would be, “To you this may be boring, but to me it is important for you to learn”. This immediately shows that the teacher cares for the student and their success.

**How it works:**

**1.** Begin instruction to the whole class.

**2.** Student makes an outburst.

**3.** Acknowledge the student’s opinion and politely listen.

**4.** Understand where the student is coming from and make them feel heard.

**5.** Make a “to you-to me” statement to the student regarding their opinion.

**6.** Continue on with instruction or activity.

**When to use:**

* When a student doesn’t care about the content
* When a student doesn’t care about the activity
* When a student is negatively speaking to their peers
* During instructional delivery
* During cooperative learning
* During independent practice
* During guided practice

**Variations:**

**1.** Make a “to you-to me” statement to the whole class so they know how you feel about the content/activity and its relevance for them.

**2.** Include the student’s name in the “to you-to me” statement to make it more personal.

**3.** Change what you want the student to be doing. For example, “I need you to get back to work”, “I need you to work cooperatively”, or “we’ll talk about it after class”.

**Thank You**

This discipline strategy is a way to redirect misbehavior without strictly telling the student what to do. Sometimes when teachers tell students what to do and boss them around, it causes the student to act out more. This is a way to respectfully acknowledge the misbehavior and address it politely. If a child is running in the hallway when they are supposed to be walking, an example statement would be, “Thank you for walking in the hallway, you are awesome”.

**How it works:**

**1.** Constantly scan and monitor students.

**2.** Notice misbehavior and immediately address it.

**3.** Say what the student is supposed to be doing instead of telling them what they should be doing in the form of a “thank you” statement.

**4.** Watch the student’s action after the statement is said.

**5.** If the misbehavior stops, proceed to what you were doing.

**6.** If the behavior continues, repeat yourself until you get the student’s attention.

**When to use:**

* When a student is talking during instruction
* When a student is off task
* When a student is not paying attention
* When a student is bothering others
* During instructional delivery
* During cooperative learning
* During independent practice
* During passing periods
* During guided practice

**Variations:**

**1.** Change the voices in which the “thank you” statements are said. This is more fun for the kids and they will respond better.

**2.** Include the student’s name in the “thank you” statement.

**3.** Add compliments at the end of the statement to praise students and show that you personally care for them regardless if they are your student or not.

**Two Acceptable Choices**

This discipline strategy empowers the student by giving them choices while still addressing that their behavior is not acceptable. This strategy allows the student to dictate their actions and what results from them. The teacher’s job is to acknowledge the student’s behavior, give the student two choices, and the rest is up to the student. This strategy is great for establishing student responsibility. If a student is off task, an example statement would be, “You have two choices. You can either finish your homework now or later at home. I know you will make the right choice”.

**How it works:**

**1.** Notice the student who is misbehaving or not following instructions.

**2.** Think of the 2 acceptable choices you are going to give them.

**3.** Depending on when the misbehavior is happening either:

1. Say their name and their two choices in front of the class.

2. Walk over to them and give them their choices.

**4.** Disengage from the situation.

**5.** Walk away from the student or continue on with instruction depending on the situation.

**When to use:**

* When a student is talking during instruction
* When a student is off task
* When a student is not paying attention
* When a student is bothering others
* During instructional delivery
* During cooperative learning
* During independent practice

**Variations:**

**1.** Use this strategy in the form of a drive-by. Quickly stop instruction to address the student and give them their choices and then walk away.

**2.** Use different choices for the student. If the same ones are always used, they will start to rebel and not care about the consequences of their actions.

**3.** Depending on the behavior and activity, you may use 3 choices. All three choices must be acceptable and result in work being finished.

**Are You Helping Others Learn?**

This discipline strategy allows the student to self-reflect on their behavior while taking on the responsibly of their peers’ learning at the same time. This is a quick statement to the student followed by “yes or no”. The yes or no aspect quickly creates the student to assess their actions and how it is affecting the classroom. If a student is misbehaving, an example statement would be, “Are you helping others learn? Yes or no?” Typically the student’s response is no, resulting in them changing their behavior.

**How it works:**

**1.** Notice the misbehavior that is occurring.

**2.** Quickly address the student to minimize distraction.

**3.** Ask the student, “Are you helping others learn? Yes or no?”

**4.** The student will respond

1. If the response is yes, carry out your established discipline plan.

2. If the response is no, redirect the student and move on.

**5.** Carry on with class instruction or the class activity.

**When to use:**

* When a student is talking during instruction
* When a student is off task
* When a student is not paying attention
* When a student is bothering others
* When a student is being very loud
* During instructional delivery
* During cooperative learning
* During independent practice
* During guided practice

**Variations:**

**1.** Include the student’s name in the statement to make it more personal.

**2.** Say the statement and then point out ways the student is disrupting others. Such as “You’re causing Susie to not focus” or “Roger can’t read when you are this loud”. This allows the student to physically see how he/she is affecting the learning of others.

**3.** This statement can be phrased other ways depending on the teacher’s preference. Examples are “Are you enhancing the learning of others? Yes or no?” or “Are you helping to create a positive learning environment? Yes or no?”

**Yes, With a Clarifier**

This discipline strategy acknowledges the student’s voice and statement but sets a standard for it. It is important that the teacher does not give the student a stage during this time but instead lets the student do what they want to do, at the appropriate time set by the teacher. By the teacher setting proper limitations, it avoids the student running over him/her and creates respect between the teacher and student. If the student needs to use the restroom, an example statement would be, “Yes you may go to the restroom, when I am done with instruction”.

**How it works:**

**1.** Begin or carry on with instruction/the activity for the day.

**2.** The student will get your attention by raising their hand or by the procedure established at the beginning of the year.

**3.** Listen carefully to their need using eye contact.

**4.** Acknowledge them by saying “Yes” following your clarifier.

**5.** Proceed with instruction/the activity for the day.

**When to use:**

* When a student needs a supply
* When a student needs to use the restroom
* When a student needs to go to the office
* When a student needs to go to another teacher’s classroom
* When a student needs to turn something in off of schedule
* During instructional delivery
* During cooperative learning
* During guided practice

**Variations:**

**1.** Include the student’s name in the statement to make it more personal and make them heard.

**2.** Add “thank you for asking” at the end of your statement to show the student your appreciation for following your procedure.

**3.** Rephrase the statement depending on your preference. Some examples are “absolutely” with your clarifier, “you sure may” with your clarifier, or “of course” with your clarifier”.