CLASSROOM DISCIPLINE CYCLE (CDC)

Be Respectful, Be Responsible, Be Safe
BE POSITIVE!!

**CLASSROOM DISRUPTIONS WILL RESULT IN A REMINDER**

REMINDER 1 = NON VERBAL WARNING
REMINDER 2 = VERBAL WARNING
*REMINDER 3 = CONSEQUENCE (MENU)*
*Student completes Reflection form*

*Consequences accumulate by Team, not by individual teacher.*

<table>
<thead>
<tr>
<th>Positive Consequence Menu</th>
<th>Corrective Consequence Menu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal pride</td>
<td>*Reflection Form (every time)</td>
</tr>
<tr>
<td>Future Success</td>
<td>Reteach lesson/expectation</td>
</tr>
<tr>
<td>Wall of Fame ticket</td>
<td>Silent Lunch/Time in during recess</td>
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<tr>
<td>St. of the Week/Month opportunity</td>
<td>Additional Work Day participation</td>
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<tr>
<td>Fun Friday participation</td>
<td>Parent Phone call</td>
</tr>
<tr>
<td>Positive Office Referral/Postcard</td>
<td>Time Out with parent contact</td>
</tr>
<tr>
<td>Leadership opportunities</td>
<td>Loss of in class privilege</td>
</tr>
<tr>
<td>Bonus classwide privileges</td>
<td>Office Referral (only for majors)</td>
</tr>
</tbody>
</table>
The Pyramid of Positive Behavior

There are 5 components.

Let’s explore strategies for each component.

**Prevention**
- Tier One: 80-90% Students

**Positive Instruction**
- Tier Two: 10-20% Students

**Intervention/Reflection**
- Tier Three: 5-10% Students

**Small Group Resolution**

**Referral**

POSITIVE INSTRUCTION

INTERVENTION/ REFLECTION

SMALL GROUP RESOLUTION

REFERRAL
Apology Slip

Name:________________________________  Date_________  Name of person harmed:____________________

This is what I did:
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

What I should have done was:
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

When I harmed_________________________________________, I think he/she felt ______________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

I would like to say:______________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Signed:________________________________________  Signed:________________________________________
(teacher and/or parent)  
(student completing the form)

Better Choices Sheet

Name:_________________________________________________  Date:_________________  Time:___________

My actions were as follows: (What I did)
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

A better choice, which I will do next time is: 
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

Why I made the bad choice:
_________________________________________________________________________________________
_________________________________________________________________________________________
_________________________________________________________________________________________

To help myself, the next time something like this happens, I will _________________________________
_________________________________________________________________________________________

Student Signature:________________________________________  Teacher/Adult___________________________
MULTIPLE INTELLIGENCES PROFILE

Rank each set of activities from a number of 1 to 8 where 1 is the lowest in time preference or talent and 8 is the highest. (Each group should have a 1, 2, 3, 4, 5, 6, 7, & an 8.)

I spend the most time:
- Participating in outdoor activities (h)
- Drawing or painting (b)
- Playing an instrument (f)
- Being with others (d)
- Writing poems, stories, or letters (a)
- Working with computers or doing science projects (c)
- Doing things by myself (e)
- Exercising or playing sports (g)

I prefer to:
- Take objects apart and figure out how they work (c)
- Exercise, ride a bike, or be active with my body (g)
- Look at comics, art, or movies (b)
- Observe rocks, plants, or animals (h)
- Join clubs and social activities (d)
- Listen to music (f)
- Read a book (a)
- Think about myself, my life, and how I handle situations (e)

I am good at:
- Recognizing, remembering, humming, or singing tunes (f)
- Understanding people, knowing and appreciating people (d)
- Talking, writing, or playing with language and words (a)
- Looking at things, drawing, using maps (b)
- Using my hands or body to make or do things (g)
- Identifying patterns in my environment (h)
- Constructing things, pulling them apart, or asking “why” (c)
- Being myself, doing things at my own initiative and pace (e)

I learn best by:
- Talking to others (d)
- Tuning into rhythm, turning things into a song (f)
- Seeing or making a picture, map, or diagram of an idea (b)
- Practicing, moving around a lot, and doing things (g)
- Taking time to understand things by myself (e)
- Listening, reading and writing, or speaking to myself (a)
- Analyzing, explaining, and understanding why (c)
- Using my senses to make connections in the world around me (h)

Profile: To score, add up the totals for each letter and place them next to the intelligence it represents. The highest number indicates the intelligence in which you have the greatest interest, time, energy, or skill. The lowest indicates the intelligence in which you have the least interest, time, energy, or skill.

a. Verbal/Linguistic
b. Visual/Spatial
c. Logical/Mathematical
d. Interpersonal
e. Intrapersonal
f. Musical
g. Bodily/Kinesthetic
h. Naturalist
# Student Growth Chart

Name: _______________________________ Class: __________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Difference +/-</th>
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</table>
ATITUDE + EFFORT = REWARDS

<table>
<thead>
<tr>
<th>Cycle 1</th>
</tr>
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<tbody>
<tr>
<td>What is our reward?</td>
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</tbody>
</table>

<table>
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<tr>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is our reward?</td>
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</tbody>
</table>

<table>
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<tr>
<th>Cycle 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is our reward?</td>
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</tbody>
</table>
Where are you NOW?

Action Plan

Focus

On Negative  | Occasionally Positive  | Positive  | Very Positive  | Extremely Positive

1. Please think about the comments you make to your teachers. Let’s quantify this way:

Ask yourself approximately how many positive contacts (verbal, written, or electronic) do I have with my teachers in a 5 day period? #

If you are not sure where to place yourself on the continuum, use the following as a guideline only: 20+ is extremely positive in 5 days, 10-14 very, 5-9 positive, 2-4 occasionally, 0-1 may focus on negative

2. What are some of the typical things you say to praise or compliment your staff and individual teachers? Please list below.

3. Do you have room for improvement?

If so, please write a goal for how many positive comments you would like to make in daily or half day increments. (Ex. I will go from making 3 positive contacts per week to 10 positive contacts per week.)

MY GOAL: _________________________________________________________________.

STEPS I will take to achieve this goal:

Positivity Action Plan

2007

Amie Dean
Strategies for Secondary

Success Chain – explained in workshop – positive group contingency in which the class earns a paper link/letter/word towards an established goal/reward. Many variations can be used: Principal’s link, buddy link, academic link, visitor’s link, lunch-line link, etc… Once earned, links cannot be taken away. You may also have more than one chain going at once. Ex. Inside chain & outside chain for in-class versus outside activities. Once goal is reached – whole class reward.

Correction Cards – Have laminated post it notes with common verbal statements made by teacher. Please Stop, Thank you for Listening, Thank you for not talking when I talk, etc. Hand out discreetly to deal with behavior. If you want to give a positive note, write it on a post it and let students keep it. Laminated notes should be returned at the end of class.

Last In - Last Out – Tardy management. Place desk(s) close to the door. The last one in is the very last to leave. Reiterate this is a “choice” they have made.

Neon Clipboard – (Disc. tracker) name on the clipboard = predetermined consequence.

Behavior Bracelets – (Great if you are on the move.) Use 3 colored stretchy key rings – remove one bracelet each time the “behavior to work on” is exhibited (blurt out, out of seat, etc.) The # of bracelets left is the number of points earned for that period. Predetermine the goal/# of points for reward. EX. 25 points = homework pass.

Yes Card – (use index card) 3-6will have 9 sections. Use a 3-10 minute interval depending on how often student disrupts. Increase time interval gradually. If at the end of specified time, student has not disrupted, you initial ONE “yes.” If the student has all “yes” initialed, reward is earned.

Team Time – 5 minutes every Friday. Set a timer for 5 minutes. Tell students they may only say “kind” things to each other during the 5 minutes. Put sentence starters on the board – Thank you for….I appreciate you for…… I'm proud of you……I noticed that…. I start it off by making a few of the statements myself. After a few weeks, you may notice them doing this unprompted!

Success Box/Bonus Box – used to reinforce positive behaviors, but also to minimize # of rewards given. If student complies with/reaches goal he/she puts name in a drawing box. Names can be drawn by period, daily, weekly, etc to earn reward.

Code System – Code “0” = Zero talking, Zero movement, Eyes on speaker; Code “1” – may only talk to teacher; Code “2” – may only talk with partner; Code “3” – may only talk with group.

100% Club – Set a goal and ALL students must comply. Ex. All arrived on time, completed homework, brought all materials, earned at least a ___ on quiz, no one interrupted the speaker, etc *Keep record of when goals are met. Chart the data & use to discuss what needs improvement. 10 pts can be earned each time toward 100 pts which = reward.

My Time/Your Time – Predetermine how many minutes you can spare at the end of the class (up to 5.) Put tally marks on the board at the beginning of class. Tell class each time they take “my” time (you have to stop to correct) they lose a minute of “your” time at the end. 5 minutes at the end of class could be talk time, homework time, choice time, etc.
WEBSITES:

• **www.behaviordoctor.org** – my favorite website for discipline ideas for EVERYONE and working with at risk or special need students. Many **free** books under the “Booklets” tab on the right.

• **www.newmanagement.com** – download the ClipChart e-book for free! LOVE IT!

• **www.wholebrainteaching.com** – amazing management techniques – check Chris Biffle out on youtube to see exactly how to do it! I watched an 8 min video & had 5 strategies down pat. 😊

• **www.classdojo.com** – FREE software for tracking student behavior – clean, simple, runs reports!

• **http://hill.troy.k12.mi.us/staff/bnewingham/myweb3/** - Beth Newingham’s site on a Classroom Economy with free downloads, pictures, and video

• **www.skillstreaming.com** – Packaged social skills program for 3 different age groups – simple to use, inexpensive, and research-based. I used it & loved it.

• **www.jigsaw.org** – explains Jigsaw method

• **www.teach-nology.com** (rubric maker & tons of free rubrics!)

• **www.kaganonline.com** (Teachtimer, Hallway Pass, and Team Timers)

• **www.eduplace.com** and **www.readingquest.org** – free graphic organizers

• **www.Internet4classrooms.com** – AMAZING – lots of activities for every standard you can imagine

• **www.interventioncentral.org** – many academic and behavioral strategies

• **www.PatQuinnResources.com** – more resources for RTI than you could ever dream of!

• **www.terryalderman.com** – great books that explain several of today’s strategies plus many more!

• **http://www.igs.net/~cmorris/inventories_on_mi.html** list of online multiple intelligence inventories

BOOKS:

• **A Framework for Understanding Poverty** by Ruby Payne

• **Teaching with Love and Logic** by Jim Fay

• **The First Days of School** by Harry K. Wong

• **Do You Know Enough About Me to Teach Me? A Student’s Perspective** by Stephen Peters

• **Rational Discipline** by Terry Alderman

• **Partners in Learning: from Conflict to Collaboration in Secondary Classrooms**, by Carol Miller Lieber