

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.

Positive Consequence Menu

Corrective Consequence Menu

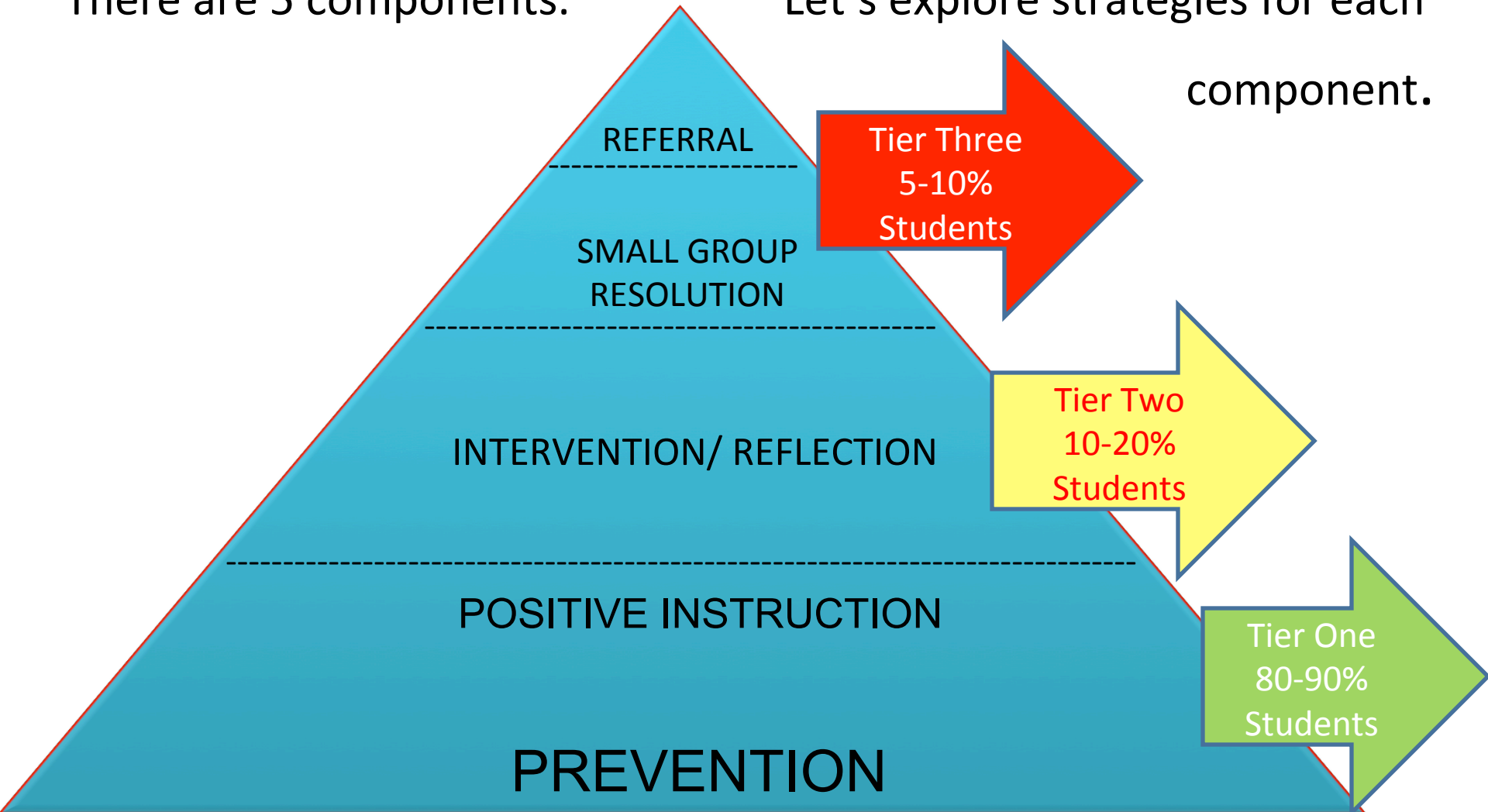
**Personal pride
Future Success
Wall of Fame ticket
St. of the Week/Month opportunity
Fun Friday participation
Positive Office Referral/Postcard
Leadership opportunities
Bonus classwide privileges**

***Reflection Form (every time)
Reteach lesson/expectation
Silent Lunch/Time in during recess
Additional Work Day participation
Parent Phone call
Time Out with parent contact
Loss of in class privilege
Office Referral (only for majors)**

The Pyramid of Positive Behavior

There are 5 components.

Let's explore strategies for each component.



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

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 _____

ATTITUDE + EFFORT = REWARDS

Cycle 1

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What is our reward? _____

Cycle 2

--	--	--	--	--	--	--	--	--	--	--

What is our reward? _____

Cycle 3

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What is our reward? _____

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.

RESOURCES

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