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
- 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

### Corrective Consequence Menu
- *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)
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**
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 ______
# Student Growth Chart

Name: __________________________ Class: ______________

<table>
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<tr>
<th>Activity</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Difference +/-</th>
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<td>Cycle 1</td>
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<td>What is our reward?</td>
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Where are you NOW?

Action Plan

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<th>5</th>
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<th>20</th>
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<td>Extremely</td>
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<td>On Negative</td>
<td>Positive</td>
<td>Positive</td>
<td>Positive</td>
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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.
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/](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](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