

# Discipline Strategies

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## Dojo Point

The dojo point idea operates in a fashion that rewards positive behavior while disciplining and hopefully preventing negative behavior. A student who does what is asked -- such as a first grader bringing back their reading book with parent signature for weekly reading may earn fake money (dojo coins) that can be used to purchase an item from the dojo store, while a student who misbehaves in class may be asked to give up some of their dojo coins.

### How to use:

1. Have a clear and consistent plan for what behaviors earn dojo coins and what behaviors cost a student dojo coins.
2. Review this plan with all students at the beginning of the year and as needed.
3. Post the plan so that students can reference as needed.
4. Set up the "dojo store" this can be a simple box of trinkets, gadgets and other goodies kids may like.
5. Costs should be associated with each item in the store so that kids can decide when/what they want to spend their money on.

### When to use:

This method works great with younger students, as earning money and being able to buy something is a strong incentive. Older students may not be as motivated as younger students with this method:

- To hold students accountable for daily/weekly tasks
- As a method of "paying back" for misbehavior
- Reward students for exemplary behaviors
- Motivate students to follow rules and behaviors as instructed
- Giving the student tangible evidence of their behavior
- Payment for completing their weekly class job

### Variations:

**Behavior Scale/Board:** Similar to the dojo store, students are rewarded for positive behavior and lose points for negative behaviors. For example a 5-6 level chart may be on the wall and each student has a clothes pin with their number. Students may all start the day in the middle and as behaviors are noticed by the teacher the student moves their clip when instructed. The bottom level may result in a call to the parent, while the top may be student leader for the following day or another type of praise.

**Positive Discipline:** This method focuses on the good behaviors; being attentive to see them and acknowledging them. Acknowledgement does not always have to be in a verbal form. A thumbs up or smile can go a long way for a student. Instead of giving a tangible asset for the good behavior they are given an acknowledgment.

**Color Calendar:** This works similar to the scale board but for younger children. Colors are associated with behavior such as: green for outstanding behavior, blue for great behavior, yellow for acceptable, orange for cautionary, and red for poor behavior. Each day the children move their name to the color instructed by the teacher based off in class behavior. At the end of the day this color is put on a calendar and the calendar is sent home weekly for the parents to see, sign and send back. Parents are notified daily for any red days.

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## Proximity Control

With proximity control the teacher would utilize their physical proximity to the student to cue and redirect bad behavior. Examples of behaviors that can be altered with proximity control include repeated tapping on the desk with a pencil or book, speaking out of turn, and/or consistent leaning back in the seat (not having “4 on the floor”). The main concept is that the presence of an authoritative figure reduces the ability or desire to perform in negative behaviors

### How to use:

1. Students’ behavior becomes distracting (to the teacher and/or class)
2. Teacher continues lesson but discretely walks to the student
3. Teacher stands right next to the student until the negative behavior stops

Note: a smile down to the student when the negative behavior stops may help the student realize what is expected

### When to use:

- The Proximity Control method can be used in many instances with several of the 7 student positions, for example:
  - **Attention Seeking Student:** Proximity gives the attention seeking student the attention they want as you are next to them and they should stop the negative behavior, however, this can have a ripple effect as now the students are watching you teach next to the attention seeking student. In the case the behavior worsens you may want to use one of the variations (such as Fly By)
  - **Control-Seeking Student:** Proximity control works with most control seeking students as you are the authority, controller, in the situation. Control seekers like to tell others what to do, however with this strategy you are making them stop what they are doing (non-verbally) and they must relinquish control over to you.
  - **Uninformed Student:** This method works well with these students as they tend to not know how to act or tend to break rules inadvertently
- Other times to use Proximity Control include:
  - When a student is exhibiting off task behaviors
  - When a student repeatedly speaks out of turn

### Variations:

**Fly-By with Proximity:** This uses the teachers proximity with a quick message or direction (spoken quietly so that only the one student can hear it) to let the student know what is expected or that their corrected behavior has been noticed. This is for students who may need affirmation or are not getting the hint by your proximity.

**Connect with Proximity:** Using your proximity first to curve behavior, once behavior has curved use the connect method (a hand on the shoulder or pat on the back) as reinforcement to commend the student for doing the correct behavior. The connect method can also be used if a student is showing signs of frustration because they just don’t get the concept; in this case it is used as an “I understand” gesture. Do not use the connect method with an angry student, as it may escalate the situation.

**Anticipated Proximity:** This variation of proximity can be used when students are testing or doing collaborated work. The students are less likely to misbehave if they anticipate your proximity; meaning they know you are consistently walking around and could be behind them at any moment. Students know what teachers are going to just sit behind their desk during a test and may be more likely to cheat, just as they are less likely to work on the assignment in groups if they do not anticipate you paying attention to them.

## “I” Statement

This is a strategy that helps to deflect guilt, and does not trigger defensiveness. In this strategy, the teacher uses the word “I” instead of “you” or “you’re”; changing focus to the teacher rather than placing it on the actions or feelings of the student. For example “I feel you are not happy with the outcome of the seating assignments.” Not only does this method encourage discussion about sensitive or emotional topics but it also helps strengthen the bond between the teacher and student as they speak openly and honestly without being discouraged.

### How to use:

How to use the “I” statement can vary and depends greatly on the bad behavior you are trying to alter. Always use this statement directly and remember to refrain from using words that are confrontational to students.

1. Observe bad behavior
2. Consider what behavior you would rather the student do
3. Phrase your statement to directly state what YOU would rather the student do
4. Do not allow for banter back and forth

### When to use:

- The “I” Statement method can be used in many instances with several of the 7 student positions, for example:
  - **Angry Student:** “I know this might not be an ideal situation for you, but how can we work together...” Use this line to defuse and upset child and let them know you want to be their champion and work with them.
  - **Energetic Student:** “I feel your behavior today hasn’t been in your norm, why do you feel you have so much energy?” This should cause some self-analysis of the student and then should be able to link to how the behavior is disruptive to the class.
  - **Bored Student:** “I feel you are not enjoying this lesson, what about it do you not like?” This should open the door to whether the material is just not interesting to the student, or if they already mastered the concept and need enrichment exercises.
  - **Avoiding Failure Student:** “I know sharing your thoughts can be scary, but when we work in groups it helps everyone learn from each other’s thoughts.” This is an easy phrase to use if a student doesn’t want to participate in group activities.
  - Other times the “I” statement can be used is when an entire class is losing focus to get them refocused on you the teacher can say “I want to see you succeed with this assignment, but we must focus so that everyone can grasp the concept first.”

### Variations:

**Assertive “I” Statement:** This method is using the “I” statement directly to curve the misbehaving students’ attention to the desired behavior and away from the bad behavior. For example, “I want you to...” or “I need you to...” However, do not make the mistake of using a statement like “I want you to stop” as that causes confrontation, it is not directly cuing the behavior to the good behavior.

**Humanistic “I” Statement:** This method focuses more on the feelings associated with the misbehavior. There are three steps to this method 1) include a description of the behavior, 2) relate this behavior to the impact on the teacher, and 3) tell how the behavior makes you feel as the teacher. For example, “When you talk while I talk I have to stop my teaching which frustrates me.”

**Comparable “I” Statement:** Link the students’ positive behavior from previous days or assignments to that of their current actions. For example, “I really appreciated your focus yesterday; I hope that you can give me that again today.”

## Self-Checking

In this strategy the teacher would say the phrase that would cue the student to stop, self-assess, and correct. Self-assessments are some of the best methods to improve as it requires in-depth thought about one's own behavior and developing a plan to improve. Using this method empowers your student to identify the negative behavior and correct it using options that they feel would be appropriate.

### How to use:

1. Observe the negative or bad behavior
2. Inform the student of the undesired behavior
3. Direct the student to self-check what they were doing and the behavior associated.
4. The student then assesses their actions and decides on what corrections need to be made to make the behavior appropriate.
5. The student then models the appropriate behavior.

### When to use:

- The Self Checking method can be used in many instances with several of the 7 student positions, for example:
  - **Attention Seeking Student:** Self Checking makes the attention seeking student really assess themselves and give themselves the attention they are seeking. Students who are attention seeking tend to walk around or get out of their seat a lot, this is a great method for them to analyze that negative behavior.
  - **Energetic Student:** These students tend to exhibit off-task behavior and thus become disruptive to the lesson. Having a student self-assess can bring them back into the lesson with positive behavior.
  - **Uninformed Student:** This method works well with these students as they tend to not know how to act or tend to break rules inadvertently, self-assessment can benefit the student and make them correct their own behaviors
- Other times to use Self Checking include:
  - When a student is refusing to do what others request (student or teacher)
  - When a student is making disruptive gestures or movements.

### Variations:

**Partner Self Check:** Without calling out the student exhibiting the inappropriate behavior; ask the class to partner with their shoulder buddies and, in the form of timed pair share, give them an example of an inappropriate behavior and ask them to discuss possible solutions for one minute each and then discuss acceptable choices for an additional minute.

**Table Self Check:** Without calling out the student exhibiting the inappropriate behavior; have the class to partner with their face buddies and, in the form of think pair share, give them an example of an inappropriate behavior and ask them to think about possible solutions for one minute. Then each pair discusses their acceptable choices for an additional minute.

**Brainstorming Check:** A behavioral issue that has many possible solutions is ideal. Have the class break into groups and document as many solutions to the inappropriate behavior as possible. The groups then share their solutions and pick the top three. All groups write their top three on the board.

## Slogan Focus

Slogans can curve the focus of a disruptive classroom throughout the school day. Lessons are only effective if the class, as a whole, is paying attention. Teachers can have multiple slogans for different things. For example, one slogan can require the students to look at the teacher, other slogans can require the students to take a seat and look at the teacher. Examples of slogans include “Clap once if you can hear me! Clap twice if you can hear me!” or “Hocus pocus, everyone focus!”

### How to use:

At the beginning of the year the teacher and class should decide together what the main focus slogan will be, slogans can be adopted or altered throughout the year the just need to be communicated and demonstrated to the students.

1. When a classroom becomes disorderly the teacher should use the slogan to get the attention of some students.
2. Then repeat the slogan to gain the remainder of the classes’ attention.
3. I would not repeat more than three times as this does not demonstrate authoritative control. If a student or groups of students still refuse to react to the slogan, bringing in another method or variation may be needed.
4. Once class has regained focus continue with directions or lesson.

### When to Use:

- The Slogan Focus method can be used in many instances with several of the 7 student positions, for example:
  - **Attention Seeking Student:** Slogan Focus makes the attention seeking student stop and listen then fall in line with other students. Students who are attention seeking tend to goof off or be disruptive, this is a great method for them to stop the negative behavior and look at the teacher.
  - **Energetic Student:** These students tend to exhibit off-task behavior and thus become disruptive to the lesson. Having a student recommit their focus can bring them back into the lesson with positive behavior.
  - **Uninformed Student:** This method works well with these students as they tend to not know how to act or tend to break rules inadvertently disobeying the teacher, slogan focus can be fun and get the students attention and make them focus on the task at hand.
- Other times to use Slogan Focus include:
  - When a student, or group of students, are talking excessively.
  - When a student, or group of students, are being disrespectful to the lesson, teacher and/or class.

### Variations:

**Clock Focus:** This variation of the slogan focus strategy can regain concentration of the students by reducing their restlessness. For this method the teacher uses the slogan “clock focus.” That slogan cues the students to stand and watch the clocks’ second hand for one minutes time (a full rotation of the second hand). While students’ watch they will calm down and be able to regain their focus on the assignment. Once the rotation is complete students sit and get back to work.

**Raised Hand:** When the class is disruptive the teacher raises their hand in a predetermined fashion (i.e. finger on lips, or fist in the air), when the students notice the teachers gesture they mimic it, until the entire class is doing the same gesture.

**Noise Notice:** The teacher has a device that makes a unique sound; when the class becomes disruptive the teacher uses the device to get the classes attention immediately. This variation works best with something that makes a louder noise; for example a song or a whistle.

## Redirect Cues

Redirect cues are ones that, when given, gain the attention of the entire class almost instantaneously. These cues include simple tasks such as turning the lights off and on. Other clues can be a little more subtle and take the students more time to notice such as the teacher remaining silent for an extended period of time. Redirect cues do not need to be fully outlined at the beginning of class as they give the teacher a chance to explain the reasoning for the redirect during its use.

### How to use:

1. When students are exhibiting unacceptable behavior the teacher models the redirect cue.
2. When the teacher gains the students attention she will explain the reason for the cue and the expectation going forward.
3. Teacher will then continue with the lesson.

### When to use:

- Redirect methods can be used in many instances with several of the 7 student positions, for example:
  - **Angry Student:** These students can be disruptive to others in the classroom and escalate the lack of focus very quickly a redirect does not place the blame on one individual and should not elevate the angry students behaviors.
  - **Energetic Student:** Tend to act out of control or call attention away from the lesson. Use the redirect to restart the class and focus on positive behaviors.
  - **Bored Student:** These students will often get off task by doing things such as playing on their phone or with items in their desk. Use the redirect to have them look up and away from what they are doing you can then use a gesture to let them know they need to have better behaviors.
- Other times to use Redirect Cues include:
  - When a student, or group of students, are being tempted to “look around” during an independent activity.
  - When a student, or group of students, are not paying attention, zoned out.

### Variations:

**Bell Hop:** A bell used to ring for service in different businesses can be used to get the students attention. The teacher has the bell readily available within the classroom. When the class needs to re-center their focus the teacher rings the bell to gain the students attention. The teacher then uses verbal and/or nonverbal cues to signal the lesson is beginning.

**Timed Focus:** The teacher has a timer located in the classroom (can be on the phone, computer or stop watch style). When the class is starting to become unfocused, the teacher sets the timer for 30 seconds and waits silently while giving redirect cues to bring attention back to the teacher.

**Connect & Redirect:** Redirect a student back to the task on hand and away from the disruptive behavior by tapping or placing your hand on their shoulder and pointing at assignment they should be working on.

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Resources used:

<http://www.nea.org/tools/10-approaches-to-better-discipline.html>

<http://honorlevel.com/11-discipline-techniques.html>