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**Discipline Inst Strategies**  
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## Teacher Toolkit Rubric

### Discipline Instructional Strategies

#### Assist students in the development of resiliency skills

This builds upon students' coming back from adversity, overcoming negative surroundings that often prevents students from being successful in their learning environment.

#### Procedure:

1. The teacher develops a supportive relationship with their students.
2. The teacher maintains a positive high expectation for all students.
3. The teacher provides growth opportunities for students.
4. The teacher teaches students that they are capable and have strengths.

#### Examples of when to use the strategy:

1. When the student was passing their courses and their grades begin to fail based on influences that they allow in their lives and they want to change themselves around.
2. When a student has been placed in an alternative school setting and they come back to their regular classroom setting.
3. When a student leaves school unexpectedly: dropped out or for other unforeseen issues and decides to return.
4. When a student dislikes a particular subject and decides not to participate in the learning environment, but realizes that their noncompliance within the subject is hurting them more than helping them.
5. To assist students who come from trouble environments.

#### Variations

1. The teacher allows student(s) to conversate them about any issues that is going on in their lives that may deter their behavior within the learning environment.
2. Develop a classroom resiliency lesson plan to discuss with the classroom.
3. The teacher finds a guest speaker that has dealt with some type of adversity and presents their story towards the class.

### Developing and teaching behavior rules

These rules should be developed with input of students, parents and the community. When the rules have been agreed upon, the students know that these behaviors are communicated and posted in different formats.

### Procedure

1. The students will review the behavioral expectations
2. The teacher will explain the reason for the expectations
3. The teacher will have students role-play expected behaviors
4. The students will provide feedback and corrections as required
5. The students will acknowledge appropriate behaviors

### Examples of when to use the strategy:

1. Sending a letter home to parents/guardians informing them of what classroom rules are expected in the teachers learning environment.
2. Post the behavior rules on the white board or next to the door, so students can see it when they enter/exit class.
3. When students are being unruly within your classroom and not complying to the classroom rules
4. To be taught after a long break, to remind students what is expected within your classroom.
5. Make this a standard rule when guest is in the class and the teacher is present/not present.

### Variations

1. Have teachers within your subject develop one standard classroom behavior guideline and all present it to their class(es).
2. A well liked and respected representative of the school environment to present the classroom behavior guidelines (teacher, coach, administrator, staff member etc.)
3. The teacher has students view digital outlet recording (YouTube, Instagram etc.) of the teaching presenting the behavior rules of the class.

### Classroom Contract

This teacher and students construct a contract for an agreement for classroom norms, rules and consequences. These contracts have to be agreed upon by all class members. This contract can be changed as things change.

#### Procedure

1. The teacher asks students opinions.
2. The teacher asks for students' ideas
3. The teacher summarizes students' ideas
4. The teacher turns ideas into rules
5. The students sign the contract
6. The teacher and students review the contract

#### Examples of when to use the strategy

1. Have these contracts readily available on the first day of school.
2. When students are not following the agreed upon rules.
3. At the beginning of second semester after winter break.
4. Before beginning a new activity or unit.

#### Variations

1. Team Social Contracts.
2. Individual Social Contracts.
3. Subject based Social Contracts.

#### Fill-in-the-Blank Reward System

This is a class motivational tool that provides feedback to the class and allows opportunity for the class to be rewarded for displayed positive behavior. This is indicated by “blanks” within the classroom. When the class meets a specific expectation, they will fill in a letter in that blank space. When the word is completed, the class will receive an award.

#### Procedure

1. The classroom has to decide on a word.
2. The classroom decides on which reward that the teacher will distribute to the class.
3. The teacher lets the class earn letters or word for the behavior that exceeds their normality of the class.
4. The class receives reward.

#### Examples of when to use the strategy

1. In a Special education class when students are not complying to teachers' expectations.
2. When the class is attending a school-based function off of school grounds.
3. During extracurricular activities.
4. In an Alternative school setting to add on a reward system.
5. When students are given the opportunity to police themselves within a learning environment.

#### Variations

1. The teacher has student choose a word and they reverse the strategy instead of adding words they take away words, if there are any discrepancy with the class.
2. Teacher allows students to earn letters, but they can lose them as well.
3. This can be used in different segments of the school year: every six weeks, quarters, semesters.

### Student Responsibility Forms

The student responsibility forms encourage and allow students the opportunity to explain why they choose not to follow a classroom expectation. This form can be served as documentation for parent-teacher conferences or administrative meetings.

#### Procedure

1. The teacher creates the student responsibility form.
2. The teacher sets the expectations.
3. The teacher decides on consequences.
4. The teacher gives out the form to the students to read, print and sign.
5. The teacher files the form.

#### Examples of when to use the strategy

1. When students are missing assignments.
2. When students do not have their supplies.
3. When students are not participating in class.
4. When students are distracting their peers within the classroom.

#### Variations

1. Teachers use pink slips or other colors
2. Teacher tells student that their parent/guardian has to sign the form.
3. Tracing the letters with a finger.
4. Teachers have a motivation system that ties in with the student responsibility forms

## Affirmations

Affirmations are used to create positive and supportive environments. Affirmations develop an atmosphere where students are able to change their attitudes within the learning environment.

### Procedure

1. The teacher chooses the affirmation in which they are going to tell students
2. The teacher teaches what the affirmation looks like.
3. The teacher establishes guidelines for when and how affirmation can be earned as they will post them within the classroom.
4. The teacher will target the behaviors in which will earn the student's affirmation.
5. The teacher will see and acknowledge behaviors.
6. The teacher will let students make the decisions of which affirmations they would like to receive.
7. The teacher will lead the class in giving the affirmation.

### Examples of when to use the strategy

1. When the teacher would like students to use a model behavior.
2. When the teacher wants to acknowledge a desired behavior.
3. When the teacher wants to build trust and respect within their classroom.
4. When the teacher allows an outside representative to offer affirmations towards the class.
5. Students give positive affirmations amongst each other.

### Variations

1. The teacher will give written affirmations.
2. The teacher will send positive notes through: email or mail to parent/guardian about their child's great behavior in class.
3. The teacher will give a phone call to parent/guardian and tell them about their child's great behavior in class.