

DISCIPLINE/CONSEQUENCES

Address misbehaviors to increase appropriate behaviors.

- Take proactive steps to establish a positive classroom climate
- Clearly define expectations and motivate students with positive reinforcement
- Teach rules and procedures
- Plan and inform students of consequences that relate to misbehaviors
- Teach student to take responsibility for self and actions
- Follow through with consistent consequences in a timely manner
- Communicate the classroom behavior plan to students and parents
- Deal with misbehaviors promptly, fairly, consistently, and equitably
- Use I messages to let students know what is expected (e.g., “Linda, I need you to put the book inside your desk.”)
- Avoid using threats
- Identify significant others with whom the child is successful and involve them in working with the student to reach a behavior goal
- Report serious infractions to campus administrator
- Initial corrective interventions could include:
 1. proximity
 2. quiet redirection
 3. private nonverbal cues
 4. verbal reminders (e.g., “Beverly, remember to ____.”)
 5. directives (e.g., “Sam, I need you to ____.”)
 6. repeated practice (e.g., If a student uses inappropriate vocabulary, makes unsuitable choices, or interrupts unnecessarily, talk about how the acceptable behavior would look and sound and have student practice the action.)
- Consequences that occur after warnings are given might include:
 1. loss of privilege
 2. time of silence
 3. correct inappropriate action (e.g., “Martin, please go back and walk down the hallway.”)
 4. temporary time away from the group, yet remain in the classroom
 5. log misbehaviors in a notebook
 6. student reflects on misbehavior through journaling
 7. teacher/student conference
 8. parent contact (e.g., phone call, not home, report card note, parent conference)
- Follow campus guidelines and campus plan for corrective action