Effective Discipline Plans

Rules
Consequences
Rewards

http://www.songsforteaching.com/benstiefel2/s/rules.mp3

Classroom Management Plan

- Include a detailed description of the process that you will use to arrive at your classroom rules.
- Include what some rules might be.
- Describe how rules will be communicated to students, parents, and administrators.
- Video: Part 3: Discipline and Procedures
  - Harry Wong
  - 10:30-19:30

Basic Structure for a Discipline Plan

- Rules
  - What are the expected behaviors
    - Wong, Chapter 18
- Consequences
  - What the student chooses to accept if a rule is broken
    - Wong, Chapter 19
- Rewards
  - What the student receives for appropriate behavior.
    - Wong, Chapter 19

Key Idea

"Effective teachers present their rules clearly and provide reasonable explanations of the need for them."
-Wong, page 141

Why You Should Have Rules?

- List a reason why you should have rules on the chart.
- A Few Reasons
  1. To have a safe and effective learning environment.
  2. Clear rules provide for consistency in the classroom.
  3. It is easier to maintain good behavior than to change inappropriate behavior.
  4. Provides you with confidence in your ability to manage a class if you have a clear idea of what you expect from your students.
  5. Rules immediately create a work-oriented atmosphere.
  6. Rules create a strong expectation about the things that are important to you.
Two Kinds of Rules

• The function of a rule is to prevent or encourage behavior by clearly stating student expectations. (Wong, page 145)

• Two kinds are rules most commonly used by teachers are:
  1. General rules
  2. Specific rules

General Rules

• Rules are more encompassing and may cover many behaviors. (Wong, 145)

• Advantage
  – They offer flexibility in that a great deal of behavior can be covered by a few general rules.

• Disadvantage
  – They must be clearly explained otherwise students will not know exactly what behaviors are acceptable.

Specific Rules

• Rules are to the point and clearly cover one behavior. (Wong, 145)

• Advantage
  – They clearly state the expected student behavior.

• Disadvantage
  – May limit the number of rules
  – Must know exactly what behaviors are deemed most important to you.

General or Specific

• With a partner, examine the rules on your handout.

• Identify General and Specific Rules

Who Makes the Rules?

• Journal Response #4: Defend or refute the statement that students should be involved in forming the class rules. Remember to include at least three reasons to support your position.
What Should My Rules Be?

- http://www.t-source.org/TeacherResources.aspx
  - Establishing Effective Rules and Procedures
  This section will help you think through the rules you will establish to govern student behavior and the procedures students will need to perform activities and meet their personal needs.
- Make a selection for more information:
  - Classroom Procedures
  - Classroom Rules
  - Rule or Procedure Quiz
  - Teacher Tips: Before the Year Begins (pdf)

How to Introduce Your Rules

- It is important to introduce your discipline plan on the first day of school. (Wong, page 147)
- The rules should be clearly written and permanently posted in the classroom where everyone can see them.
- A copy of the rules should be give to the students to place in their notebooks.
- A copy of the rules should be sent home to the students parents/guardians.

Getting Parent Support

- Give parents a copy of our discipline plan. (refer to Wong page 158)
- Communicate and work cooperatively with parents.
- Action Plans
  - Problem Solving
  - Responsibility
  - Self-Discipline

Key Idea

Rules are most effective when there are consequences to enforce them and reward them.

-Wong, page 151

Rules Have Consequences

- Rules are used to set limits.
- Rules must have consequences.
- Consequences are not punishments.
- At most consequences may be considered as penalties.
- ACTIONS or CHOICES result in consequences.
- Children need time to develop an understanding that they must take responsibility for their actions and choices.
Two Kinds of Consequences

• Positive Consequences
  – Rewards that result when people abide by
    the rules are positive consequences.
• Negative Consequences
  – Penalties that result when people break the
    rules are negative consequences.
• Wong, pages 152-153

Defining Consequences

• Effective Behavior-Management Techniques
  – http://www.t-source.org/TeacherResources.aspx
  – http://www.aft.org/tools4teachers/defining-
    consequences.htm
• Defining Consequences for Behavior
  – http://www.aft.org/tools4teachers/downloads/Conse-
    quencesGuide.pdf
• Consequences that Change Behavior
• Ladder of Consequences

Cardinal Principle

• DO NOT STOP INSTRUCTION
  when giving out a consequence
• When you see a violation of one of
  the rules IMMEDIATELY give
  out the penalty.
• Give out the penalty quietly as you
  continue with the lesson.

Suggestions for Giving out Penalties

• Write student’s name on chalk/white board
• Write student’s name on a transparency
• Give students a ticket – yellow card
• Flag student’s name on the bulletin board

Rewards

• Like rules and consequences you must post
  your rewards.
• Indicate the time factor associated with the
  reward.
  – When will the reward be given out?
    • Daily
    • Weekly
• Explain the system by which the reward is to be
  earned.
• http://www.educationworld.com/a_curr/curr30
  1.shtml

Suggestions for Rewards

• Work with your to develop
  as list of possible rewards.

[Enter school name here]
PE Super Star
(Enter student’s name)
(teacher name) is proud of
you today!
Classroom Suggestions

- **Color Cards**
  - Have a pocket chart with all students' names on it. Beside each name have a pocket where either a red, yellow, or green card will be displayed. Red=some sort of consequence decided and explained earlier. Yellow=Warning. Green=You're doing great.

- **Punch Out Card**
  - Each child receives a pad of paper. Whenever they are performing well, helping out, etc., give them a punch with a one hole puncher. When students reach a certain number of punches, they can pick from a box of prizes.

- **Class Points**
  - Display a tally system of points on the blackboard. Every time students are performing well, give them a point. When the class earns a certain number of points by the end of the week, they get to do a class fun activity at the end of the week.

- **Marble jar**
  - If the class is doing well add a marble to the marble jar. When the jar is filled, they get to do a class fun activity. Count the marbles regularly as a regular math activity.

- **Positive Popsicle Sticks**
  - Write out positive comments on popsicle sticks like "great helper", "super effort", etc., and hand them out accordingly. When each student receives a certain number of popsicle sticks they can get a reward.

- **Good Behavior Chart**
  - As a class, come up with a list of good behaviors. At the end of the day, go through each one and ask the class how each was demonstrated in the classroom during the day. Then, as a class thank the student who accomplished it.

Rewards or Positive Consequences

- **Everyone likes special recognition, rewards or incentives when good work is done!**

- **Is this Bribery?**

Discipline Plans

- **Tools for Teaching - Positive Classroom Discipline**
  - [www.fredjones.com](http://www.fredjones.com)

- **Assertive Discipline**
  - [www.canter.net](http://www.canter.net)

- **Cooperative Discipline**
  - [http://cdiscipline.tripod.com/](http://cdiscipline.tripod.com/)

- **Positive Discipline**
  - [www.positivediscipline.com](http://www.positivediscipline.com)

- **Discipline with Dignity**
  - [www.disciplineassociates.com](http://www.disciplineassociates.com)

- **Love and Logic**
  - [www.loveandlogic.com](http://www.loveandlogic.com)

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**Alfie Kohn**

http://alfiekohn.com

- **Read**
  - Carrots or Sticks? Alfie Kohn on Rewards and Punishment
    - [http://www.educationworld.com/a_issues/chat/chat031.shtml](http://www.educationworld.com/a_issues/chat/chat031.shtml)
  - Five Reasons to Stop Saying, “Go job.”
    - [http://www.alfiekohn.org/parenting/gj.htm](http://www.alfiekohn.org/parenting/gj.htm)

- **Sharing Your Thoughts**

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"As a student teacher, the first thing you must learn is how to make your kids behave for you. My own successful disciplinary formula is based on understanding, firmness, determination, and all the bribery I can afford."