**Discipline Strategy #1**

**Description**

**Rewards and Behavior**

**HOW TO USE:**

**This type of strategy will be used to help develop rewards and behaviors in the classroom. This strategy will help the students determine the right and wrong way of behaving on certain activities.**

**1. Step One – Make your rules simple and the expectations are consistent with the unit of study. Don’t allow the lesson to move away from the unit of study, implement the strategy daily so that the information is established, after the student as masters an objective show support by verbal rewards.**

**2. Step Two – Work with the student on different predictability events, routines, single and cues. This will allow for better transitions with your students and the duration of the activity will flow better.**

**3. Step Three –As a teacher you must be able to explain to the student why he or she did not reach the target goal. Providing details of the situation and show the student the underlining steps of were the mistakes took place. Ex. Show the student the specific area of where the student made the mistakes and work with the student to improve their awareness.**

**WHEN TO USE:**

1. **Mastering an objective**
2. **Achieving a passing score on a test**
3. **After a unit and the student did well, based on that particular student**
4. **Before a unit of study to allow for positive outcome**
5. **Before an objective of study**

**VARIATIONS:**

**ONE: Opportunities to respond based on why the student did what they did. Allow the student to tell you the story about the simulation.**

**TWO: Allow students to choose their area of positive award, put in place a creative way to allow your students make the correct grades in order to achieve the reward of their choice.**

**THREE: Based on direct instruction have the students work with one another and grade each other papers, small assignments and have hem show support and feedback to each other.**

**Discipline Strategy #2**

**Description**

**Rewards and Behavior**

**HOW TO USE:**

**This strategy allows the teacher to increase the engagement of every student in the classroom, rather then seeking a response from each individual student. Set the students into small groups and allow them to correlate between one another. Have the student answer the question all together allowing a group exercise.**

**1. Step One –**

**Allow transitions to new activities quick and make it a point to have the students understand the concepts and how to reach the objectives key.**

**2. Step Two –**

**Focusing on engagement have each student follow the direction and sequence the events, which will help students attention span.**

**3. Step Three –**

**Have the student find a preferred lesson, to increase the engagement and reduces problems of interest. If you as the teacher increase the engagement the students will be less likely to show behavioral problems.**

**WHEN TO USE:**

**1. Mastering an objective of learning skills**

**2. Achieving a passing score on a test**

1. **After a unit and the student did well, based on that particular student**
2. **Before a unit of study to allow of positive outcome**
3. **Before an objective of study**

**VARIATIONS:**

**ONE: Have the groups read and trade allowing the groups to have a small discussion on their findings.**

**TWO: Have the students do share with the class there findings, this will allow student to share ideas.**

**THREE:**

**Direct instruction have the students work with one another and grade each other papers, small assignments and have hem show support and feedback to each other.**

**Discipline Strategy #3**

**Description**

**Rewards and Behavior**

**HOW TO USE:**

**Token Economies, this type of activates allows students to be rewarded, by trading of inexpensive items based on good behavior.**

**1. Step One –**

**As the teacher have the student work on different lesson that allow the students to reach goal objectives. Keep in mind that the assignment needs to fit that particular student.**

**2. Step Two –**

**The students will do different assignments and the teacher will score each area of the lesson. The teacher gives the student token for work done correctly, and partial correct of areas of improvement. Each student will recieves some form of credit.**

**3. Step Three –**

**At the end of the 6 weeks, the student will be able use the credit token that they are earned during the alloted time. Prizes consist of homework pass, extra credit, and free time during the class period, and top prizes include**

**WHEN TO USE:**

1. **Mastering an objective**
2. **Achieving a passing score on a test**
3. **After a unit and the student did well, based on that particular student**
4. **Before a unit of study to allow of positive outcome**
5. **Before an objective of study**

**VARIATIONS:**

**ONE: Have the groups read and trade allowing the groups to have a small discussion on their findings.**

**TWO: Have the students do share with the class there findings, this will allow student to share ideas.**

**THREE:**

**Direct instruction have the students work with one another and grade each other papers, small assignments and have hem show support and feedback to each other.**