
ARTICLE #4: DISCIPLINE PROCEDURES & MAINTAINING CONTROL

TWO-YEAR OLDS

Discipline must be immediate and consistent to be effective with 2-year-olds. Give the child the benefit of the doubt as her behavior may stem from immaturity as opposed to outright defiance. Point out the unacceptable and redirect to acceptable behavior. Give the child the option to choose to change her behavior or to have a time-out. A time out should be given after two warnings.

Behavior inflicting physical harm must be dealt with quickly and decisively regardless of the motive. If a child is bitten, call the parent of the victim so the child can be comforted. When the “biter” is picked up inform the parent (the goal is awareness for the parent, not embarrassment or condemnation for the child). If a child bites a second time, he/she will be removed from the classroom for one week. When the child returns a parent must accompany the child in the nursery for the next two times to monitor behavior.

TIME-OUT PROCEDURES FOR AGES TWO – 1ST GRADE

Use the following procedure when disobedience continues after you have verbally corrected a child:

- 1 Remove child from the group and place in a chair facing away from the activities.
- 2 Explain why he has been removed from the group.
- 3 Leave child in the time-out for approximately one minute per year of age.
- 4 At the end of the time-out ask the child to verbalize why he was given a time-out. It is important for the child to verbalize the wrong behavior, i.e., he should know exactly why he had a time-out.
- 5 Explain to the child (ages 3—4) why the behavior was wrong. Ages 5-6 should explain why it's wrong.
- 6 Express confidence in the child's ability to make a good decision next time.
- 7 Have the child make apologize if another person was involved.
- 8 The teacher should communicate reassurance and acceptance to the child.
- 9 If the child refuses to cooperate with the time-out procedure or you continue to have problems, ask your CT Director for assistance.

PROCEDURES FOR CONSISTENT DISCIPLINE 2ND – 5TH GRADE

- 1 1st offense - a verbal warning
- 2 2nd offense - time-out away from the group for a predetermined time period
- 3 3rd offense - contact Director who will remove student and talk with student & parents after CT.

With large groups of students it is easy to lose control and for tempers to flare. To guard against any implication of physical abuse and to protect volunteers and/or the church from accusations, following are necessary guidelines.

- 1 It is only legitimate to hold or grab a student if the teacher is stopping a child from harming another.
- 2 When there is a need to discipline speak firmly and give specific consequences. Yelling or actions of anger are unacceptable.
- 3 If a student continues to be disruptive, call the Director.
- 4 If necessary call the parent and warn student of possible suspension until he/she can abide by the rules.

Disruptive behaviors requiring immediate disciplinary attention include:

- Fighting
- Disrespect (i.e., talking back, refusal to cooperate, defiance)
- Destruction of property
- Leaving class without permission.

To avoid unnecessary disruptions, encourage parents to have their child use the restroom before class.

STRATEGIES FOR ESTABLISHING AND MAINTAINING CONTROL

Over time, classroom teachers develop their own styles of classroom management by observing other teachers, reading, or experimenting. There are many strategies Oasis teachers can utilize to establish and maintain control in the classroom. Consider the following suggestions which provide the basics of classroom management.

- 1 **Get to know your students' names.** In the beginning this is challenging, but utilize the nametags as much as possible. Students feel more comfortable with teachers who know their name.
- 2 Set the tone for the class right away—within the first 3-5 minutes!

- a. **Greet students at the door.** This is important for setting a positive learning climate.
 - b. **Introduce yourself as the teacher.** Remember that you are communicating with the students nonverbally, too. Be sure to smile and make eye contact.
 - d. Explain **expectations**—the class rules. They may be posted, or use visual aids.
 - e. Be **consistent** in upholding the set expectations.
 - f. Establish a **“quiet” signal**—a procedure for getting quiet and giving full attention to the teacher. A few ideas:
 - o Flash the lights—everyone quiet and give attention to the teacher.
 - o Turn off the lights—everyone freeze and be quiet.
 - o Raise your hand—everyone raise their hand, freeze, and be quiet.
 - o Play Still Waters. Whenever the teacher says, “1 2 3; 3 2 1 Still Waters,” everyone freeze. (You can make a game out of it by timing how long the students remain still. They can compete against their own best time.)
 - o Play Clap to the Beat. The teacher claps a beat and the class responds by mimicking the beat. The clapping continues until everyone is clapping the beat and all eyes on the teacher. Be sure to give positive reinforcement—praising students on how well they clapped along.
- 3 Get students immediately actively engaged in an Activity Station.
 - 4 Keep students involved and encourage participation.
 - 5 Give clear directions. Use the following tips when giving oral directions:
 - o Get students’ attention.
 - o Eliminate unnecessary words
 - o Speak in short, simple sentences.
 - o Speak slowly, stopping after each direction if more than one is given.
 - o Number multiple directions.
 - o Remember that some students can only take one direction—not a series of directions.
 - o Provide a visual aide (pictures, words, or sample), e.g., Richard the Rule Minder for oral directions.
 - o Keep the visual aides present during the class.

- o If repeating the direction, restate it exactly the same way. This will prevent auditory processing difficulties.
- 6 **Plan transitions**—switching from one activity to another. For example, think through the **needed steps** and then give students specific **instructions**. Transitions should be made as short as possible.

Example:

“We’re going to play a game now. Everyone come form a circle.”

“It’s time for music. Come line up at the door.”

CLASSROOM EXPECTATIONS

Here are some examples of specific rules that you may want to consider for your discipline plan. A rule of thumb is to choose no more than five important expectations and list them as specific behaviors without using a negative connotation.

For example:

EXPECTATIONS FOR PRESCHOOL & ELEMENTARY LARGE GROUP

1. Listen when another is speaking.
2. Raise your hand and wait for permission to speak.
3. Stay seated unless you have permission to do otherwise.
4. Keep hands, feet, and other objects to yourself.
5. Use kind and respectful language.