**Chain Link Discipline Strategy**

This strategy is a classroom discipline strategy. The teacher has 1, 2, and 3 writing on the board under “Chain Links”. If the class is not following directions then she will erase the 3, and if the behavior continues then she will erase the 2, and so on. The number the students are left with at the end of the class is how many links they get to add to their chain.

**How to Use**

1. The teachers will have 1, 2, 3 writing on the board under the class period number. This will help keep track of which class has which number of links.
2. Students will be given a warning before a link is taken away.
3. The teacher will erase the 3 first if an unwanted behavior is occurring in the class.
4. At the end of the period whatever number is left on the board is how many links that class can add to their chain.
5. When the chain reaches the floor there is a special reward for the class as a whole to receive.

**When to Use**

This strategy is great to use throughout the year to help students be able to see how their behavior affects the class as a whole.

* This strategy could be used to help with behavior of the class as a whole.
* This strategy could be modified to add links for how many books the students have read as a whole.
* This strategy could be modified to track the amount of donations a class gives. For example, if there is a can food drive the links could represent the cans of food the class brought.
* This could be modified so that for each passing test score a link is added to the chain.
* This could be modified to help students with spelling/learning new vocab words. Students can pick a vocab word that has not been taught in class and can recite the words definition and spelling to the teacher to receive a link to add to the chain.

**Variations**

**Book Chains**

This discipline strategy could be used to track how many books the students have read as a whole. Each time a student finishes a book then can add a link to the chain.

**Class Donations Chain**

When the class is working on tracking donations for can food drives, and other fundraisers this could be used for the students to see how much they have collected.

**Test Score Chains**

This would be a fun way for students to track their progress as class. This variation would allow students that pass a test with a certain grade to add a link to the chain.

**100 Squares Reward Systems**

This strategy is a class-wide motivation strategy. It combines tic-tac-toe and bingo to form a class game. There is a board of 100 squares at the front of the class, and when the class acts in a positive manner they are allowed to draw a number and fill in the chart. When an entire row is filled the class as a whole receives a reward.

**How to Use**

1. Create board with 100 squares and place at front of the class so all students can see it throughout the day.
2. When students display positive behaviors, the teacher can call on the student that displayed the behavior or if the entire class did what was asked the teacher can call on a random student to draw the number.
3. When the student draws the number the teacher/student will fill in the number on the board.

**When to Use**

This strategy would be good to use a few times during the school year. Once the students fill up the board the first time the teacher can ask if they would like to do the board again or try something else. This will help make sure they do not get bored with the 100 squares strategy.

* This could be used as a class-wide chart, meaning that all students will benefit from the chart being filled in.
* This strategy could be used to monitor behavior of the class as a whole, since it gives the students something to see on a regular basis on how they are performing.
* This could be used to track students reading. For example, each book read will allow students to draw a number.
* This could be used track days that each student is in class. Each day there are no absences allows for a number to be drawn.
* This chart could be used to track students spelling grades as well. Each student that passes the spelling quiz with a certain grade can draw a number.

**Variations**

**100 Square Game**

This strategy could be modified into a game for the students. The teacher can call on a student who is performing positively in the class and that student can pick a number and write their initials on the board. The goal would be to have five of your initials in a row on the board. The catch would be that other students can write their initials on the board to block a student from getting five in a row.

**100 Books Board**

This can be modified to where each time a student completes a book and is able to tell the teacher what the book was about and prove they read it then a number gets to be filled in on the board. When a row is filled in then the class can get a reward.

**100 Square Donations**

The board could be used to track how many donations the class has collected. For example, if there is can food drive then each can of food earns the class a chance to draw a number to fill in on the board.

**Marble Jar Reward System**

This strategy encourages on-task behavior in a classroom, because a teacher can add a marble to the jar each time a student is doing what they are asked to do. This could be an individual or class-wide strategy.

**How to Use**

This strategy could be used either as a class-wide or individual student strategy. It will encourage the students to stay on task and do what the teacher asks them to do.

1. Get a jar to put the marbles in and find a place in the classroom that each student can see it throughout the day.
2. When students are on task, the teacher should praise them for their behavior and tell them that it earned them a marble.
3. When the jar is full the students will earn a reward, which was already decided on when the jar was established in the classroom.

**When to Use**

This strategy can be used throughout the year and works best when it’s used consistently. Students will need to understand the expectations what behaviors earn marbles for it to be successful.

* This could be used when students are doing what is asked of them by the teacher.
* This could be used for individual students to track their behaviors and progress in the class.
* This could be used to track students reading instead of behavior.
* This could be used to track individual students spelling progress.
* This could be used for students when they need to see how their individual behavior is tracked.

**Variations**

**Spelling Marble Jar**

This could be used to help students track their spelling and vocab words they learned. For example, each time the class as a whole knows how to proper spell a vocab word then the class will receive a marble into the jar.

**Book Marble Jar**

This could be modified to track the classes number of books that have been read this year. Each time a student completes a book they can receive a marble in the jar. This could be done either as a class or individually for students to track their reading progress.

**Correct Answer Marble Jar**

This could be used to track the students review for a test. For example, each time the teacher asks a question and a student answers it correctly the teacher can put a marble in the jar. This can be either for individual students or the class as a whole.

**Ticket Reward Systems**

This is a motivational strategy to reward individual students for having positive behavior. This strategy can be used to help students understand there are rewards for behaving a certain and doing what the teacher asks of you.

**How to Use**

This strategy can be used in a few different ways; however, using it to encourage appreciate individual behavior in students is good way to show students what is expected of them.

1. Explain what behaviors the teacher is expecting from students. Students need to know what they need to do in order to receive a ticket.
2. Choose rewards that the tickets can be used for. For example, 5 tickets = one homework assignment.
3. Hand out tickets when students do the targeted behavior the teacher is looking for.
4. Collect tickets for the rewards the students chose to use them for.

**When to Use**

This can be used throughout the year to encourage students to do what the teacher asks of them. This encourages the positive behavior in the class.

* This can be used to help encourage appropriate behavior during certain times in class.
* This rewards system can be used to encourage students to turn in homework assignments. For example, students receive a ticket for homework assignments turned in.
* This could be used to encourage students to donate to fundraisers. For example, students receive tickets for each canned item they bring to the fundraiser.
* This could be used to encourage students to read from the book list for the year.
* This could be used for the entire class to encourage positive behavior from the students.

**Variations**

**Book Rewards**

The tickets can be given to students when they complete a book that was on the reading list. The tickets can be used for different rewards, and the list of rewards to choose from will be posted in the classroom for students to see.

**Raffle Tickets**

When students display a certain behavior, their name goes on a ticket to be put in a raffle. The teacher will then draw out a student’s name at the end of the week to receive a reward, which were decided on by the teacher and students.

**Class Tickets**

Tickets can be given to the entire class instead of individual students. This would motivate the class as a whole to behavior, and the rewards would be a class reward.

**Logbook Strategy**

The logbook strategy is a way for teachers to record students’ behaviors in the classroom. Each student would have their own page and their behaviors both positive and negative would be recorded to be reviewed.

**How to Use**

This strategy can be used throughout the school year for both students and teachers to keep up with the behaviors in class. Students will have their own behavioral charts in the logbook.

1. Each student has their own page in logbook.
2. Teacher will go over positive and negative behaviors that will be listed in logbook.
3. Students will be told what behavior is being listed in the book, either positive or negative.
4. Teacher can track rewards for positive behaviors.

**When to Use**

This should be used throughout the year, starting at the beginning. Using the logbook consistently will help students know what to expect for when parents and teachers meet.

* This strategy could be used for either individual or class-wide behaviors.
* This strategy could be used to track students grades as well as behaviors.
* The logbook strategy could be used to track students reading.
* This strategy could be used to help students track their own behaviors. For example, have students fill out their behavior charts.
* This could be used to determine students understanding of the days lesson.

**Variations**

**Book Tracking**

The logbook strategy can be used to help students track the number and types of books they have read so far in the year. When the log is full then the students can turn it in for a reward.

**Log yourself book**

Using a logbook can help students identify their behaviors throughout the day. For example, if a student feels they behaved positively today they can track that and list why they think they displayed positive behavior. This would help student self-identify how they feel they did in class.

**Understanding tracker**

This could be used for students to fill out how well they understood the lesson for the day. The log would then be given to the teacher to review and meet with students who did not fully understand the lesson.

**Mystery Motivator Reward**

This is a behavioral rewards type of strategy where students can receive a special mystery reward for a desired behavior. Teacher should review what types of behaviors will be sought at the beginning of the day and how students can reach those behaviors.

**How to Use**

This is used by having a Mystery Motivator calendar that is placed at the front of the room for students to see. When the class engages in the predetermined behavior then one student gets to color in that day on the calendar and sees if the X appears. If the X appears then the class can receive the reward.

1. Explain to students’ what behaviors the teacher is look for or wanting to avoid so they know how to act.
2. When the behavior is either avoided or engaged then a student is selected to color in the calendar.
3. If the X appears the special reward is given to the class. If the X does not appear then it motivates students to try again tomorrow.

**When to Use**

This can be used every month if the X is changed to different days. Once the month is over then the teacher can check with the class to see if they would like to use the calendar again in the next month or try a different strategy.

* This can be used for the class as a whole or for individual students.
* This can be used to motivate students to complete homework. For example, when everyone in the class turns in homework or an assignment, they can fill in the calendar.
* This could be used on board instead of a calendar to track students reading progress.
* This idea could be used to encourage the class practice their spelling vocab. For example, if the entire class passes the vocab test then they can fill in a spot on the calendar.
* This could be used to encourage students to come to class. For example, if there is perfect attendance then they can fill in the day on the calendar.

**Variations**

**Reading Mystery Motivator**

This could be used to track students reading. For example, instead being on a calendar it would be on a board and when students complete a book, they get to fill in a square. They fill in 5 squares in a row then they get a mystery prize.

**Attendance Mystery Motivator**

To encourage students to come to class or be on time, the teacher could use this to motivate students because if everyone is there or on time then they get to fill in a square for the day and find the X on the calendar.

**Individual Mystery Motivator**

This could be modified to motivate each student individually. For example, each student would have their own board that would be in a folder and when they displayed positive behavior for the day, they could fill in the square and see if the X appears. This would give students a chance to display and track their own positive behavior.