**Time-out** (Use in a positive manner)

This strategy is used by implementing a period of time in which a child is excused from classroom activities. A timeout can be used as a positive technique in order to let a child regroup after a conflict in the learning environment. It also gives a student the time to reflect on behavior.

**How to use**

1. Create a time-out space or corner within the classroom.
2. Provide the student with a chair or pillow to sit on.
3. Allow the student to sit down and cool down.
4. Set a timer for three minutes and allow the student to look at the timer.
5. Instruct the student to get back in regular sit when the time is up

**When to use**

* When a child is angry and needs time to cool down.
* When a child is overwhelmed and needs time to regather thoughts.
* When a child is not following classroom rules and is being disruptive.
* When a child is becoming a danger to others around him.
* When the class needs a break from an ongoing activity/instruction.

**Variations**

* If a child has ADHD, then allow him less time than three minutes.
* Can be used one minute per age of the student, if necessary.
* Can be used on the entire class to take a break from learning.
* Can be used as a broken technique versus a discipline technique.

\* This strategy on children with autism because they respond better to instruction that is consistent.

**Time- in**

This strategy focuses on allowing the student to be alone and participate in a quiet activity thus allowing the children to calm down without feeling guilty or punished. This strategy is especially helpful when trying to de-escalate a situation. This strategy is designed to allow the student to work with hands-on activities in order to distract him/her from a disruptive behavior/situation.

**How to use**

* Create a safe space or corner within the classroom.
* Include soft over-sized pillows, bean bags, books or other calming material.
* Allow the student to sit down according to age. For example, if the child is seven then allow seven minutes of sit down time.
* Ask the student if he/she knows why he/she had to be separated from the group, once the time is up.
* Talk about techniques to help the student from becoming angry such removing self from the situation that is leading to conflict.

**When to use**

* When a student is overwhelming.
* When a student appears irritated.
* When there is an arising conflict among students.
* When a child becomes disruptive and loud.
* In between long tests.

**Variations**

* A student can be allowed to sit for a shorter amount of time if ADHD.
* The student can be allowed to sit for a shorter amount of time, depending on actions and coping skills.
* Allow the child the option to pick the safe space as long as its away from others.

**Spotlight**

This strategy is used by allowing a student to monitor behavior through a graphic of a stoplight and a clothespin with the student's name indicating where the child stands at the moment. This strategy can be used to help a student who need visual reminders and positive incentives on how to act. This technique has been proven to be effective with students with ADHD.

**How to use**

* Have a picture of a stoplight and students names written on clothespins.
* Have faces on the stoplight. For example, green will have a smiley face. Yellow will have a straight face, and red will have a frown face.
* Start by putting the clothespins with child names on the green.
* If a student breaks a class rule, then move clothespin with student's name from the green to yellow.
* If a child reaches red, then call the parents.

**When to use**

* When a child starts to misbehave.
* When a child breaks a rule.
* When trying to help correct a student's misbehavior.
* To remind a student of present behavior.
* When a child needs guidance in self-assessing or improving behavior.

**Variations**

• Use a sheet with about five different colors, instead of a stoplight.

• Label the sheet with a type of behavior that needs to be reached. For example, red would be labeled as I need a lot of help, yellow as I can do this, and green as I did it.

•Allow the student to move back a color if behavior improves.

\*This can be used for a student with children with ADHD as a self-assessing technique of own behavior.

**Quiet Time, Safe Space**

This strategy allows a student to have some quiet time when the student is overstimulated. Additionally, it allows a student who is overwhelmed, relax. This strategy can be used to help calm down a student who is throwing a tantrum, having a meltdown, or disrupting the class.

**How to use**

* Create a quiet, safe, and cozy space in the classroom.
* Provide noise-canceling headphones.
* Provide a fidgetting toy to help the child calm down.
* Allow the student a short period of quiet time to relax and calm down.

**When to use**

* When a child is throwing a tantrum.
* When a child is having a meltdown.
* When a child appears to be overstimulated.
* When a child is trying to take a test and needs it to be extra quiet.
* When an autistic child is becoming anxious from all of the noise.

**Variations**

* Provide a weighted lap pad or blanket for overstimulated autistic children.
* Provide dark glasses for students who are becoming over stimulated by the lighting in the classroom
* Provide a cd player for those students who relax better by listening to music.

**Brain Break**

This strategy allows a student to take a break from a learning routine for a short period of time. It helps a student process new information by moving the student away from the learning, memorizing, or the problem-solving environment. Brain breaks help refresh a student way of thinking when in conflict by allowing the student to move. Additionally, it also helps the student discover other solutions to a problem or look at a situation from a different perspective. Bottom of Form

**How to use**

* Have the student stand up.
* Instruct the student stand and blink with the right eye.
* Instruct them to snap the fingers on their left hand.
* Repeat by having the student blink with the left eye and snapping finger on their right hand.

**When to use**

* Help calm student(s) after recess.
* Help calm student(s) during transitions.
* Help student(s) recharge and refocus in between tasks.
* When a student is becoming bored and not engaged in class.
* When a student is becoming sleepy and losing focus in class.

**Variations**

* Student(s) could also tap the right foot once, left foot twice, and right foot three times, building speed.
* This can be used by partnering up students who are having a conflict with each other and allowing them to take turns with the activity.
* This can be used by partnering up everyone in the class and alternate movement.

**Breath in, Breath Out**

This strategy is used to help a student who is distracted and frustrated by everything that is going on around him. It helps a student shut down all thoughts and allows them to focus on their breathing process. This technique is helpful because research has shown when one is able to stop overthinking thus it reducing the heart rate and blood pressure. As a result, it enhances coping strategies that help handle day to day challenges better. It also helps regulate emotions.

**How to use**

* Play calm and relaxing music.
* Instruct the student to focus on his/her breathing.
* Instruct them to feel their bellies expand as they breath in
* Instruct them to feel the warm air hit their hand as they exhale.
* Students will focus on their breathing for only one minute.

**When to use**

* When trying to help a student de-escalate from being angry.
* When students are becoming rowdy.
* Inbetween classroom transitions.
* Before starting an exam.
* Before starting a new lesson.

**Variations**

* Movement- Instruct students to stand and, as they inhale, lift an arm and wiggle it, exhaling it back to its original position.
* The Deep-Dive Breath- Have the student inhale for a couple of seconds and exhale for a couple of seconds.
* Rise and Fall- Allow the student to lie on the floor and place an object on their stomachs, enhancing their focus by watching the rising and falling of their bellies.

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