

Students with Disabilities

Option 2 • Module 4

Discipline for Students with Disabilities

Module Requirement

Complete any 5 of the 7 activities. Write in your own words, protect student confidentiality, and connect the work to practical classroom use.

How to Use This Module

Bullying, Conscious Discipline, evidence-based strategies, MTSS, and PBIS activities.

1 Review

Use the linked resource(s). Read or watch the assigned material and take notes.

2 Apply

Connect the material to a real classroom, student need, lesson, routine, or school situation.

3 Reflect

Write in your own words and explain what you learned, what you would use, and why.

Activities 1–2

Complete any 5 of the 7 activities.

Activity 1 • Behavior Management Skills

Review routines, expectations, active supervision, reinforcement, and predictable responses. Select two practices and give classroom examples.

[IRIS Center ↗](#)

[CHADD ↗](#)

Activity 2 • Bullying

Review current bullying-prevention guidance. Explain predictable reporting procedures, teaching expectations, supervision, and support for students with communication difficulties.

[StopBullying.gov ↗](#)

[PBIS ↗](#)

Activities 3–4

Complete any 5 of the 7 activities.

Activity 3 • Behavior Strategies

Select a behavior topic such as praise, transitions, cooperative learning, contracts, or correction. Write a summary and classroom reflection.

[IRIS Center ↗](#)

Activity 4 • Conscious, Consistent Discipline

Review adult self-control, predictable responses, relationship-centered correction, and teaching replacement behaviors. Identify seven teacher practices and explain two.

[IRIS Center ↗](#)

Activities 5–6

Complete any 5 of the 7 activities.

Activity 5 • Evidence-Based Behavior Strategies

Review school-level supports, classroom supports, instruction, and data use. Complete a self-assessment and identify two improvement areas.

[OSEP Ideas That Work ↗](#)

[PBIS ↗](#)

Activity 6 • Multi-Tiered Systems of Support

Review MTSS as a framework connecting academic and behavioral supports. Describe tiers and how data informs intensity of support.

[OSEP Ideas That Work ↗](#)

[Florida DOE — ESE ↗](#)

Activities 7–7

Complete any 5 of the 7 activities.

Activity 7 • Positive Behavioral Support

Study PBIS: define expectations, teach them, acknowledge success, respond to problems, and review data. Align one classroom system with the framework.

[PBIS ↗](#)

[OSEP Ideas That Work ↗](#)

Module Reflection

Show how the material affects your teaching practice.

Student Need

Identify one student need you understand better after this module.

Teacher Action

Describe one change to instruction, organization, communication, or classroom practice.

Evidence

Explain what you would look for to determine whether the change helped the student.

Current Resource List

Click a resource name to open the website.

[PBIS ↗](#)

[OSEP Ideas That Work ↗](#)

[Florida DOE — ESE ↗](#)

[IRIS Center ↗](#)

[StopBullying.gov ↗](#)

[CHADD ↗](#)

Submission Checklist

Before submitting, verify the following.

- I completed any 5 of the 7 activities.
- I wrote responses in my own words and cited resources used.
- I protected student confidentiality and used fictitious names where needed.
- I kept classroom observation separate from diagnosis or formal evaluation.
- I included practical classroom applications where requested.
- I checked the linked resources and used current information.

End of Option2 Module4 Discipline for SWD

Discipline for Students with Disabilities

END