



IPTE 5120-003

- ❖ Responding to violations of rules and procedures
- ❖ VIDEO on discipline strategies
- ❖ Unofficial course evaluation

What Do You Say?



Koenig, L. (2000). *Smart discipline for the classroom: Respect and cooperation restored*. (3rd ed.). Thousand Oaks, CA: Corwin Press.



AGENDA

- ❖ Check-in: Questions
- ❖ Overview: Chapter 8
- ❖ Individual activity: Strategy for disruptive behavior
- ❖ Group activity: Key concepts in discipline
- ❖ VIDEO: “*Discipline Strategies*”
- ❖ Feedback: Unofficial course evaluation
- ❖ Closing: Return assignment



Kounin's Study - Session 6

Successful teachers have the ability to prevent discipline problems.



What is discipline?

For some it is:

- ❖ Power of teacher to control student behavior
- ❖ Opportunity to teach students a set of values
- ❖ Process of helping students internalize these values
- ❖ Develop self-control over personal drives & feelings

(p. 293)



Top four objectives of education identified by teachers and administrators

1. Desire for learning
2. Improved self-concept
3. Basic skill acquisition
4. Respect for others

(p. 294)



Addressing challenging behavior

Teacher who implement a democratic teaching style using logical consequence are guided by the following principles:

- ❖ Dignity of those involved
- ❖ Consequences logically connected to student behavior
- ❖ Consequence teaches student what to do next time in similar situation
- ❖ Teachers respond to the PRESENT situation
- ❖ Teachers are respectful and follow through
- ❖ Consequences permit CHOICE and stress ACCOUNTABILITY for BOTH students and teachers

(pp. 296-297)



Ideal response to student misbehavior

Studies suggest that teachers who respond in a calmer, more positive manner to student behavior problems (by engaging in dialogue, problem solving, or conflict resolution) have fewer problems with student misbehavior.

(p. 300)



Strategies for responding to disruptive behavior

Individual activity: Identify and present any one (of 18) strategy that you might use for responding to disruptive behavior in your classroom.

(pp. 301-303)



Key Concepts in Discipline

Activity: Using Figure 8.3 (p. 297) as a framework, discuss with your team how you might respond to student behavior that violates the rights of others/limits the effectiveness of the learning environment. Present (include an example of student discipline problem, teacher response, and efficacy) **THREE** concepts that your appeal to your team. Activity 8.1 (p. 316) might give you ideas.

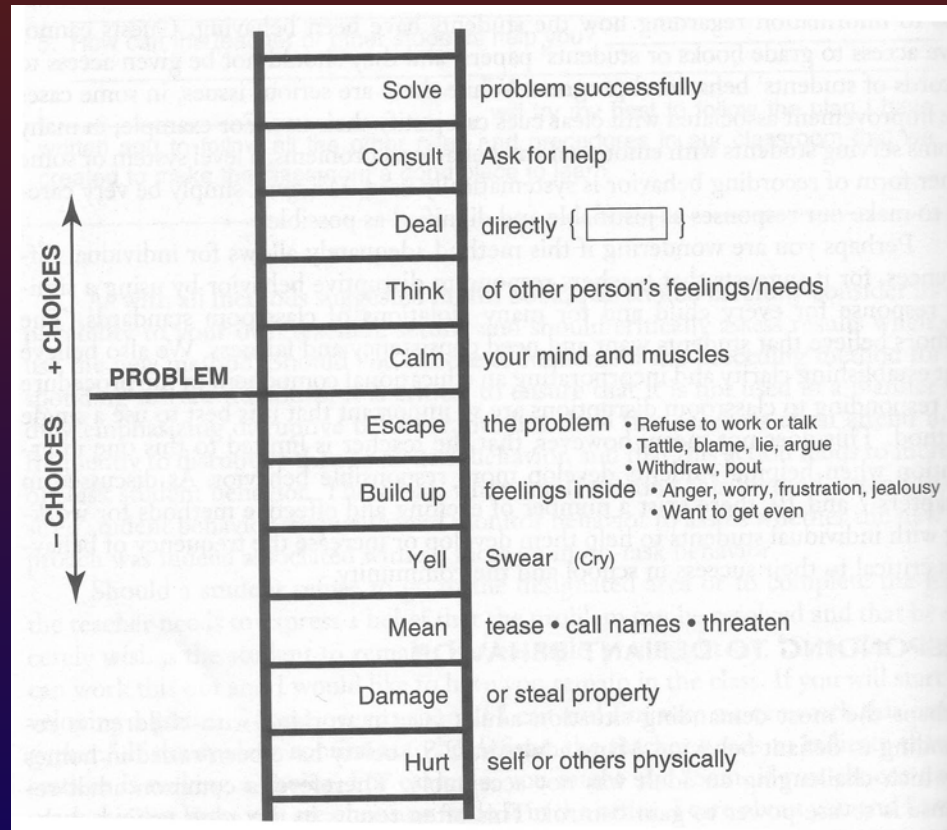


Steps in responding to students' violation

<i>Step</i>	<i>Procedure</i>	<i>Example</i>
1.	Nonverbal cue	Raised index finger, proximity.
2.	Verbal cue	"John, please follow our classroom rules."
3.	Indicate choice student is making	"John, if you continue to talk while I am talking, you will be choosing to develop a plan."
4.	Student moves to a designated area in the room to develop a plan	"John, you have chosen to take time to develop a plan."
5.	Student is required to go somewhere else to develop a plan	"John, I really wish we could solve this here. If we cannot, you will need to see Mrs. Johnson to develop your plan."

(p. 305)

Ladder of Success: Problem-Solving Skills



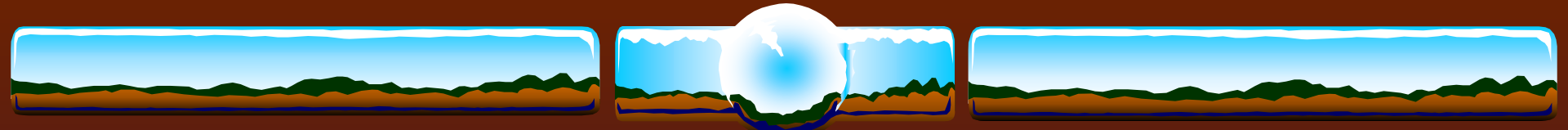
(p. 308)



Traits of effective classroom-behavior managers

Teachers who are effective classroom managers develop and teach clear methods for responding to unproductive student behavior that emphasize helping students take responsibility for their own behavior and learn alternate ways for handling frustrating situations.

(p. 316)



What behaviors and qualities are important for you in your classroom?

- | | |
|--|---|
| <input type="checkbox"/> Follows directions | <input type="checkbox"/> Enthusiastic |
| <input type="checkbox"/> Positive attitude | <input type="checkbox"/> Respectful |
| <input type="checkbox"/> Honesty | <input type="checkbox"/> Prompt |
| <input type="checkbox"/> Self-confidence | <input type="checkbox"/> Completes work |
| <input type="checkbox"/> Good manners | <input type="checkbox"/> Organized |
| <input type="checkbox"/> Good listener | <input type="checkbox"/> Attentive |
| <input type="checkbox"/> Friendly | <input type="checkbox"/> Sharing |
| <input type="checkbox"/> Trustworthy | <input type="checkbox"/> Volunteers |
| <input type="checkbox"/> Displays initiative | <input type="checkbox"/> Polite |
| <input type="checkbox"/> Sincere | <input type="checkbox"/> Cheerful |
| <input type="checkbox"/> Considerate | <input type="checkbox"/> Loyal |
| <input type="checkbox"/> Sense of humor | <input type="checkbox"/> Persistent |
| <input type="checkbox"/> Ambitious | <input type="checkbox"/> Goal-oriented |
| <input type="checkbox"/> Creative | <input type="checkbox"/> Kind |
| <input type="checkbox"/> Self-reliant | <input type="checkbox"/> Understanding |
| <input type="checkbox"/> Dependable | <input type="checkbox"/> Hard worker |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Cooperative |
| <input type="checkbox"/> Determined | <input type="checkbox"/> Good memory |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Other: _____ |



How might you use these?

You could make note cards with your favorite comments from the list in the previous slide, and use them daily (in private or a low voice to the student: Recall the Video last class, when the girl felt embarrassed after teacher read out her story)

Some examples that Koenig (2000, p. 33) suggests are detailed in the next slide.



Koenig's suggestions

- "Good job on staying in your seat today . . . I appreciate it."
- "Thank you for being honest with me today."
- "I appreciated it when you came back to class right on time."
- "I'm proud of you for being persistent with getting your assignment done."
- "Thank you for being so cooperative today . . . You made my day go better."
- "I noticed how hard you worked on getting along with your classmates today; thank you."

Koenig, L. (2000). *Smart discipline for the classroom: Respect and cooperation restored*. (3rd ed.). Thousand Oaks, CA: Corwin Press.



Citing inventory retrieved from University Web site

Bosworth, K. et al (1997). *What is your classroom management profile* (Indiana University - Center for Adolescent Studies)? Inventory retrieved January 27, 2003, from

<http://education.indiana.edu/cas/tt/v1i2/what.html>