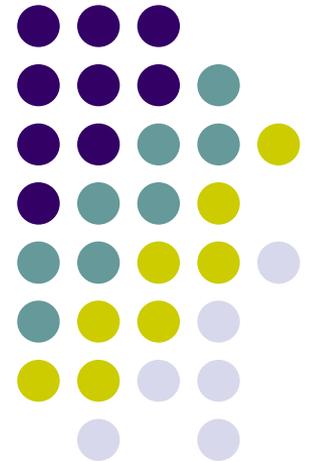


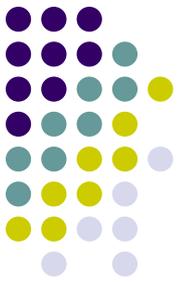
Respectful Discipline

Thoughts, ideas, and suggestions taken
from *Practical Strategies to Reduce
Defiant, Difficult and Uncooperative
Behaviors of Middle School Students!*

BER ~ Mary Ann Brittingham



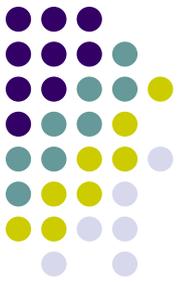
The Reality...



STUDENTS DO BETTER WHEN THEY FEEL BETTER

- Punitive practices do not help the student understand the cause of his/her behavior or what alternatives are available.
- Punishment satisfies the punisher more than it teaches the students.
- Punishment doesn't work on students who already feel like failures or who are very rebellious. They have nothing to lose.
- When punishment is imposed, the person being punished feels like a victim and victims take no responsibility for their behavior.

Therefore...



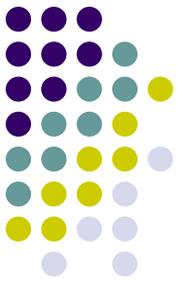
It is an unloving act NOT to hold a child accountable for their behavior BUT it can and should be done in a respectful way.

~M. Brittingham

Students may not be EQUAL to us but they are EQUALLY entitled to be treated with Respect and Dignity!

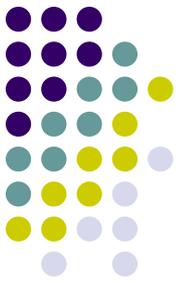
~M. Brittingham

Activity!



1. Write the initials of your difficult student.
2. Write three negative words you usually use to describe the student.
3. Change the three words to positive or neutral words.

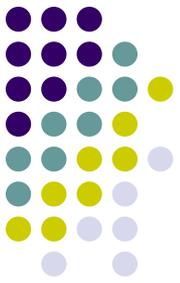
Positive vs. Neutral



- Stubborn
- Hyper
- Angry
- Aggressive
- Impulsive
- Oppositional
- Bossy
- Spoiled
- Liar
- Determined, persistent
- Energetic, active
- Intense
- Assertive, self protective
- Quick thinker
- Own mind
- Leader

You get what you expect, so expect the best!

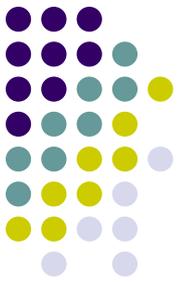
IALAC



I
Am
Loveable
And
Capable

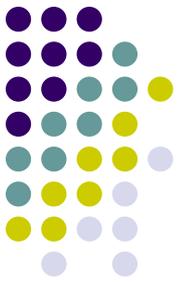


Four Mistaken Goals of Misbehavior



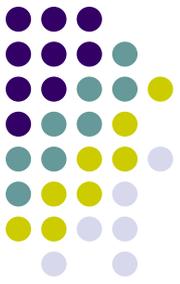
- Attention - I belong when I have your attention. These students may call out, interrupt, get out of their seats, tap pencils, rock in their chairs, whisper, or hum.
- Power - I belong only when I am in charge. These students challenge authority, break rules, ignore directions, talk back, or are verbally abusive.
- Revenge - I am hurt when I don't belong but I can get even and hurt back. They may destroy property, give hateful looks, gestures, or make hurtful insults.
- Inadequacy - It is impossible to belong, so I give up. This student will often say things like, "It's too hard. I can't do it. I'm not good at this."

Identifying the Mistaken Goal



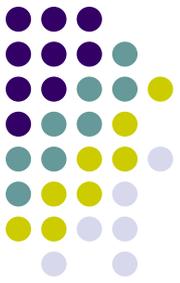
- If you are feeling worried, irritated, guilty, or annoyed the student's goal is...**ATTENTION!**
- If you are feeling threatened, challenged, provoked, or defeated the student's goal is...**POWER!**
- If you are feeling hurt, disappointed, disbelieving, or disgusted, the student's goals is...**REVENGE!**
- If you are feeling inadequate, hopeless, helpless or despairing, the student's goal is...**INADEQUACY!**

Alfie Kohn



- When students are off task, our first response should be: "What's the task?"
- The problem always rests with the child who doesn't do what he is asked, never with what he has been asked to do.

So, now what do you do?

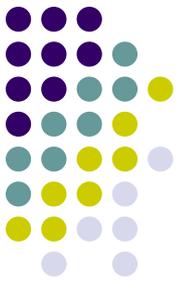


ATTENTION

- Give attention for positive behavior...do NOT give attention for negative behavior.
- Use a secret signal or words to ask for attention.

"When you do what you are supposed to do, I am too busy to pay attention. But if you are in trouble or did something great, I will stop everything and give you my full attention."

So, now what do you do?

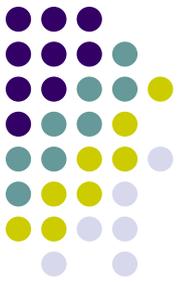


POWER

- Do not yell
- Be firm and kind
- Remove the audience
- Agree with them and make an appointment to discuss the problem at a later time
- Avoid arguments
- Offer limited choices

Power students will choose a consequence just to see you lose control!

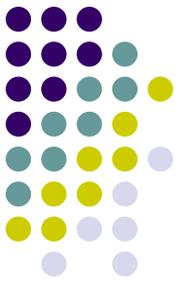
So, now what do you do?



REVENGE

- Stay calm
- Act confident
- Do not take behavior personally
- Demonstrate care and concern
- Encourage strengths

So, now what do you do?

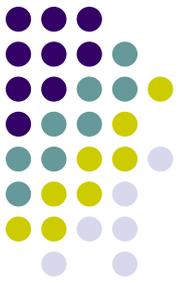


INADEQUACY

- Maintain expectations (break down tasks into small steps)
- Acknowledge difficulty
- Equate mistakes with effort
- Build on strengths

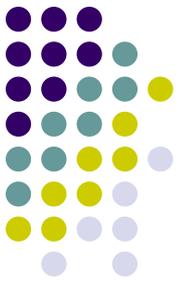
*You may be giving up on yourself, but I am
NOT giving up on you!*

Be Assertive, Firm, Cooperative, Respectful



- Stay calm
- Be matter-of-fact
- Firm, but fair
- Proactive
- Empower students
- Follow through
- Preserve dignity
- Place your hands behind your back
- Look students in the eye
- Use the student's name
- State your expectations (Keep it short)
- Frame choices using non-threatening words
- End on a positive note by saying, "Thank you for your cooperation"
- Use student time, not class time to discuss issues
- The more you talk you fuel the fire. Tell students ahead of time you will remain silent to avoid escalating problems
- Stay focused on your point
- Provide a choice and walk away
- Give the student time to make the choice

Final Thought...



"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or dehumanized." *Dr. Haim Ginott*