

POSITIVE DISCIPLINE IN THE CLASSROOM

Volume VI Issue Seven

Presented by Dr. Jane Nelsen

Videotape Program 1: **A Foundation for Positive Discipline** 35 min.

Videotape Program 2: **Class Meetings: A Forum for Positive Discipline** 51 min.

A POSITIVE APPROACH TO STUDENT DISCIPLINE

Every educator has to deal with student discipline. How they deal with it is the real issue. The way adults perceive and design the school environment has a lasting impact on young lives. All too often discipline is handled in a knee-jerk reactionary way. The result is a punitive collection of rules and warnings that are intended to push students into appropriate behavior. It is often successful — in the short term. But what about the long term ability of students to resolve problems and successfully develop socially acceptable behavior?

The seventh issue of *The Video Journal of Education* provides insight into *Positive Discipline*, a unique model for student behavior based on the philosophies of Alfred Adler and Rudolf Dreikurs. The forum of opportunity for students to develop valuable social skills is class meetings. Important tips, strategies, and procedures to ensure the success of this method are displayed in various levels of elementary and secondary classrooms.

Meet our Presenter

Dr. Jane Nelsen, a former school counselor and college instructor, is a popular keynote speaker and workshop leader with educators and parents. She is the author and co-author of 12 books, including *Positive Discipline in the Classroom* with Lynn Lott and *Positive Discipline: A Teacher's A-Z Guide*. She is also a licensed marriage, family and child counselor. Jane credits her experiences as a mother of seven children for many of her achievements.

Getting the most out of *The Video Journal*

A great benefit of viewing the videotapes is in the discussion that follows. Ideas from the videos will connect with the viewers' practical experience to generate ideas for improvement. Repeated viewing can significantly enhance learning and growth.

Suggestions for using this issue

- View videotapes individually or with groups.
- Show to parents and students.
- Listen to the audiotape soundtrack.
- Review program highlights.
- Duplicate Opening Questions for participants before training session.
- Use questions and activities to stimulate discussion involving everyone.
- Pages 8-12 provide additional resources.
- Duplicate any or all pages.
- Watch the tapes repeatedly for long-term learning.

Videotape Program I

A FOUNDATION FOR POSITIVE DISCIPLINE 35 minutes

Program Highlights

- A foundation for Positive Discipline is established through:
 - Caring Attitudes and Skills
 - The Significant Seven
 - Barriers and Builders
- Introduction to class meetings

Opening Questions

Discuss the Opening Questions before viewing the videotape. Duplicate a copy of these questions for each participant.

1. Explore the meaning of "discipline." What different connotations does it take on when combined with the words "positive" and "negative?"
2. Who usually assumes responsibility for dealing with and resolving student discipline issues? How can that be changed and for what reason?
3. Discuss the effect *tone of voice* has on interaction with others. What influences voice tone in various situations? Are we more sensitive to it in ourselves or others?
4. Consider proactive approaches to student discipline and compare them with reactive methods which may be familiar.

Show the Videotape

Activity

Divide the participants into groups of nine. Assign each group one of the nine different “Caring Attitudes and Skills” presented in the videotape. Have each group develop insights into the importance of that attitude/skill by discussing the following questions. Organize smaller groups into three larger groups to share perceptions of their respective attitude/skill.

- A. What is really meant by _____ (attitude/skill)?
- B. Is this a problem in our school?
- C. If this attitude/skill was a strength in our school, what are examples of what we would see and hear? What wouldn't we see and hear?
- D. Brainstorm ideas to improve this attitude/skill. Set a goal to improve significantly in one of the nine areas.

If time allows, follow this activity by having the three large groups discuss these questions:

1. What interpersonal skills seem most lacking in our students?
2. How can a focus on intrapersonal skills help students improve their interpersonal skills?
3. Which of the five common classroom barriers described in the videotape seems most challenging to you? Why? What is the corresponding builder to this barrier?
4. Explore ideas to use the corresponding classroom builder in an intentional way in your classroom.



An outline to facilitate viewing
Program One:

A Foundation for Positive Discipline

<u>Time</u>	<u>Description</u>
0:00	Set video player timer to zero at beginning of first words that appear on screen: "In order to ensure..."
0:54	Introduction.
5:12	"Caring Attitudes and Skills" for teachers.
10:54	The Significant Seven.
11:46	Three Empowering Perceptions.
17:08	Four Essential Skills.
21:47	Barriers and Builders.
30:49	Introduction to class meetings.
33:51	Closing and credits.
35:15	End.

Videotape Program 2

CLASS MEETINGS: A FORUM FOR POSITIVE DISCIPLINE 51 minutes

Program Highlights

- Introduction to class meetings
- The Eight Building Blocks of class meetings
- Six reasons why class meetings fail
- Format for class meetings

Opening Questions

Discuss the Opening Questions before viewing the videotape. Duplicate a copy of these questions for each participant.

1. Why is some form of student punishment the typical approach to discipline problems? What other alternatives exist for better long term results?
2. What percent of classroom time is spent dealing with discipline related issues? What valuable ideas and concepts can students learn by dealing with these issues?
3. How can schools teach students to effectively solve social problems which result from daily student interaction?
4. Write down three motives which lie behind the misbehavior of students.

Show the Videotape

Activity

Divide the participants into groups of two and select one of the numbered questions below for each pair to discuss. Share that question and allow three to five minutes for discussion. Select individuals to share their response with the whole group. Then have someone choose another numbered question and repeat the process.

1. Review the Eight Building Blocks of class meetings. Choose two and discuss the purposes, philosophy, and application of each.
2. "Look at the behavior as undesirable, not the child." Consider this quote from the videotape. Why is this perspective on discipline so important? What evidence suggests common human tendencies in how misbehavior is perceived?
3. Why is the role playing strategy so important in class meetings? Explore other instructional and curriculum circumstances where role playing is effective.
4. How can class meetings cultivate the development of student communication skills? What criteria would indicate the improvement of these skills over time?
5. Examine this philosophical premise in dealing with student behavior: "Children should just do what they are told, no questions asked." What beliefs are reflected in this statement? What outcomes does it suggest? Compare with the purposes of *Positive Discipline*.
6. In what ways do we sometimes disguise punishment by calling it logical consequences? What is the difference in the two? How can a focus on solutions prevent problems associated with a punitive approach?
7. How can the issue of time be defended in the decision to adopt class meetings? What is the role of time as class meetings are carried out?

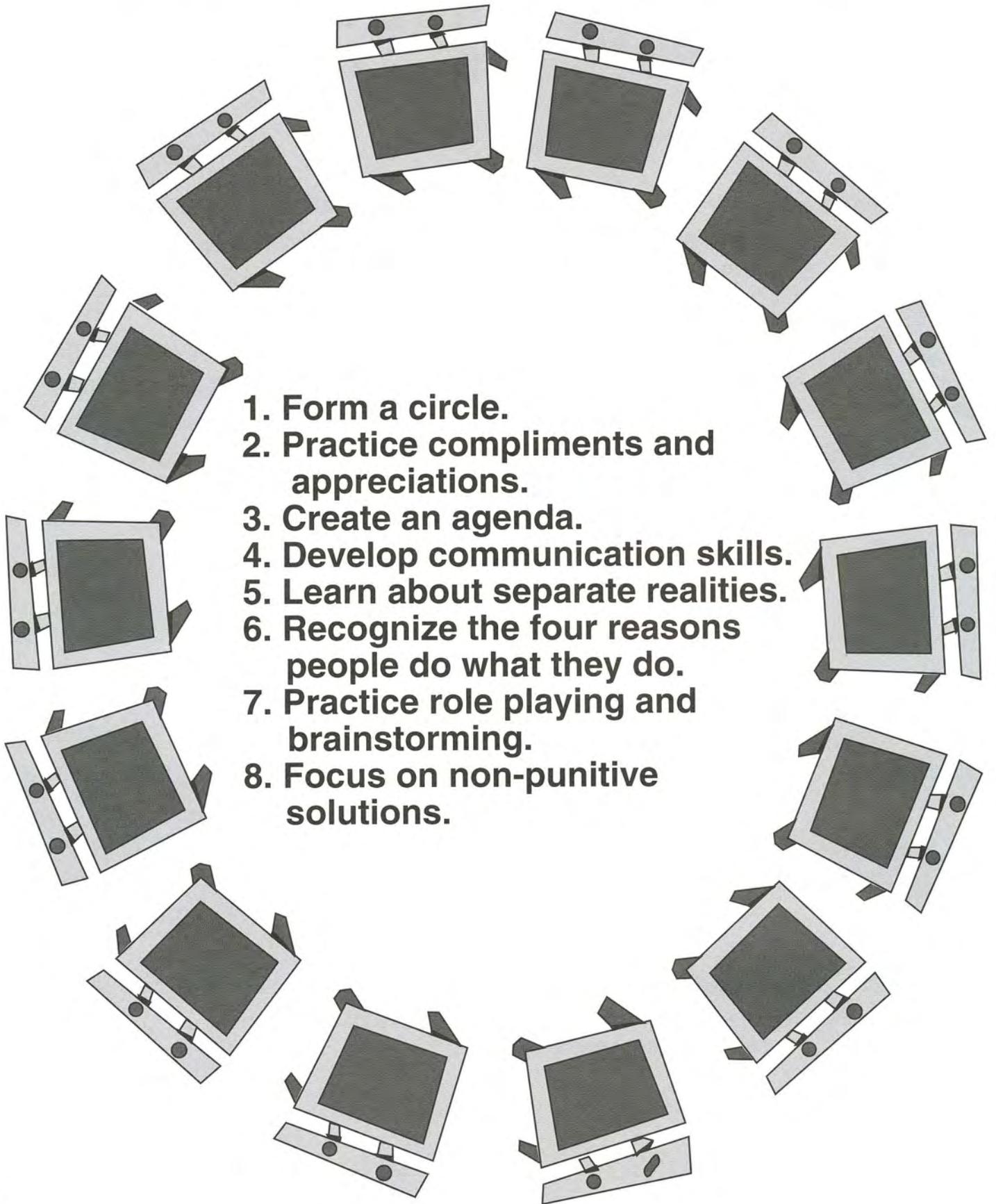


An outline to facilitate viewing
Program Two:

Class Meetings: A Forum for Positive Discipline

<u>Time</u>	<u>Description</u>
0:00	Set video player timer to zero at beginning of first words that appear on screen: "In order to ensure..."
0:57	Program introduction. Classroom examples are throughout the program.
1:47	Introduction to class meetings.
8:35	The Eight Building Blocks of effective class meetings.
10:04	1. Form a circle.
12:28	2. Practice compliments and appreciation.
15:09	3. Create an agenda.
19:02	4. Develop communication skills.
20:57	5. Learn about separate realities.
23:43	6. Recognize the four reasons people do what they do.
28:04	7. Practice role playing and brainstorming.
32:43	8. Focus on non-punitive solutions.
37:19	Six reasons why class meetings fail.
40:26	Format for class meetings.
49:33	Closing and credits.
50:57	End.

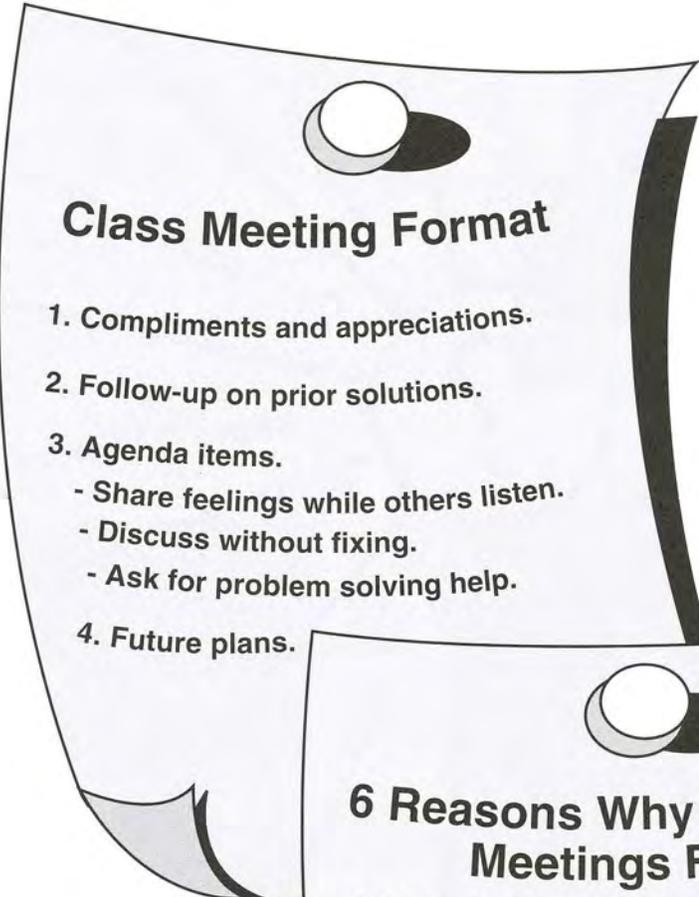
EIGHT BUILDING BLOCKS OF EFFECTIVE CLASS MEETINGS



- 1. Form a circle.**
- 2. Practice compliments and appreciations.**
- 3. Create an agenda.**
- 4. Develop communication skills.**
- 5. Learn about separate realities.**
- 6. Recognize the four reasons people do what they do.**
- 7. Practice role playing and brainstorming.**
- 8. Focus on non-punitive solutions.**

CLASS MEETINGS

The power of classroom meetings can be best understood by experiencing it personally. The Eight Building Blocks of class meetings and the Class Meeting Format will enhance not only student meetings, but meetings of either teacher teams or the entire faculty. Teachers and students benefit from this powerful process of problem solving by cultivating mutual respect and cooperation.



Class Meeting Format

1. Compliments and appreciations.
2. Follow-up on prior solutions.
3. Agenda items.
 - Share feelings while others listen.
 - Discuss without fixing.
 - Ask for problem solving help.
4. Future plans.



6 Reasons Why Class Meetings Fail

1. Not getting into a circle.
2. Not having class meetings regularly.
3. Not passing an item around.
4. Not writing every idea down.
5. Focusing too much on consequences rather than solutions.
6. Not letting the student choose the solution.

WHEEL OF CHOICE

One way to help students make a viable choice when a problem occurs is to give them a wheel of choice. This process will enhance the development of strategic and judgment skills.



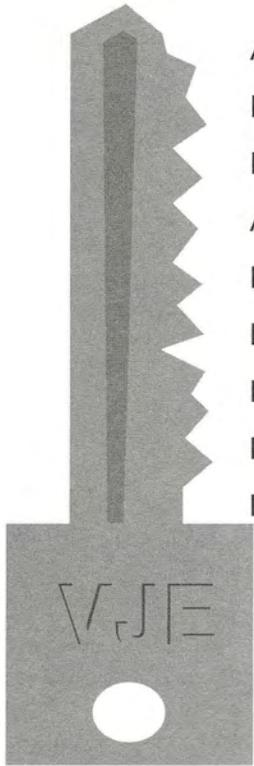
Four Problem-Solving Steps

Often difficulties arise in the classroom that can be easily handled outside the class meeting, yet still allow students to take responsibility for their behavior. These steps could be introduced to students and posted in the room.

1. Ignore it.
2. Talk it over respectfully with the other student.
3. Agree with the other student on a solution.
4. Put it on the class-meeting agenda.

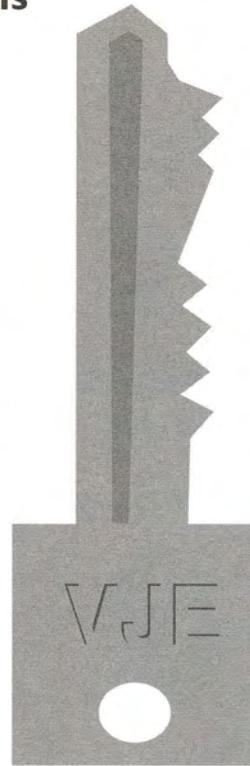
Caring Attitudes and Skills

- Awareness of Tone of Voice
- Listening and Taking Kids Seriously
- Enjoying the Job
- Appreciating Uniqueness
- Developing an Appropriate Attitude
- Having a Sense of Humor
- Respecting Students' Outside Interests
- Involving Students
- Improvement, Not Perfection



The Significant Seven

- Three Empowering Perceptions
 - Perception of Personal Capabilities
 - Perception of Significance in Primary Relationships
 - Perception of Personal Power of Influence Over Life
- Four Essential Skills
 - Intrapersonal Skill
 - Interpersonal Skill
 - Strategic Skill
 - Judgment Skill



Barriers

- Assuming
- Rescuing/Explaining
- Directing
- Expecting
- "Adultisms"



&

Builders

- Checking
- Exploring
- Inviting/Encouraging
- Celebrating
- Respecting



Where to Go for More Information

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Glenn, H. Stephen and Jane Nelsen. *Raising Self-Reliant Children in a Self-Indulgent World*. Rocklin, CA: Prima Publishing, 1988.

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Nelsen, Jane; Lynn Lott; and H. Stephen Glenn. *Positive Discipline in the Classroom*. Rocklin, CA: Prima Publishing, 1993.

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Lakewood Elementary
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McDonogh #35 Senior High School
New Orleans, Louisiana

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Corpus Christi, Texas

Sharon School
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Smith Elementary
Corpus Christi, Texas