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Positive Discipline

TOOLS FOR DESPERATE TEACHERS

Lery Mejías García
Lecturer in Emotional Education
Researcher in Classroom Climate
UMCE

Classroom Management

Classroom management is the process by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to **enhance prosocial behavior and increase student academic engagement.**

(Emmer & Sabornie, 2015; Everston & Weinstein, 2006)

Why is Classroom Management important?



Image by As Chile

- Establishes and sustains an orderly environment in the classroom.
- Increases meaningful academic learning and facilitates social and emotional growth.
- Decreases negative behaviors and increases time spent academically engaged.

(American Psychological Association)

1.

Appropriate Levels of Dominance



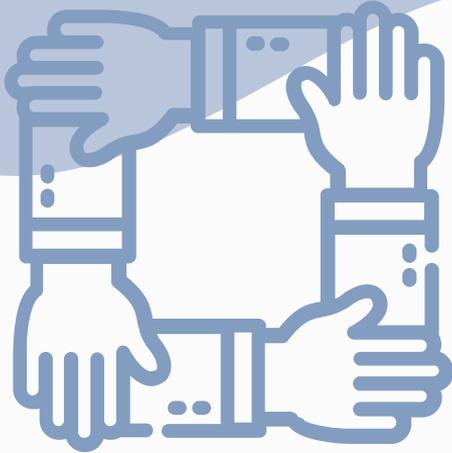
The Key to Classroom Management

(Marzano, 2016)

- Establish clear expectations and consequences
- Establish clear learning goals
- Exhibit assertive behavior: the ability to stand up for one's legitimate rights in ways that make it less likely that others will ignore or circumvent them.

2.

Appropriate Levels of Cooperation



The Key to Classroom Management

(Marzano, 2016)

- Provide Flexible Learning Goals
- Take a Personal Interest in Students
- Use Equitable and Positive Classroom Behaviors

3.

Awareness of High-Need Students



The Key to Classroom Management

(Marzano, 2016)

- **Passive** students fall into two subcategories: those who fear relationships and those who fear failure
- **Aggressive** students include three subcategories: hostile, oppositional, and covert.
- Students with **attention problems** fall into two categories: hyperactive and inattentive.
- **Perfectionist** students
- **Socially inept** students

A two way street

The way we think about people influences the way we behave towards people. The way we behave towards people influences the way they react to us, think about us and behave towards us. Therefore the way we think about people can influence the way we are treated in return.

(Soul Food: For the Heart)

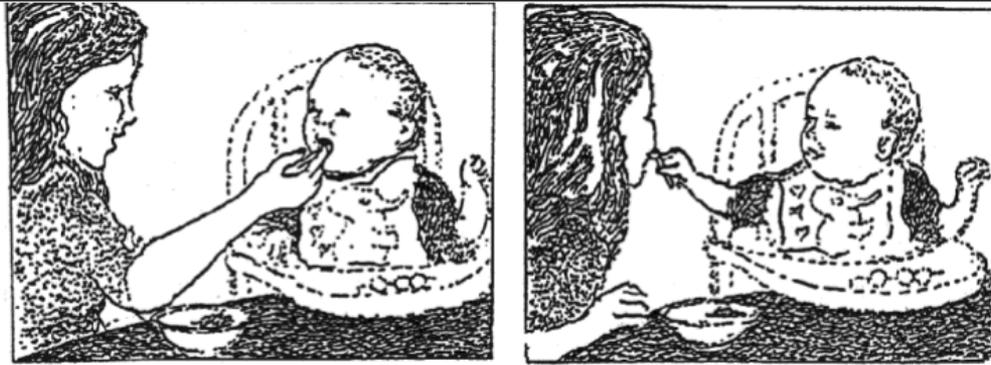


Figure 2. Illustrations of (in)take of food inviting participant perception

Perception of another's grasping or taking in food invites in the observer participant perception as if the observer were a virtual co-author, simulating the other's grasping or intake of food.

- (Top)* The original mirror neurons experiment: When the macaque monkey observes the grasping of a piece of food and when grasping the food by itself, there is a grasp-specific pre-motor neurons discharge in both cases involving the activation of mirror neurons. Now, Ferrari et al. (2003) report the findings of mouth mirror neurons in the monkey ventral pre-motor cortex, referred to in Part II of the present volume.
- (Middle)* Adult female chimpanzee feeds a piece of a sugar cane to an unrelated juvenile at the Yerkes field station, based on photo by Frans de Waal (*Good Natured*, Harvard U Press 1996:136f.) who presents his 'Russian Doll' model of empathy in this volume (3).
- (Bottom)* As his big sister takes in the spoon with food offered by her baby brother (11 3/4 month) he reveals by his opening his own mouth his other-centred participation in her food-intake (as recorded by Stein Bråten 1996). Drawings, similar to the top and bottom illustrations also appeared in S. Bråten (Ed., 1998:108, 122), and in Stamenov and Gallese (Eds., 2002:281), and are returned to in this volume (7).

Positive Discipline: The Message of Caring

“When children feel safe – when they feel that they belong and are significant– they thrive. They learn, they develop into capable people, and they develop social interest. When children believe they do not belong and are not significant, they adopt survival (defensive) behaviour”.



Mistaken Goal Chart

The student's goal is:



Undue Attention

To keep others busy or get special services.

If the teacher feels:

*Annoyed -Irritated
Worried - Guilty*

And tends to react by:

Reminding, coaxing, doing things for the child he/she could do for themselves.

And the student's response is:

Stop temporarily, but later resumes same or another disturbing behavior.

The belief behind the behavior is:

*I count (belong) only when I'm being noticed or getting special service.
I'm only important when I'm keeping you busy with me.*

Coded messages

Notice me; Involve me.

Mistaken Goal Chart

The student's goal is:



Undue Attention

To keep others busy or get special services.

Teacher proactive and empowering responses include:



"I care about you and..." [Example: "...and will spend time with you later"]; redirect by assigning a task so child can gain useful attention; avoid special service; plan special time; set up routines; use problem solving; encourage; touch without words; ignore; set up nonverbal signals.

Mistaken Goal Chart

The student's goal is:



Misguided Power
To be the boss.

If the teacher feels:

*Angry - Challenged
Threatened - Defeated*

And tends to react by:

Fighting, giving in, thinking "You can't get away with it" or "I'll make you", wanting to be right.

And the student's response is:

Intensifies behavior, defiance, compliance, feels he/she has won when teacher is upset, passive power.

The belief behind the behavior is:

I belong only when I'm boss, in control, or proving no one can boss me. You can't make me.

Coded messages

Let me help; Give me choices.

Mistaken Goal Chart

The student's
goal is:



Misguided Power

To be the boss.

Teacher proactive and empowering
responses include:

*Redirect to positive power by asking for help;
offer limited choices; don't fight or give in;
withdraw from conflict; be firm and kind;
act, don't talk; decide what you will do; let routines
be the boss; leave and calm down; develop mutual
respect; set a few reasonable limits; practice follow-
through; encourage.*

Mistaken Goal Chart

The student's
goal is:



Revenge

To get even.

If the teacher feels:

*Hurt - Disappointed
Disbelieving - Disgusted*

And tends to react by:

*Retaliating, getting even, thinking
"How could you do this to me?"*

And the student's response is:

*Retaliates, intensifies, escalates
the same behaviour or chooses
another weapon.*

The belief behind the behavior is:

*I don't think I belong so I will hurt
others as I feel hurt, I can't be liked
or loved.*

Coded messages

*Help me; I'm hurting;
Acknowledge my feelings.*

Mistaken Goal Chart

The student's
goal is:



Revenge

To get even.

Teacher proactive and empowering
responses include:



*Acknowledge hurt feelings; avoid feeling hurt;
avoid punishments and retaliation; build trust;
use reflective listening; share your feelings;
make amends; show you care; encourage strengths;
don't take sides.*

Mistaken Goal Chart

The student's
goal is:



Assumed Inadequacy

To give up and
be left alone.

If the teacher feels:

*Despair - Hopeless
Helpless - Inadequate*

And tends to react by:

Giving up, doing for, overhelping.

And the student's response is:

*Retreats further, passive,
no improvement, no response.*

The belief behind the behavior is:

*I can't belong because I'm not perfect,
so I'll convince others not to expect
anything of me; I am helpless and
unable, It's no use trying because
I can't do it right.*

Coded messages

*Show me; Small steps;
Celebrate my successes.*

Mistaken Goal Chart

The student's
goal is:



Assumed Inadequacy

To give up and
be left alone.

**Teacher proactive and empowering
responses include:**

*Break task down into small steps; stop all criticism;
encourage any positive attempt; have faith in
student's abilities; focus on assets; don't pity;
don't give up; set up opportunities for success,
teach skills/ show how, but don't do for,
enjoy the student; build on his/her interests;
encourage.*