

# **POSITIVE DISCIPLINE; Managing a Classroom with Grace (Presenter's Notes)**

**Slide 1** Word Associations: What words do you associate with *discipline*? Is *discipline* a positive or a negative word for you?

Discipline refers to an attitude of self-restraint, orderly and respectful behavior. A teacher who maintains discipline keeps a class of children restrained, orderly, and respectful while they are learning. The ultimate goal of discipline is self-discipline.

**Slide 2** **Discipline in the Book of Hebrews**

- 1) Discipline as punishment – Heb 12:5-6 associates discipline with correction and punishment
- 2) Paul refers to this association as *encouragement*. (v. 5) Is encouragement negative for you?
- 3) Discipline must be mixed with grace (v. 15)

Activity: Trust Walk

Ask for a volunteer to do a trust walk. Ask the volunteer to choose someone she trusts to give oral directions that will guide her through the walk.

While you are blindfolding the volunteer, everyone else rearranges the furniture to challenge the volunteer. After they get started, quietly encourage the others to call out their own directions and frustrate the guide's efforts. After the walk is completed, affirm the participants and call everyone into a huddle to debrief. To debrief, ask the volunteer to tell what she experienced. Ask the same of the guide. Refer to Heb. 12:12. How might this verse relate to the trust walk?

If we submit to discipline, what do we make for our feet? Level paths

**Slide 3** Ellen G. White counsels parents and teachers not to be slack in disciplining children for the goal of discipline is to train children to have self-discipline, self-control and self-reliance. All these characteristics contribute toward building strong character. However, in correcting our children when they err, it is vital that we temper discipline with grace. It should not be harsh.

**Slide 4** **Discipline and Grace**

Let's examine the diagram of self-discipline with Grace as shown here:

- 1) Grace--the Cross "Lift up Jesus and with Him all humanity will be lifted up." EGW
- 2) The Way--Illumination from cross to self. "But I, when I am lifted up from the earth, will draw all (persons) to myself" (John 12:32).

3) The Law--a wall of safety either side of the way. "Direct me in the path of your commands" (Ps. 119:35). "I have not departed from your laws, for You yourself have taught me" (v. 102).

4) The Voice--God's guidance. "Your ears will hear a voice behind you, saying, 'This is the way; walk in it'" (Isaiah 30:21). Teaching self-discipline means teaching kids to mind--with grace. We encouraging them to listen to God's guiding voice and submit to His will. For the young, God's voice sounds much like that of the persons in authority over them. (Again, God's law helps them discern from competing voices.

**Slide 5** When we correct our children with firmness and love, they are drawn to Jesus who loves them and wants them to walk in the right way. Love is the best motivator to help children turn to God.

**Slide 6** **Think, Pair, Share**

Get everyone to list discipline problems they have encountered at church, that bother them. Share the list with another person. Compare with master list

**Activity: Yarn Push & Pull**

Pass around a ball of yarn and ask everyone to break off a piece while you continue to talk. While the yarn continues to go around, participants list common behavior problems that disrupt learning in the classroom. For instance, tapping a pencil, chewing loudly.

After 1 minute, they form groups and make a list of behaviors. Take reports from groups. Ask everyone to take their yarn and put it on their handout page. They are then to try to push the yarn across the page, keeping it in a straight line. (This will prove impossible.)

Then ask them to pull the yard in a straight line. To debrief, ask them what they learned about classroom discipline from this activity. (That is easier to get the kids to follow you than to push them ahead of you, etc.)

**Slide 7** **Negative Behaviors**

These are behaviors that are not acceptable and need the attention of teachers. Such negative behaviors are:

- \* tapping
- \* talking out of turn
- \* chewing gum
- \* throwing stuff
- \* back chat
- \* out of seat
- \* blaming
- \* clowning
- \* tattling and talking

**Slide 8**

**Prevention, the Best Cure**

We have often heard the common saying that “Prevention is better than cure!” This is the best way to handle discipline. Just as good parents respond to the needs of a newborn baby before it cries, so teachers need to think ahead to meet the needs of students. What are the student's needs? They need to be comfortable , to be mentally challenged, to be actively involved, and to achieve success in learning.

Children who experience discomfort, boredom, alienation, or failure sooner or later cause problems that disrupt learning and threaten discipline. So it makes sense to care for the child’s needs first.

Here are some preventive methods that teachers can use in the classroom that would help them build relationships with the students, foster cohesiveness and inclusiveness, thus providing a safe and non-threatening environment for children to learn. When they are involved and included in the planning, they are less likely to get into trouble, thus preventing the necessity for discipline.

**Slide 9**

**Disciplinary Measures**

**1. Giving Clear Directions**

It is important that teachers give clear directions to their students so as to avoid confusion over what to expect. When students are clear on what to do or how to do, they are less likely to make noise or create any distraction that require discipline.

Clear directions tell...	So give students...
Why	A REASON
When	A SIGNAL
Who	A NAME
How	AN ADVERB
What they will do	A VERB

**Slide 10**

**2. Making Transitions**

Transitioning from one activity to another is often the period that may require discipline. Depending on the size of your class, it is inevitable to have some noise and commotion. But the teacher can prevent that by implementing procedures such as giving good directions when it’s time to change activities. Give a signal such as “GO” or “BEGIN” to help children move along together. When they have made the transition well, affirm them by saying “Thank you, you guys were quick and quiet!”

**Slide 11**

**Interpersonal Dynamics**

a) The Teacher-Discipline Continuum

Each teacher should evaluate himself/herself on this continuum to identify how his response and attitude correlate with discipline. The continuum ranges from a reactive teacher to a proactive teacher.

\* Reactive teacher – is one who reacts negatively to everything a child does or says for he/she assumes that all children misbehave. So they are always looking out for misbehavior and do find them.

\* Proactive teacher – is one who believes in the children, assuming that all children do behave in general, but sometimes they misbehave. Consequently, the proactive teacher takes the initiative to guide and help children see their faults and provide steps for them to make changes and to prevent repeating misbehavior. So where do you stand on the continuum as a teacher? Are you more to the right or to the left?

**Slide 12**      b) The Student Misbehavior Continuum

Just because a student misbehaves does not mean he/she has a goal of misbehavior. It's important to recognize where students are on this misbehavior continuum. The continuum ranges from least disruptive to most disruptive, and from attention seeking to power and revenge. Students may fall at different areas along the continuum on different days. Occasionally, we may find a good student misbehaving or vice versa.

**Slide 13**      **3) Controlling Misbehavior by Bumps**

Barrie Bennett and Peter Smilanich in their book, *Classroom Management; A Thinking & Caring Approach*, suggested that teachers control misbehavior by bumps. Bumps are like unevenness on the road, some rough spots. If we don't control the lower bumps, increased level of aggression bumps up the ante (i.e. the stake, the chance of more serious misbehaviors).

**Slide 14**      **Bump 1**

These are low-key response to misbehavior

- 1) Deal with the problem not the student.
- 2) Continue teaching and give low-key responses:
  - \* Proximity – moving close to the misbehaved student who is acting up while continuing your teaching.
  - \* Touch (light, quick). It can be a touch on the shoulder to show that we are aware of what he is doing.
    - \* Student's name (quick, quiet)
    - \* Gesture (Finger on mouth)
    - \* The look (eye contact, quick)
    - \* The pause (active pause--Scan the class, wait for compliance)
    - \* Ignore (Turns it back on student.)
    - \* Signal (to begin)
- 3) Apply bump 1 response to slow responder, saying, "Thank you" when student complies.

**Slide 15**      **Situation 3**

- Prepare to demonstrate a trivial negative behavior
- Choose someone to role play an appropriate bump1 response

**Slide 16**      **Question:**

- What is the object of bump 1?
- Note: Each increase in negative behavior bumps up the ante

**Slide 17**      **Bump 2**

1) Minimal request—when a student doesn't respond to bump-1 and bumps again, the teacher would apply bump 2 procedure. Bump 2 responses include:

- \* Pause
- \* Turn toward the student (*square off*)
- \* Give a minimal verbal request (*Are you finished?*)

2) Give a polite thank you and keep going with the lesson.

**Slide 18**      **Bump 3**

When misbehavior become more disruptive, and bump 1 and bump 2 measures didn't work, then apply bump 3.

1) Give students a choice—a technique for presenting options.

- \* Stop teaching, turn to the student (or approach privately)
- \* Offer an appropriate choice, or just say "*Decision please.*"
- \* Wait for an answer, *verbal or non-verbal.*
- \* Finish with "*Thank you.*"

2) Move to bump 4 if it doesn't work. In between bumps, try to win them over with a little humor.

**Slide 19**      **Bump 4**

Following through—This bump has two dimensions:

- \* Following through on the choice you gave earlier
- \* Implied choice--A choice you gave one student applies to all students if they heard the choice.

**Slide 20**      **Managing Allies**

Allies are other kids who respond to the offender before you can. They pretend to aid the teacher by correcting an offender. Allies help and abet the disruption. Apply the same level of bump to the ally.

For Example:

You just asked everyone to think about a question. Andy blurts out his response.

Bill shouts, "Be quiet, Andy!" Andy then replies to Bill and a heated exchange ensues--for the purpose of derailing the teacher. Apply bump 2.

**Slide 21**      **Bump 5**

1) Steps to defuse a crisis or power struggle—to show that you mean what you say After a choice has been given without effect, stand as close to the student as possible:

- \* Stop teaching; square off to them.
- \* Make eye contact; take your time.
- \* Deal with allies; stand between them and the offender.
- \* Shift the focus of control to the student.
- \* Pause and allow the student to save face.

2) Bring closure: *Thank you. I appreciate that.*

**Slide 22**      **Question**

In what ways do you see the bumps as measures that offer grace to students and teachers? When we use bumps, we are giving children chances to correct minor misbehaviors instead of being harsh to them by meting out punishment. Teachers recognize that many of these minor misbehaviors can be managed easily as preventive measures before a severe disruptive misbehavior happens. This is discipline with grace as we guide and correct children gently.

**Slide 23**      **The Role of a Crew Leader**

It is valuable to have volunteers assist as crew leaders or assistants to the leader in the classroom. These crew leaders do not need to prepare a lesson but work alongside the children, supervising them and helping to prevent misbehaviors.

\* The crew leader is a volunteer who sits with a group of five children.

\* The crew leader is the leader's ally and the crew's coach.

**Slide 24**      **Values of Crew Leaders**

- Get to know the children in their group
- Help the children carry out the instructions of the teacher.
- Take responsibility for only 5 students
- Sit with their group throughout
- Are responsible to the teacher up front
- Have a chance to lead children to Jesus
- Show grace

