

# *Positive Discipline*

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Managing a Class With Grace

A Leadership Certification  
Course #4



# *“Discipline in Hebrews”*

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- ★ Heb. 12:6—discipline ... punishment
- ★ 12:7—discipline ... hardship
- ★ 12:5—discipline ... encouragement
- ★ 12:15—temper discipline with grace



## *Ellen White says...*



★ “Character is built on obedience, simplicity and **submission to His will.**” --EGW



★ “The object of discipline is the training of the child for **self-government.**” —ED 287

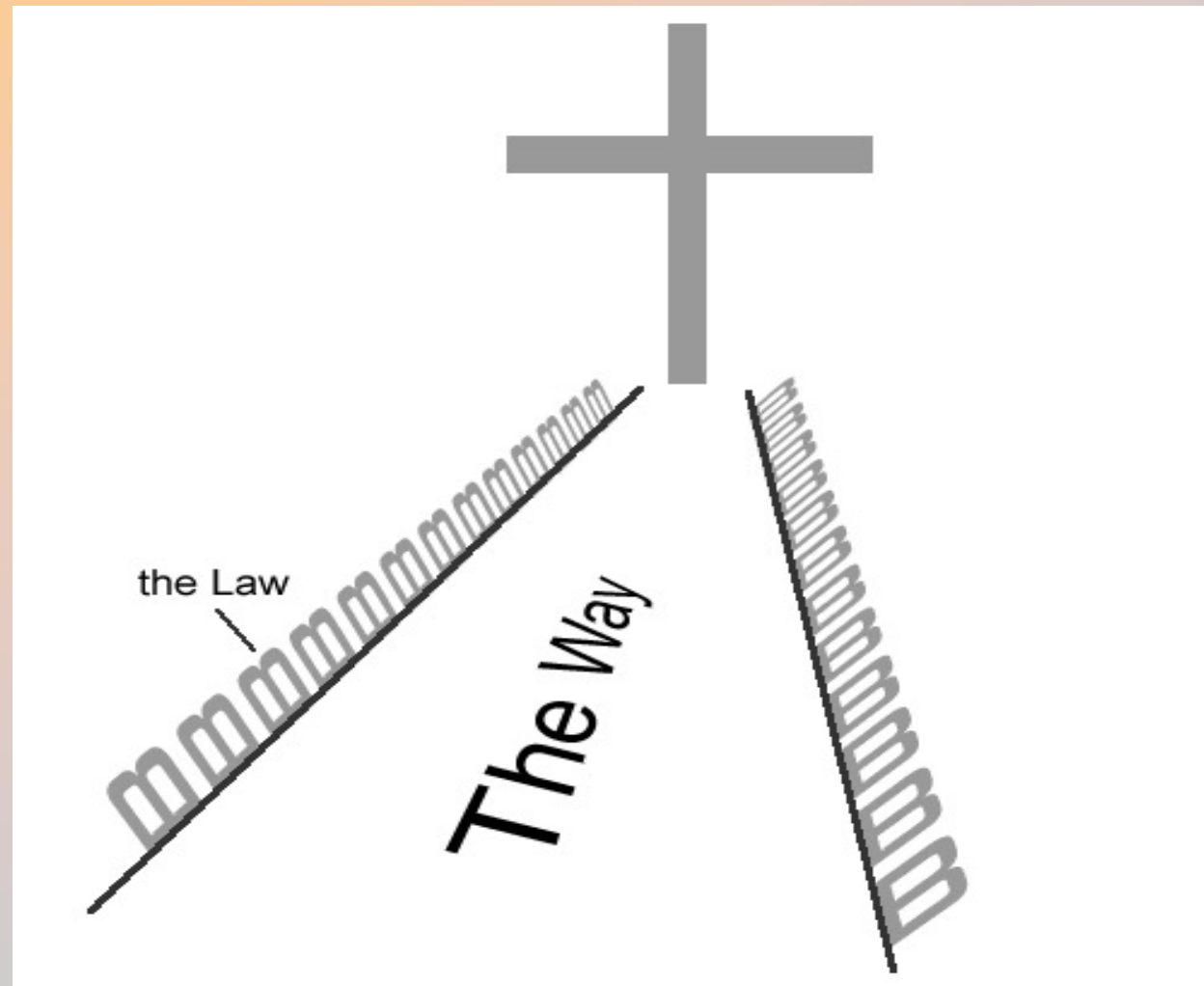


★ “They should be taught **self-reliance** and **self-control.**” — ED 179-180

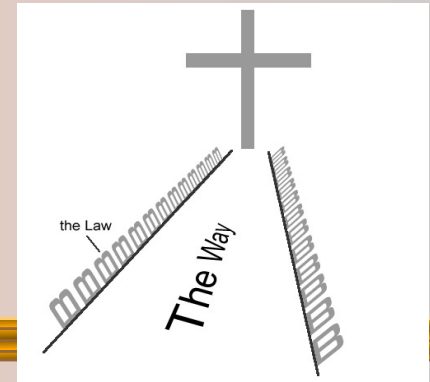
★ “Grace ... will impart a heaven-born dignity and sense of propriety.” —DA 498-499



# *Self-discipline with Grace*



11/9/03



- ★ **Grace** – Jesus on the cross. “Lift up Jesus and with Him all humanity will be lifted up.”  
E.G.W.
- ★ **The Way** – Illumination from the cross to self. “But I, when I am lifted up from the earth, will draw all (persons) to myself” (Jn. 12:32)).
- ★ **The Law** – a wall of safety either side of the way. “Direct me in the path of your commands” (Ps. 119:35).

*“Love is the best motivator”*



# *Think, pair, share*



★ *THINK* of the most common misbehaviors that you encountered in the past 2 weeks

★ *PAIR* up, and

★ *SHARE* your lists





# *Negative behaviors:*

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- ★ Tapping
- ★ Talking out of turn
- ★ Chewing
- ★ Throwing stuff
- ★ Back chat
- ★ Zoning out
- ★ Out of seat



- ★ Stupid questions
- ★ Burping
- ★ Blaming others
- ★ Class clown
- ★ Tattling
- ★ Many trips to washroom



**PREVENTIVE MEASURES**  
*“Prevention is the best cure”*

<b>Goal</b>	<b>Method</b>	<b>Benefits</b>
<b>1. Winning them over</b>	<b>Smiles and hugs</b> <b>Call by name</b> <b>Touch</b> <b>Affirm</b> <b>Terms of endearment</b> <b>Liking the kids</b> <b>Listening to them</b> <b>Tasteful room decor</b>	
<b>2. Cohesiveness</b>	<b>Doing stuff together</b> <b>Working as a team</b> <b>2-way communication</b> <b>Involving them in planning</b> <b>Getting next to key leaders</b> <b>Team challenges--not competition</b> <b>Being huggable</b> <b>Being teachable</b>	
<b>3. Inclusiveness</b>	<b>Cooperative learning</b> <b>Modeling cohesiveness.</b> <b>Valuing differences &amp; cultures</b> <b>Leaving nobody out</b> <b>Teaching for learning styles</b>	
<b>4. Safe environment</b>	<b>No wrong answers</b> <b>Positive emotional climate</b> <b>Nobody left out</b> <b>Show respect for kids</b> <b>Teach kids to respect each other.</b> <b>“In our room we don’t put anybody down.”</b> <b>Tone of voice.</b> <b>Establish rules and routines</b>	





# 1. *Giving Directions*

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★ Clear Directions tell:

- Why—a REASON
- When—a SIGNAL
- Who—a NAME
- How—an ADVERB (Quietly)
- Give them a VERB





## 2. *Managing Transitions*

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- ★ When the children will move from one place to another, or from one activity to another, give good directions, plus
- ★ Give signal to begin – Go ...
- ★ Affirm the transition – Thank you.



# *The Teacher-Discipline Continuum*



**Reactive  
teacher**

**Proactive  
teacher**

Visible  
discipline

Invisible  
discipline

Assumes  
all kids  
misbehave

Assumes kids  
behave, but  
sometimes  
misbehave



# *The Student Misbehavior Continuum*



**“Just because a student misbehaves does not mean he/she has a goal of misbehavior.”**

Least disruptive

Most disruptive



Attention seeking

Power and revenge



### 3. *Controlling Misbehavior by Bumps*

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“Each increased level of aggression bumps up the ante.”

-- Bennett & Smilanich



# *Bump 1*



- ★ Deal with the problem, not the student
- ★ Continue teaching, give low-key response:
  - Move close
  - Touch
  - Mention by name
  - Make eye contact
  - The pause (scan the class, wait for compliance)
- ★ Thank student for compliance





## *Situation 3*



- ★ Prepare to demonstrate a trivial negative behavior, listed on the handout, p. 2.
- ★ Choose someone to role play an appropriate bump 1 response.





## *Question:*

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★ What is the object of bump 1?

★ Note: Each increase in negative behavior bumps up the ante.







## *Bump 2*

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### ★ Minimal request

- Pause
- Turn toward student (square off)
- Make minimal request (Are you finished?)



### ★ Murmur thanks and keep teaching



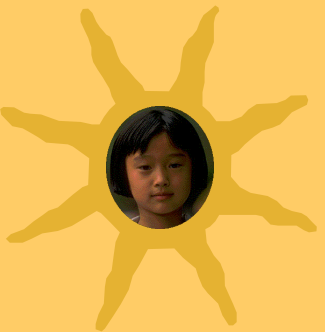


## *Bump 3*



★ Gives student a choice (option)

- Stop teaching, approach student
- Offer an appropriate choice
- Wait for an answer (verbal or non-verbal)
- Thank them



★ Move to bump 4 if it doesn't work.

★ In between bumps, try to win them over with a little humor.





## *Bump 4*



★ Following through (on the choice you gave)



★ A choice you gave to one student applies to all who heard it--even if they had not bumped before





# *Allies*

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★ Allies are students who pretend to aid the teacher by correcting an offender.

★ Allies aid and abet the disruption.

★ Apply the same level of bump to the ally.





# *Bump 5*



## ★ Defusing a power struggle

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



## ★ Bring closure: *Thank you, I appreciate that.*





# *Question*

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★ In what ways do you see the bumps offering grace

- To students?
- To teachers?





# *Engage a Crew Leader*

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- ★ The crew leader is a volunteer who sits with a group of 5-6 children.
- ★ The crews leader is the leader's ally and the crew's coach.
- ★ Teaching this way makes it easy to recruit volunteers because they do not prepare a lesson.





# *Values of Crew Leaders*



- ★ Get to know the children in their group.
- ★ Help the children carry out the teacher's instructions.
- ★ Take responsibility for only 5-6 students.
- ★ Sit with their group throughout
- ★ Are responsible to the teach up front.
- ★ Have a chance to lead children to Jesus
- ★ Show grace.

