

What Is Discipline?

When you think of the word “discipline” what words, feelings, and images come to mind? In the space below, list your ideas.

Rules in a Responsive Classroom

<p>▶ Are proactive</p>	<p>Notes and connections to hopes and beliefs about teaching discipline . . .</p>
<p>▶ Frame an ideal</p>	
<p>▶ Are general guidelines</p>	
<p>▶ Encourage reasoned thinking and discussion</p>	
<p>▶ Require action</p>	

Interactive Modeling

Interactive Modeling provides a powerful and practical structure for teaching procedures and routines (e.g., how to turn in your work, or how to line up at the classroom doorway), social and emotional skills (e.g., how to greet a classmate in a friendly way, or invite someone to play at recess), and academic skills (e.g., how to write a complete sentence, or how to use the partial-product multiplication algorithm).

Steps of Interactive Modeling:

1. Say what you will model and why.	Notes and connections to hopes and beliefs about teaching discipline . . .
2. Model the behavior.	
3. Ask students what they noticed.	
4. Invite one or more students to model.	
5. Again, ask students what they noticed.	
6. Have all students practice.	
7. Provide feedback.	

Teacher Language

<ul style="list-style-type: none">▶ Is clear, simple, and direct ▶ Is genuine and respectful ▶ Is specific rather than general ▶ Focuses on a child's actions or behavior rather than the child's character ▶ Shows faith in children's abilities and potential	<p>Notes and connections to hopes and beliefs about teaching discipline . . .</p>
<p>Three Types of Teacher Language</p> <ul style="list-style-type: none">▶ Reinforcing language ▶ Reminding language ▶ Redirecting language	

Proactive Discipline Video Viewing Guide

1s—Note how rules are used

2s—Note how Interactive Modeling is used

3s—Note how teacher language is used

Responding to Misbehavior

Goals of Responding to Misbehavior

1. To stop the rule-breaking behavior
2. To maintain a safe and orderly classroom
3. To help students recognize and fix their mistakes
4. To help students develop internal control of their behavior
5. To preserve the dignity of the child and the group

Ways of Responding to Misbehavior

Visual and verbal cues	Increased teacher proximity
Reminding and redirecting language	Logical consequences

Logical Consequences

In addition to stopping the misbehavior, logical consequences can help children see the connection between their behavior and the effect it has on others.

Characteristics of Logical Consequences

Respectful

The teacher's words and tone of voice communicate respect for the children. Focus is on the behavior rather than on the child's character. For example, when one child pushes another, the teacher tells the child to "Stop pushing," rather than telling the child to "Stop being a bully."

Related

The consequence is directly related to the children's actions. For example, if a group of children are supposed to be working together on a project but spend the time talking about the weekend, a related consequence would be that they don't work together anymore that day.

Realistic

The consequence must be something the children can reasonably do and that the teacher can follow through on. For example, a child who writes on a desk could be asked to clean that desk, but not twenty desks and not at a time that's a hardship for either the child or the teacher.

Three Kinds of Logical Consequences

- Break it, fix it

- Loss of privilege

- Time-out