

DISCIPLINE



Discipline Tips:

1. Be cheerful, positive; never lose your temper.
2. Guard against remarks which would discredit or embarrass students in front of their peers.
3. Punish only misbehaving students, never the entire class.
4. Do not threaten; one warning is appropriate.
5. Assert your authority quietly and with dignity without creating a "test of wills" or "power struggle" which might lead to a serious challenge of your authority.
6. Maintain a sense of humor.
7. Avoid blanket statements.

It is always best not to allow discipline problems to go unattended in the hope that, if ignored, they will go away. Usually, if they are at all serious, they will not go away. When you arrive on campus, familiarize yourself with the discipline expectations/procedures of the campus principal. In other words, ask the principal what he/she expects concerning discipline procedures for the day. When a discipline problem arises, **involve the Principal or Assistant Principal immediately! Don't be afraid to ask for help.** Many serious problems can be avoided if action is taken quickly and the problem is not allowed to develop to a more serious stage. **DO NOT USE CORPORAL PUNISHMENT (PADDLING) UNDER ANY CIRCUMSTANCES. Seek the help of the Principal or Assistant Principal!**

Discipline Techniques

In the event a substitute enters a classroom and there are not posted rules, the following is a quick set of rules that will cover most behavior:

1. Raise hand before speaking.
2. Remain at desk unless given permission to leave.
3. Keep hands, feet and objects to oneself.
4. Listen to directions the first time they are given.
5. Treat others as you want to be treated.
6. Use respectful language.

Substitutes will need to use a quick step-by-step approach with the discipline program for the day. Take small steps at first and if the behavior continues, increase the penalty.

1. Warning
2. Time out
3. Free-time privileges revoked
4. Use forms (to teacher)
5. Send to the office with the form

Do what you must to maintain control. It is a lot less work to glance at something a student has written or filled out than to do it yourself. Leave it for the teacher or with the principal.

Don't listen to excuses when a student breaks a rule; but in cases where the system doesn't seem to fit, have the student answer these two questions on paper:

1. What did **you** do?
2. What is **your** plan for solving it?

Problem Solving Approach

When a child has a problem (conflict) the teacher will:

- Show understanding
- Ask "How are you going to solve the problem?"
- Share some choices
- Help him/her look at consequences
- Give permission to solve it or not solve it

You will want to instill in our students the belief that the best solution to any problem lives within the person who owns the problem. The successful in life are those who quickly look within themselves first for the solution to their problems.

It is interesting that children who view their world like this, approach school and learning in a healthy manner. They tend to feel that they are responsible for their own learning.

Parents and teachers can help children develop this attitude by being understanding and sympathetic each time a child has a problem. This can be done in a variety of ways such as; "I bet that really bothers you," "Wow! I bet that makes you mad," "If that happened to me, I would really feel . . ."

These types of statements usually bring about some kind of response which shows that the child is relieved that we understand. As soon as we see that response, it is time to ask one of the most important questions children will ever hear, "**WHAT DO YOU THINK YOU ARE GOING TO DO ABOUT IT?**" This is a powerful statement because it implies that we know the child is capable of doing his/her own thinking.

The question is often answered by, "I don't know." This is a good time to offer different kinds of solutions. Discuss the possible consequences with the youngster, and then allow the child to choose the solution he/she likes best, even if it means that the child decides not to solve his problem.

Children have too few opportunities to practice problem solving in the real world. These opportunities present themselves most often as problems to solve or decisions to make. Each time we move into the situation, solve the problem, or rescue the child, we have stolen one of the child's growth experiences. He is now less prepared to face the real world than if we had been there with understanding and the question, "What are you going to do about it?"