



Teaching Self-Discipline and Appropriate Behavior

Category: Student Behavior

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop's alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Student Behavior

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Determine the strategic position for educators in teaching discipline to students.
- Explain how the student's social and emotional situation affects academic position.
- Identify key strategies in handling teacher-student conflict or confrontation.
- Identify four virtues essential for educators in order to teach students self-discipline and appropriate behavior.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Activity Sheet: "We're Just Having a Conversation" Script
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- "Think About It" Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. The Educator's Position
2. The Student's Position
3. Confrontation to Conversation
4. Four Virtues of Teaching Discipline

Subtopics:

1. The Educator's Position

- a. The Decisions We Make
- b. Discipline

2. The Student's Position

- a. The 4 Student Relationships
- b. Proctor's Spiral of Futility

3. Confrontation to Conversation

- a. Attack
- b. The "Slip"
- c. The Ultimatum
- d. Sarcasm

4. Four Virtues of Teaching Discipline

- a. Fairness
- b. Inclusion
- c. Caring
- d. Respect

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Activity – Group Reflection	3	(15)
Topic 1 – The Educator’s Position		
	4-13	45
Activity – Role Play	13	(25)
Topic 2 – The Students’ Position		
	14-22	20
Break		
Topic 3 – Confrontation to Conversation		
	23-32	60
Activity – Making Conversation	32	(40)
Topic 4 – Four Virtues of Teaching Discipline		
	33-37	10
Closing Thoughts	38	20
Activity – Group Reflection	38	(15)
Total of 2 hours and 45 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 13

PDXPERT
THE EDUCATOR'S POSITION

- The desks are arranged in groups in your 5th-grade classroom for cooperative learning activities, and you have given the students assigned seats.
- Dana repeatedly sits at an unassigned desk when she comes to class.
- Role-play 2 or 3 possible interactions between teacher and student.

ACTIVITY: Role-Play

The MASTER Teacher
Develop. Support. Inspire.

Activity: Role-Play

Allow 25 minutes for this activity.

Instructions: Explain that in this scenario, the student groups are a mix of ability levels and the teacher has a legitimate reason for wanting Dana to be with her assigned group.

Thinking about positive discipline, self-adjustment, and positive reinforcement, role-play interactions between teacher and student with a partner.

After the partners have had time to role-play, call on a few groups to present their role-play to the whole group. Discuss what they did well and ask for other thoughts and ideas.

PD
XPERT
CONFRONTATION TO CONVERSATION

Attack

Attack wins the battle, but tact wins the war.

- Don't take the offensive.
- Listen before you speak.
- Use a calm, moderate tone.
- Think long-term benefits, not short-term effects.

The MASTER Teacher
Develop. Support. Inspire.

When educators attack, students capitulate. Yet a close look will reveal that attack may work only for a short period of time. Attack puts students in an inferior position. It negates their opinions, ideas, or contributions. It pushes students away from us over the long term. It may get us what we want from our students immediately, but the consequence of this is a more difficult struggle over time with the entire class.

Tact is the strategic position we should adopt if we want to change student behavior. The first thing you should do in a potential confrontation is slow down, not jump into a chariot and take the offensive. Make sure to listen before you speak, and speak in a calm, moderate voice. Think long-term, rather than short-term results. An accepting response from the student is always better than forced compliance. Thinking about this while you deal with your students will empower you to set the tone of the conversation in a positive manner.



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Which strategies discussed in the workshop are currently implemented in your school or department? How do these strategies help learning and influence student behavior in your classroom?

Treat your students the same way you want to be treated.

Never make threats to any of your students.

Never use sarcasm with any of your students.

Show respect to your students even when disciplining them.

Help students interact socially in your classroom.

Be aware of your students’ social and emotional state.

Use a calm, moderate tone when talking to students at all times.

Allow flexibility in curriculum and instruction
for the benefit of some students.

Get involved in your students’ lives outside of the classroom.

2. Are there any concerns about student discipline that the presentation did not cover? What are they, and how do you propose handling the problem? If you are not sure of how to handle the problem, how could you find the answer?

3. Recall an experience where a strategic position has helped you gain the confidence and trust of a student. Why is it far better to invest in caring for your students than to stand aloof and apart from them?
