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Ulink College of Shanghai

Positive Discipline in Classroom
One-Day Workshop
正面管教 师资培训 一日工作坊

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Shanghai

Trainer: Rui ZHANG

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Positive Discipline Theory

A quick summary:

Positive Discipline is based on the work of Alfred Adler (1870-1937) and Rudolf Dreikurs (1897-1972), both Viennese psychiatrists. Adler's theory and practice were influenced by living in a poor neighborhood in highly class-structured society, by his indigent patients and his traumatic experience as a psychiatrist for the Austrian Army during World War I. After the war, Adler initiated a series of child guidance clinics to teach parents and teachers more effective methods for working with young people, using the democratic principles of dignity and respect. He believed that children needed both order (structure and responsibility) and freedom in order to grow into responsible, contributing citizens of their community. Dreikurs was a student of Adler's and led one of the guidance centers.

Adler saw human behavior as movement toward or striving toward a sense of belonging (connection) and significance and from a sense of "less than" to a sense of wholeness. He argued that most misbehaviors were really solutions to a different problem (usually a sense of being less than) and that understanding the problem would offer insight into helping the person find more effective and socially useful solutions. He understood that growing and learning as a human being requires the courage to be imperfect. A deep believer in respect and dignity for all, Adler spent a significant amount of his professional time working with people who were part of Vienna's "underclass" and was an advocate for safe working conditions.

Adler observed that we have a deep longing to be part of a community and learning the skills to contribute to the community, to have "social interest," is an important component of long-term mental health. Though he developed his philosophy almost a century ago without the aid of modern technology, current brain science supports his theories, which were based on his careful observation of human behavior.

Why the theory is important:

One of the strengths of Positive Discipline is its strong theoretical framework. As a practitioner one doesn't need to remember a long set of tools or rules about what behaviors might be acceptable or whether a response to an inappropriate behavior is "right." Instead, by returning to theory and asking a few simple questions, one can decide for oneself.

- Is it respectful to the other person? Was it respectful to me?
- Did it lead to a better sense of connection?
- Did it invite the student to have a sense of value, meaning or a sense of "I am capable?"
- Was it encouraging? Did it help bring out the other person's best self?
- Will it be helpful long-term?
- Does it invite a sense of social interest and community? Does it work toward the common good?

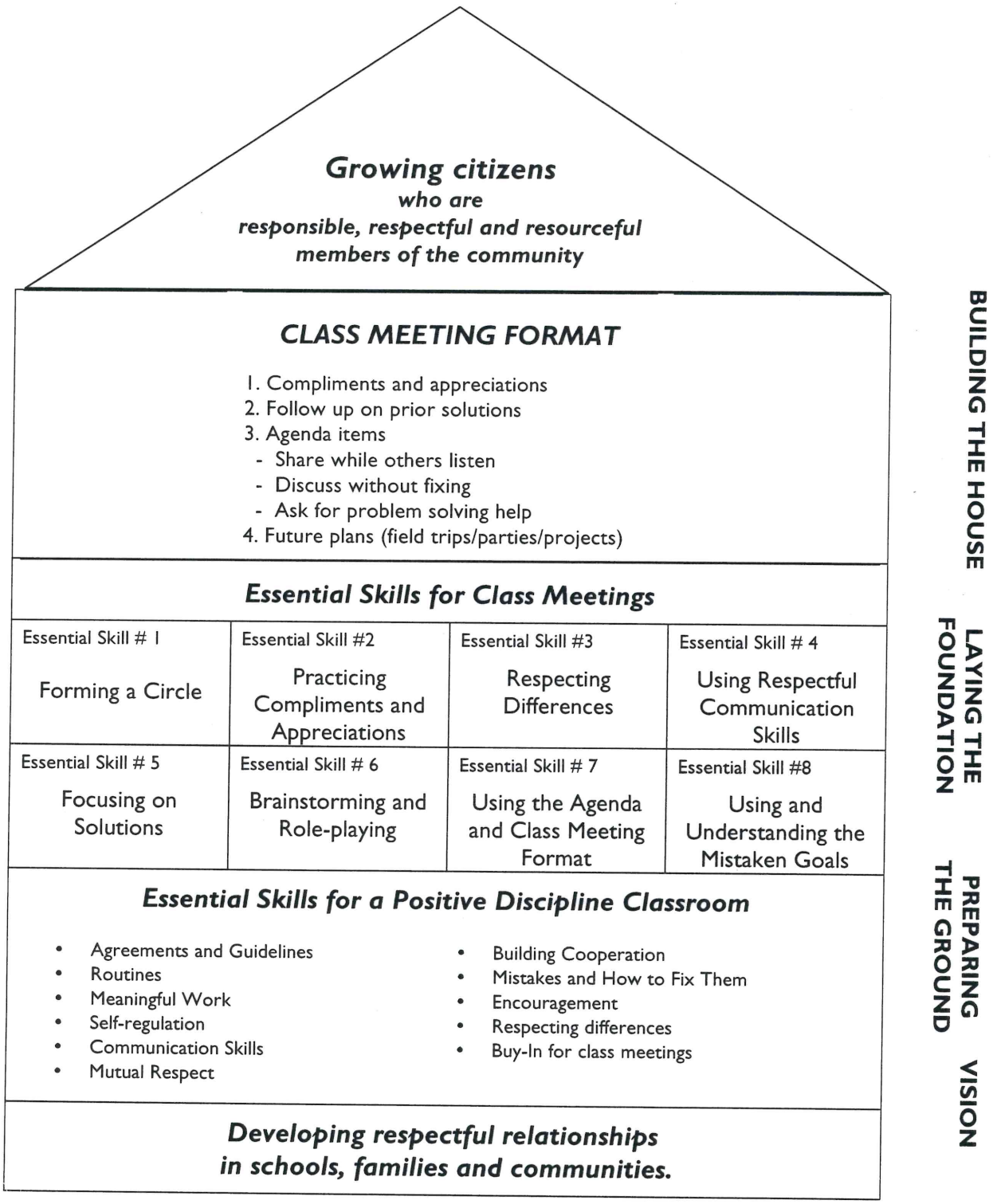
Five Criteria for Effective Discipline

Effective Discipline:

1. Helps children feel a sense of connection. (Belonging and significance.)
2. Is mutually respectful and encouraging. (Kind and firm at the same time.)
3. Is effective long - term. (Considers what the child is thinking, feeling, learning, and deciding about himself and his world – and what to do in the future to survive or to thrive.)
4. Teaches important social and life skills. (Respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community.)
5. Invites children to discover how capable they are. (Encourages the constructive use of personal power and autonomy.)

Source: Jane Nelsen, www.positivediscipline.com

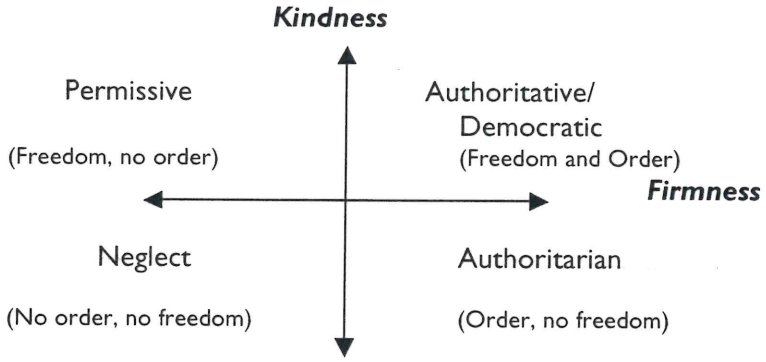
House of Positive Discipline in the Classroom



Adapted from design by Debbie Owen-Sohocki

Developing Relationships with Children According to the **Dimensions of Kindness and Firmness**

Terry Chadsey



Two Opposing Schools of Thought on Human Behavior

Chart by Terry Chadsey and Jody McVittie

	Dominant and Traditional Practice in American Schools	**The Democratic (Solution Focused) Approach**
Theory based on:	Common practice, Pavlov, Thorndike, Skinner.	Adler, Dreikurs, Dewey, Glasser, Nelsen, Lott, Dinkmeyer, Albert.
Behavior is motivated by:	People respond to rewards and punishments in their environment.	People seek a sense of belonging (connection) and significance (meaning) in their social context.
We have most influence on the behavior of others:	At the moment of response to a specific behavior.	In an ongoing relationship founded on mutual respect.
The most powerful tools for adults are:	Control, rewards, and punishments.	Empathy, understanding the perspective of the student, encouragement, collaborative problem solving, kind AND firm follow through.
"Respect" is:	Obedience and compliance in relationships in which dignity and respect of the adult is primary.	Mutual, in relationships in which each person is equally worthy of dignity and respect.
"Appropriate" response to inappropriate behavior:	Censure, isolation, punishment	Naming without shaming and blaming, identifying the belief behind the behavior, focus on solutions, follow through.
"Appropriate" response to dangerous and destructive behavior:	Censure, isolation, punishment.	Maintaining safety for all, holding the student accountable for their action, followed, at a later time, by solution focused planning and clear follow through.
Student learning is maximized when:	The adult has effective control over student behavior.	The student feels belonging and significance in the classroom.

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Discipline: The Development of Self-Control

Laurie Prusso Hatch

The Teacher's Role

It is the role of the teacher to teach children skills and provide them with many opportunities to practice and master the skills that they will need to become successful; this includes the skills of self-control.

Your beliefs influence your thoughts and feelings…
Your thoughts and feelings influence your decisions…
Your decisions determine your actions…
What you do has a direct effect on a student!

Which student do you know?

Trouble Maker	Inquisitive and curious
Disrespectful	Outspoken
Boastful	Confident
Destructive	Creative
Hyperactive	Energetic
Bossy	Leader
Rebellious	Independent
Stubborn	Persistent
Non-compliant	Self-directed
Picky	Sensitive
Defiant	Decisive

Seeing a student through the lens of his or her strengths

- Is encouraging to the student,
- Invites behavior that is more helpful than hurtful,
- Helps students redirect their behavior to become more socially useful,
- Makes it easier for the educator to work with the student to solve problems more effectively.

When people face challenges in a supportive environment, growth occurs.
When people face challenges in a non-supportive environment, avoidance occurs.
The teacher's role is to encourage growth.

"We must realize that we *cannot build on deficiencies, only on strength.* We cannot help our children – or anyone else – to have faith in themselves as long as we have no faith in them."
Dreikurs *Social Equality: The Challenge of Today*, p. 122 (emphasis in original)

Some Core Positive Discipline Concepts

Courage (from the root word *cor* – Latin, heart) is the small step you take towards being more of who you truly are, when it might be easier to take a step in another direction.. So when you *encourage* someone, you are creating a space for him or her to take that step toward his or her best self.

The Courage to be Imperfect:
What is a mistake? What makes it a big mistake, or a small mistake? Children sometimes "learn" that they "are" a mistake and feel shame, instead of understanding that everyone "makes" mistakes.
How is life different when we really understand that mistakes are opportunities to learn? Who would you be without all of the mistakes you have learned from?

Recovery From a Mistake *(Repair is critical!)* (adapted from Jane Nelsen, *Positive Discipline*):

- Re-gather: Self-calm and find your rational self before starting the "repair"
- Recognize: *"Whoops, I made a mistake."*
- Reconcile: *"I'm sorry."*
- Resolve (Re-Solve): *"How can we work on this together to make it better?" (or some variation of this idea)*

Results of Punishment (from Jane Nelsen, *Positive Discipline*)

- Resentment: "This is unfair. I can't trust adults."
- Revenge: "They are winning now, but I'll get even."
- Rebellion: "I'll do just the opposite to prove I don't have to do it their way."
- Retreat:
  from others :"I won't get caught next time."
  or from one's self: "I'm a bad person."

Solutions: Reasonable, Respectful, Related AND Helpful

"A misbehaving child is a discouraged child."

Rudolf Dreikurs

"The essentials for living in a democratic society can be simply stated...*The principle implies mutual respect, respect for the dignity of others and respect for oneself.* The principle is expressed in a combination of firmness and kindness. Firmness implies self-respect; kindness, respect for the others."

- Dreikurs, *Social Equality: The Challenge of Today* Emphasis in original

"What" and "How" Curiosity Questions Handout

Jane Nelsen & Lynn Lott, adapted by Teresa LaSala

Tone is important. Interest and caring must be expressed through tone.

- What happened?
- What would you like to have happen?
- What or how did you contribute to that outcome?
- How can you be helpful? What would you like to do to help?
- What do you think caused that to happen?
- How did your choices impact the outcome?
- What were you trying to accomplish?
- How do you feel about what happened?
- What did you learn from this experience?
- What ideas do you have to take care of this problem?
- What could you do next time?
- How could you solve this?
- How can you use what you learned in the future?
- What do you think will happen if you take that course of action?
- What is your picture of…?
- What is your plan for …?
- How do you see that working…?
- What is your story about …?
- What is your understanding of our agreement?
- What is your understanding of what I just said?

The Brain in the Palm of your Hand

From *Parenting from the Inside Out*, Daniel Seigel and Mary Hartzell

Your Wrist and Palm: Brain Stem. Responsible for survival instincts: flight, freeze or fight. Autonomic ("automatic") functions.

Your Thumb: Mid-brain. The amygdala (the brain's safety radar), memories, emotions.

Your Fingers over **your Thumb**: Cortex. Perception, motor action, speech, higher processing and what we normally call "thinking."

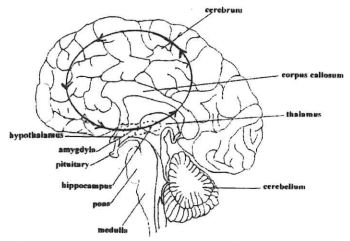
Your Fingernails: Pre-frontal cortex – a primary integration center for the brain, almost like a "switchboard" that makes sure messages get where they need to go. Documented functions of the pre-frontal cortex are: regulation of body through autonomic nervous system, emotional regulation, regulation of interpersonal relationships, response flexibility, intuition, mindsight, self-awareness, letting go of fears, morality.

What happens when you are stressed, overwhelmed, or trying to deal with traumatic or painful memories? The pre-frontal cortex shuts down; it no longer functions. (This is temporary, thank goodness!) You have "flipped your lid". You can't use most of the 9 functions above--and you can't learn without them. To engage and to learn, you need to calm down and bring the pre-frontal cortex back into functioning. Watch Daniel Siegel explain it: http://www.youtube.com/watch?v=DD-lfP1FBFk

Mirror Neurons: The "monkey see, monkey do" neurons that play a key role in social interaction, connection and learning. Go to: http://www.pbs.org/wgbh/nova/sciencenow/3204/01.html to see an excellent 14-minute Nova episode on **mirror neurons.**

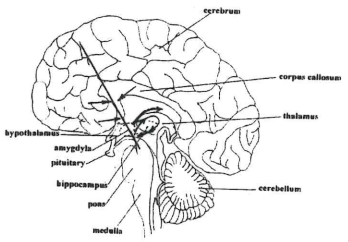
Your brain, when the prefrontal cortex is working:

Integrative functioning (the high road)



Integrative functioning: "A form of processing information that involves the higher, rational, reflective thought process of the mind. High-road processing allows for mindfulness, flexibility in our responses and an integrating sense of self awareness. The high road involves the prefrontal cortex in its processes." Siegel and Hartzell, *Parenting from the Inside Out.*

Non- integrated function (flipping your lid, the low road)



"Low road functioning involves the shutting down of the higher processes of the mind and leaves the individual in a state of intense emotions, impulsive reactions, rigid and repetitive responses and lacking in self reflection and the consideration of another's point of view. Involvement of the prefrontal cortex is shut off when one is on the low road." Siegel and Hartzell, *Parenting from the Inside Out.*

Drawings adapted from Siegel and Hartzell, Parenting from the Inside Out. P. 157

De-escalation Tips: For When the Mid-brain Takes Over

Rx for the Flipped Lid

From *Conflict Unraveled: Fixing Problems at Work and in Families* by Andra Medea, adapted by Jody McVittie

We refer to this as **"having a flipped lid" or "flooding."**

Tips for when YOU have flipped your lid:

- **Recognize what it feels like physically**: fast heartbeats, pounding head, a sense of urgency, etc. Learn your own body's warning signs.
- **Recognize what it feels like mentally**: a sense of urgency, thoughts that keep repeating or going in circles, an inability to think calmly and clearly (or do mental math). Learn your own mind's warning signs.
- **Take a time-out from the situation to calm down**. Recognize that continued engagement isn't going to help.
- **Focus on your breathing**. Do belly breathing.
- **Use large muscles**: Walk, do isometrics, do windmills with your arms.
- **Try to engage your cortex.** Do mental math, spell things backwards, list facts…and slow the pace.
- **Notice why you are in "survival brain."** "This situation makes me feel vulnerable because. . . " (I'm not being heard, I may not be able to prevent injury, I'm not being respected) and work to not take it personally.

Tips for when the OTHER person has flipped his/her lid (child or adult):

- **Watch for signs in the other person**: Irrational action, flushed face, intense emotion, disjointed sentences.
- **Notice your own body.** Remember that mirror neurons work quickly. Don't let the other person's flipped lid "catch" you.
- **Remember safety.** People who are using their mid-brain and not their cortex do not act rationally and can be physically dangerous. Stay calm, move slowly, and be aware.
- **Use your mirror neurons.** The more you stay calm and connected, the easier it is for the other person to calm down.
- **Acknowledge feelings:** Use few words and a calm, empathetic tone.
- **Don't talk at the person.** Don't touch, and don't make fast movements. If he/she wants to leave (and it is safe) allow it.
- **Don't crowd.** Don't make demands; don't give complicated directions (a person with a flipped lid cannot process complex verbal statements).
- **Invite the person to take a time-out (non punitive) or "cool down time" (CDT)** This works best if it is an option, not a command.
- **Simple tasks may engage the cortex**. You might ask him/her to remind you how his/her name is spelled, to count to ten, ask if he/she remembers how to spell your name.
- **Ask for his/her help**. After the student has begun to de-escalate, change the subject by asking for his/her help. "I can tell you aren't ready to engage in work yet, but are you calm enough to help me by…?" "I can tell you aren't quite ready to play again, but would you be willing to help me by…?"

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Top Card (Be Attitudes)

After participants have completed the Top Card Activity and are seated, share something like this: Now that you are more aware of your Top Card: the number one priority goal in your life, we will close with a reminder of the blessing of each of these—the BE ATTITUDES of how each can bless and contribute to Life.

Blessed are those who's Top Card/Number One Priority is ***Pleasing*** for

They are the ones who remind us to be curious/ to ask first to understand before being understood

They remind us to always look at the other side

They remind us the importance of cooperation and collaboration

They are the ones who model horizontal relationships

They are the ones who_____.

Blessed are those who's Top Card/Number One Priority is ***Comfort*** for

They are the ones who remind us not to sweat the small stuff

They are the ones who remind us to stop and smell the roses

They are the ones who remind us to take time to rest

They are the ones who remind us to slow down and breathe

They are the ones who_____.

Blessed are those who's Top Card/Number One Priority is ***Control*** for

They are the ones who remind us the importance of form and function in the world

They are the ones who help keep us structured so we can manifest into the world

They are the ones help break down huge tasks into manageable pieces.

They are the ones who bring order to chaos.

They are the ones who_____.

Blessed are those who's Top Card/Number One Priority is ***Superiority*** for

They are the ones who are the visionaries.

They are the ones who are never satisfied with the status quo.

They are the ones who encourage us to dig deeper/to go below the surface of appearances and see patterns and connections.

They are the ones who see beyond the surface and can encourage from a deep place.

They are the ones who_____.

Created by Deborah Owen-Sohocki

My Top Card Handout

Jane Nelsen

Rejection and Hassles	Criticism and Ridicule	Stress and Pain	Meaninglessness and Unimportance

1. Label your least favorite box #1. Label your second least favorite box #2.
2. My top card is _____ (the box ranked No. 1)
3. My style is _____ (the box ranked No. 2)
4. A bumper sticker for my top card could be:

_____

5. My best assets are:

_____

_____

_____

_____

6. My liabilities are:

_____

_____

_____

_____

7. My top card may invite from others:

_____

_____

_____

8. Specific steps for improvement:

_____

_____

_____

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Teaching Ups and Downs and Possibilities of Top Cards

Lynn Lott

Top Card	Possible Teaching Assets	Possible Teaching Liabilities	May Need to Practice
CONTROL (Eagle)	May teach children: Organizational skills Leadership skills Productive persistence Assertiveness Respect for law and order	Rigid Controlling May invite rebellion and resistance or unhealthy pleasing.	Letting go Offering choices Asking what and how questions Involving children in decisions Class meetings
PLEASING (Chameleon)	May help children learn to be friendly, considerate and non-aggressive. Peacemakers, compromisers, volunteers, and champions of the underdog.	Doormats, keep score ("now you owe me"). May invite resentment, depression, or revenge.	Have faith in children to solve their own problems Joint problem solving Emotional honesty Class meetings
COMFORT (Turtle)	Model for children benefits of being easygoing, diplomatic, predictable, and to enjoy simple pleasures.	Permissiveness, which may invite children to be spoiled and demanding. More interest in comfort than in the "needs of the situation."	Creating routines Setting goals Solving problems together Teaching life skills Allowing children to experience consequences of their choices Class meetings
SUPERIORITY (Lion)	Model success and achievement. Teach children to assess quality and motivate to excellence.	Lecture, preach, expect too much. Invite feelings of inadequacy and failure to "measure up." See things in terms of right and wrong instead of possibilities.	Letting go of need to be right Getting into child's world and supporting needs and goals Unconditional love Enjoying the process and developing a sense of humor Holding class meetings where all ideas are valued.

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Mistaken Goal Chart

Jane Nelsen and Lynn Lott, www.positivediscipline.com

The Child's goal is:	If the parent/ teacher feels:	And tends to react by:	And if the child's response is:	The belief behind the child's behavior is:	Coded messages	Parent/teacher proactive and **encouraging** responses include:
Undue Attention (to keep others busy or to get special service)	Annoyed Irritated Worried Guilty	Reminding. Coaxing. Doing things for the child he/she could do for him/herself.	Stops temporarily, but later resumes same or another disturbing behavior	I count (belong) only when I'm being noticed or getting special service. I'm only important when I'm keeping you busy with me.	**Notice Me. Involve Me Usefully.**	Redirect by involving child in a useful task to gain attention. Say what you will do. (Example: I love you and will spend time with you later.") Avoid special service. Have faith in child to deal with feelings (don't fix or rescue). Plan regular special time. Help child create routine charts. Engage child in problem solving. Use family/class meetings. Set up nonverbal signals. Ignore behavior with hand on shoulder.
Misguided Power (to be boss)	Angry Challenged Threatened Defeated	Fighting. Giving in. Thinking, *"You can't get away with it* or *I'll make you."* Wanting to be right.	Intensifies behavior. Complies with defiance. Feels he/she's won when parent/teacher is upset even if he/she has to comply. Passive power (says *yes* but doesn't follow through).	I belong only when I'm boss, in control, or proving no one can boss me. You can't make me.	**Let Me Help. Give Me Choices.**	Redirect to positive power by asking for help. Offer limited choices. Don't fight and don't give in. Withdraw from conflict. Be firm and kind. Don't talk—act. Decide what you will do. Let routines be the boss. Leave and calm down. Develop mutual respect. Set a few reasonable limits. Practice follow-through. Use family/class meetings.
Revenge (to get even)	Hurt Disappointed Disbelieving Disgusted	Hurting back. Shaming. Thinking, *"How could you do such a thing?"*	Retaliates. Intensifies. Escalates the same behavior or chooses another weapon.	I don't think I belong so I'll hurt others as I feel hurt. I can't be liked or loved.	**I'm Hurting. Validate My Feelings.**	Acknowledge hurt feelings. Avoid feeling hurt. Avoid punishment and retaliation. Build trust. Use reflective listening. Share your feelings. Make amends. Show you care. Encourage strengths. Don't take sides. Use family/class meetings.
Assumed Inadequacy (to give up and be left alone)	Despair Hopeless Helpless Inadequate	Giving up. Doing things for the child that he/she could do for him/herself. Over-helping.	Retreats further. Becomes passive. Shows no improvement. Is not responsive.	I can't belong because I'm not perfect, so I'll convince others not to expect anything of me. I am helpless and unable. It's no use trying because I won't do it right.	**Don't Give Up On Me. Show Me A Small Step.**	Break task down into small steps. Stop all criticism. Encourage any positive attempt. Have faith in child's abilities. Focus on assets. Don't pity. Don't give up. Set up opportunities for success. Teach skills—show how, but don't do for. Enjoy the child. Build on his/her interests. Use family/class meetings.

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Teacher Helping Teacher Problem-Solving Steps

Lynn Lott and Jane Nelsen

1. Explain the process (problem solving, real first-person problem, role play, solutions) and ask for a volunteer.

2. On a chart, record teacher's name, grade level, number of students in class, fictional name (for confidentiality) and age of challenging student.

3. State the problem in a one-line caption. (What would the headline be?)

4. Describe the last time the problem happened with enough detail so the group can get an idea of exactly what happened, as if describing a movie script. "What did you say and do? What did the student say and do? … Then what happened?"

5. Ask the teacher, "What were you thinking? How did you feel?" Refer to the Mistaken Goal Chart. Ask group if anyone else ever felt that way.

6. Using the teacher's feelings as the key, try to guess the belief behind the student's behavior.

7. Ask volunteer if she/he would be willing to try something more effective.

8. Set up role-play. Invite volunteer to play role of student. Ask for volunteers for other parts as needed. Role-play need not be more than 1 minute.

9. Process role-play by asking each player what he or she was thinking, feeling and deciding (to do) as the person he or she role-played.

10. Ask group to brainstorm (without discussing or analyzing) suggestions the volunteer could try. Record all suggestions. Volunteer just listens.

11. Ask volunteer to choose one suggestion he or she would be willing to try.

12. Do a second role-play using the suggestion, asking volunteer to play whichever role would be most helpful (him/herself or the student). Process thoughts, feelings and decisions of each major role player as above. If you have a group playing other students, you can ask what they noticed.

13. Ask for a commitment from the volunteer to try the suggestion for one week and report back.

14. Ask the group to share appreciations for what they learned from the process and for the volunteer.

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Chart of Classroom Interventions by Mistaken Goal

Jody McVittie

Undue Attention Might look like: goofing off clowning annoying behavior distracting behavior helpless behavior incompetence dawdling etc…	Acknowledge student and the expectations of the situation.	"I love you and ___." (Example: I care about you and will spend time with you later.") Redirect by assigning a task so child can gain useful attention. Use secret signal (nonverbal). Use an "I message" Stand close by Pass a written note Encourage Touch without words
	Do the unexpected	Turn out the lights Lower your voice Change your voice Talk to the wall Cease teaching temporarily
	Teach belonging skills	Use class meetings Teach small group skills Teach small group problem solving Set up routines Involve in contributing to the class
	Distract the student	Ask a favor Give choices Change the activity Ask a direct question Change the student's chair
	Minimize attention	Avoid special service Ignore
	Prevention	Acknowledge student quietly. Greet students Notice small things about students Show curiosity about students Lunch with students (all of them in rotation)
Misguided Power Might look like: Bossiness Arguing with teacher Refusing to do things Saying things are "stupid" Dawdling Incompetence (passive power) Doing things his/her way Being critical of others Obstructing etc.	Acknowledge the student and the needs of the situation.	Acknowledge the student's power Don't fight and don't give in. Redirect to positive power by asking for help Offer limited choices Be firm and kind State both viewpoints Schedule a conference (with the student) Require a "re – entry" plan Let routines be the boss
	Make a graceful exit	Withdraw from conflict Leave and calm down Table the matter Remove the audience Take a teacher time out Act, don't talk Decide what you will do
	Use power positively	Class room jobs Leadership opportunities Have them tutor a younger child Ask for their ideas (esp. privately)
	Teach belonging and significance skills	Class meetings Follow through and using agreements

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Revenge Might look like: Saying hurtful things Damaging things Hurting kids Stealing/lying Obstructing in hurtful way	Prevention	Encourage positive power (Leadership and contribution) Don't grab the bait Develop mutual respect Set a few reasonable limits Encouragement
	Acknowledge the student and the needs of the situation	Acknowledge hurt feelings Share your feelings Avoid feeling hurt Avoid punishment and retaliation Show you care Act don't talk Use reflective listening Do not protect from natural consequences
	Teach recovery skills	Teach apologies (whole class) Teach about making amends ("What can be done to fix this mistake?") Use class meetings Positive time out until student feels better
	Teach problem solving skills	Bugs and wishes "I messages" Self initiated "cool down time" Class meetings Teach internal monitoring as a science project
	Prevention tools	Build trust Use reflective listening
Assumed Inadequacy Might look like: (This one is more of a challenge because other mistaken goals can masquerade as inadequacy) Very discouraged but with low energy Need to get it right…and be so far from the mark that it isn't worth trying. Invisible Silent, attempts not to be noticed Very discouraged in a passive, hopeless way	Acknowledge the student and the needs of the situation	Have faith in child's abilities Break task down to small steps Stop all criticism Encourage any positive attempt Teach skills/show how, but don't do for Provide academic skills support (tutoring)
	Teach self encouragement skills	Model noticing change. Model making mistakes as an opportunity to learn. Model not being perfect Encourage, encourage, encourage Ask "what" and "how" questions. Focus on assets. Guide student to use assets to handle challenges. Compliments at class meetings (Giving and receiving). Class meeting brainstorm of "getting unstuck strategies" (for everyone) Set up opportunities for success Teach strategies for becoming "un-stuck.." Outlaw "I cant's" (with humor).
	Prevention	Build on student's interests. Don't pity Don't give up Enjoy the child Encourage, encourage, encourage

Adapted by Jody McVittie from: Nelsen, Jane Positive Discipline
Albert, Linda Cooperative Discipline
Dreikurs, Rudolf and Vicki Stolz Children the Challenge

Positive Discipline in the Classroom Management Tools

(Tools to Avoid Punishment, Rescuing, Controlling, Power Struggles, Revenge)

Jane Nelsen & Lynn Lott.

- *Ask* "what" and "how" questions instead of *telling* what, how, and why. Make sure you listen to what the student says
- Offer limited choices
- Act, don't talk
- Use few words (1-10)
- Write a post-it note
- Connect before correct
- Special time
- Use humor (respectfully)
- Mirror: "I notice…"
- Compliments
- Kind and firm
- Emotional honesty: "I feel…, because..., and I wish…."
- Encouragement instead of praise or rewards
- Jobs for a feeling of belonging and significance
- Positive time out (or cool-down space): Let students help design it
- See *mistakes as opportunities* for learning
- If you say it, mean it; and if you mean it follow through with respect and dignity
- Understand the belief behind the behavior: Use perception modification instead of behavior modification
- Joint problem-solving with mutually agreeable deadlines.
- Go beyond consequences – brainstorm for solutions.
- Do nothing – allow natural consequences
- "You can figure it out; come back with your plan."
- Use friendly eyes/smile and nonverbal signals
- Class meetings
- Wheel of Choice
- Decide what you will do
- Small steps
- Use nonverbal cues
- Message of caring

Class Meetings: A Brief Summary for Teachers

Suzanne Smitha

Purpose	1. To give compliments 2. To help each other 3. To solve problems. 4. To plan events (From an adult's perspective, the main purpose is to teach and practice life skills.)
Schedule	At least 3 times per week. Hold firm to a maximum of 20 minutes per meeting.
Arrangement	Everyone (including teacher) in a circle, seated at the same level.
Guidelines	Set by the group. Key: Helpful not Hurtful
Compliments	"_____, I would like to compliment you for _____." Receiver responds, "Thank you." *Use an object* to pass around the circle to indicate who speaks. It is *always okay* to pass (to choose not to speak). Compliments focus on helpfulness and accomplishments.
Agenda	Use a chart, box or notebook. Agree on process for putting items on the agenda.
Problems	Only address items placed on the agenda in advance. (Cool-off time is important) Problems get solved one by one, in order received. Incomplete agenda items get carried from one meeting to the next. The person with the problem chooses how to address it at the meeting: • Share feelings, or • Discuss without fixing, or • Ask for problem-solving help Suggestions are reasonable, related, respectful and helpful. Role-plays are used when helpful for the problems and /or solutions. Choosing solutions: • Whole group problems: class votes. • Student-to-student problems: students involved choose solution that works for both students. Note taking: • Scribe writes down all of the suggestions and marks which solution was chosen. • This is kept as part of the class meeting record.
Planning	Free time, field trips, appropriate academic content, due dates, etc.
Roles	Leader, Scribe, and when more skilled, a "Helpful not Hurtful Monitor" (see *Teachers' Guide*, referenced below). Rotate roles periodically.
Parents	Communicate process and skill development gained from class meetings.
References	*Positive Discipline in the School and Classroom Teachers' Guide, Activities for Students*, by LaSala, McVittie & Smitha *Positive Discipline in the Classroom*, 4th Ed., Nelsen, Lott and Glenn (Both available at www.positivediscipline.com)

Framework for Getting Started
Learning and Sharing the Principles of Positive Discipline in the School and Classroom

You are committed to the idea of implementing Positive Discipline in the Classroom and class meetings. How do you get started? If you want to share these practices with your school, what are your first steps? You can tailor the steps below for any situation by choosing the ones that fit for you.

1. **Begin by reviewing materials, with some time for personal reflection.**
   - Look through *Positive Discipline in the School and Classroom Teachers' Guide Activities for Students,* focusing on the blue face sheets.
   - Review your notes and handouts from the workshop.
   - *Agreements and guidelines.* What are the classroom agreements? Did my students help create them? Is there buy-in? How do my students perceive the climate of the classroom?
   - *Routines.* Are my routines clear and well established? Do my students understand them? Have we practiced?
   - *Meaningful work.* Do my students have classroom jobs?
   - *Self-regulation.* How do I self-manage when I'm feeling stressed? What do I do when my "lid is flipped."
   - Reflect: Who am I as leader? What are my next steps toward creating a classroom of cooperation?

2. **Start practicing with small *one-on-one interactions.*** Examples include:
   - *Communication skills:* Do vs. don't. Say what you want instead of what you don't want.
   - *Mutual Respect.* Begin with self-respect. Notice when you say, "Yes" (or don't say anything) when you really mean no.
   - *Building cooperation.* Ask more, tell less.
   - *Mistakes and how to fix them.* Practice modeling mistakes. Practice repairs.
   - *Encouragement.* Try encouragement more, praise less.
   - *Respecting differences.* Look for the belief behind the behavior. How is this student "saying" I want to belong, or I want to matter?

3. **Teach your students the skills using the activities in *Positive Discipline in the School and Classroom Teachers' Guide: Activities for Students.***
   - Review the section: *How to Use This Manual*
   - Proceed with teaching the concepts in order. It is an excellent page-by-page guide.

4. **Begin to share with interested colleagues.**
   - Remind yourself of what you learned from the Continuum of Change and Top Card. Not all teachers will welcome new information.
   - Be a role model for respectful interactions with students and colleagues.
   - Share one or two simple successes (for example, how one of your students responded to encouragement).
   - Start a book club using *Positive Discipline in the Classroom.*

5. **Connect with building leadership.**
   - Meet with your administrator and/or building leadership team. Share what you have learned and what you would like to do.
   - Offer to share a short activity with them and/or with the whole staff.

- Engage in a discussion with your leadership team. (See story below) Discussion topics might include:
  - the importance of social emotional learning (SEL),
  - the value of integrating discipline and the SEL program,
  - the benefit of having common language and process for a whole school approach,
  - how the school monitors/assesses culture and climate, and
  - the importance of having students practice the skills they are learning.

6. **With the support of your team, create a plan for bringing this work to your school. Ideas could include:**
   - Introduce concepts that have been useful to you at a faculty meeting by teaching short activities. See "So You've Agreed to Give a Presentation" (later in this handout) for some ideas on topics that can be presented in 15 minutes or less at a faculty meeting.
     - It is uncomfortable for adults to move from the unconscious to the conscious; remember the "Continuum of Change."
     - Take small steps by using encouragement and sharing practical success stories from your own classroom.
   - Start a Positive Discipline email list within your school so that you and your colleagues can share stories and experiences.
   - Start a *Teacher Helping Teacher Problem Solving* group that meets on a regular basis. You can use *Positive Discipline: A Teacher's A-Z Guide* as a resource.

7. As you generate more interest, **consider inviting a Certified Positive Discipline Trainer** to come do more training, or better yet, become a trainer yourself. For more information, visit the www.positivediscipline.org website under training/ certification.

A school story:

I was invited by the leadership team at an elementary school in Washington State to discuss using Positive Discipline at the school. The team wanted to have a clear understanding not only of what Positive Discipline could offer, but why they might choose to use it at their school.

The most pressing problem was that current interventions for students struggling the most with behavior were not working. The process regularly removed students from class or from the school but behavior was not improving. When invited to comment, I suggested that for these students, all of whom had been exposed to trauma, removing them from the situation, though sometimes helpful to other students, was not teaching them the skills they needed to be successful.

The team reflected and noticed that in their school, many of the students were missing significant social skills but that the teachers were so good at compensating they were able to teach… until they needed a substitute. This invited one more level of reflections. At this school, behavior seemed to get worse as the students got older. One brave educator commented that at home she expected her children's behavior to improve as they got older and wondered why the school seemed to have a different standard. Another team member commented that perhaps the younger children were behaving because they were afraid. As the students got older, they got bolder.

In summing up their discussion, the team noticed that in their valiant efforts to boost academic skills they were not supporting the students by having a solid framework for teaching and practicing the social skills that are so important for future success. As a first step, they planned to move forward by carefully evaluating the Positive Discipline program to ensure that it was consistent with their building goals.

-Jody McVittie

Resources

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www.positivediscipline.com for free online newsletter from Jane Nelsen as well as all Positive Discipline books, manuals, materials and workshops.

www.positivediscipline.org Website of the Positive Discipline Association. A 501 C 3 non profit supporting respectful relationships in homes, schools and communities, for Teleconferences, workshops, resources and information.

www.SoundDiscipline.org Website for Newsletter for the 501 C 3 non profit Sound Discipline.

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