

## Discipline with Dignity - Taking Action

These factors influence the effectiveness of and intervention

- The teacher's attitude toward rule violations
- The consistency of enforcement
- The ability of the teacher to choose the best consequence (natural, teaching) consequence
- The style of consequence implementation
- What happens when more than one student is acting out
- What the teacher does when a student refuses to accept the consequence

Punishments and rewards not effective in teaching the student to become responsible – 3 important alternatives are:

- Use challenge rather than threat or reward
- Model what you want students to do
- Teach students how to change

Two powerful interventions:

- Stabilization – deferring the actual intervention until a more favorable time
- Reframing – understanding the situation in such a way that gives us the best chance for a positive outcome

Avoiding Power Struggles: two main goals

- Get the misbehavior to stop so that you can get back to teaching
- Keep the misbehaving students in class if possible
- Example: Redirect instead; Teacher (walking slowly over to Luther): Luther in this class we solve problem without making them worse. We do not hit. I will never hit you, and you will never hit anyone. I'll see you later to practice. Luther: It wasn't my fault, and you can't make me meet with you ever. Teacher: That may be. Now class who was the only president to resign from office?