THE POSITIVE DISCIPLINE MODEL

According to Fredric Jones - Positive Discipline Model Process: 1) limit setting, 2) responsibility training, 3) omission training, 4) a back-up system. These four systems must be running in parallel if the full discipline system is to work.

Medium Back-up System - Includes time out, loss of privileges, parent conferences, and detention.
Sanctions according to Jones:
   1) Time out in classroom
   2) Time out in colleague's classroom

Less acceptable:
   3) Public warning
   4) Threat
   5) Being sent to the hall
   6) Detention after school
   7) Loss of privilege
   8) Parent Conference

Poor practice:
   9) Lowering the student's grade
   10) Extra homework

1 and 2. Time Out:

a) Rules and expectations spelled out clearly
b) Consequences described and demonstrated in advance
c) Select an appropriate time out place that denies student substitute means of reward
d) Early response to problem behavior and limit setting followed by warning
e) Follow through the next time (consistency)
f) Effective delivery of student to time out if she resists
g) Effective response to problems that student might cause while in time out
MYTHS OF RULES AND DISCIPLINE:

1. Students (especially middle/high school) should already know how to behave.
2. It takes too much time to teach rules and structure.
3. Rules are general guidelines and need only to be announced.
4. Teach rules well at the beginning and then you can forget about them.
5. Teaching rules equates to undue strictness.

General rule of Positive Discipline - With a sense of predictability, students can feel safe and relax.

SCHOOL WIDE CHANGE

Classroom models
Individual Behavior Management

Discipline is not punishment - is teaching students how to behave appropriately in different situations.

JONES MODEL:
Based on 3 assumptions:
1. Children need to be controlled to behave properly
2. Teachers can achieve control thru non-verbal cues & movements to bring one closer physically to the students
3. Parents & administrators can be used to gain control over student behavior

Main emphasis is on overall group behavior

Three clusters of teacher skills:
Body Language - eye contact, proximity, etc. how body stands, etc.

Incentive Systems - 1) Genuine incentives - films, free time
2) Grandma's rule - incentives to finish assignment
3) Educational value - tied to academic content
4) Group concern - all students should be allowed to participate in incentives - all students earn incentives together

Ease of implementation-A) Establish/Explain rules
   B) Vote periodically on TEACHER approved incentives
   C) Stopwatch-time let over for PAT
   D) Do low preferred activities when student lose time allotted for PAT

Four elements of Jones Model:
1. Classroom Structure – seating, rules, routines, etc.
   (Kids facing board – Teacher back of room)
2. Limit Setting - Effective discipline begins on emotional level; calm = strength; upset = weakness
3. Responsibility Training - Building patterns of cooperation - PAT should be activities that are enjoyed by tied to academics
4. Back-up System- Pull a card, letter home, administrative involvement

ASSERTIVE DISCIPLINE
Lee and Marlene Canter

Based on the premise that humans can respond to conflict in one of three ways: nonassertively, hostilely or assertively.
1. Nonassertive - plead with student
2. Hostile - yell and demand
3. Assertive - clear and concise expectation with Consequence stated as student's choice

Assertive Discipline ~teacher need based as opposed to student need based.

Preplanning:

A. Classroom rules (examples)
   a. Follow directions
   b. Be in classroom and seated when bell rings
   c. Do not swear
B. Positive Recognition
   a. Give praise
   b. Send positive notes home to parents
   c. Award with privilege pass

C. Consequences
   a. First time break rule: Warning
   b. Second time: Stay in class 1 minute after bell
   c. Third time: Stay in class 2 minutes after bell
   d. Fourth time: Call parents
   e. Fifth time: Send to principal

D. Severity clause
   a. Send to principal

2. Teacher Behavior Continuum –
   A. Looking
   B. Naming/Questioning
   C. Commanding
   D. Modeling/Reinforcing

3. Assertive Command - say student's name, gesture, touch, establish eye contact, and tell the student exactly what to do.
   A. Broken record - say at least three times before follow through with consequence
   B. Have pre-written letters to nearby teacher and principal
   C. "Who" Squad

4. Severity Clause - if student endangering himself, others or property, send student directly to principal

Assertive disciplines maintains that a discipline plan, especially the rules, need to be directly taught to the class just as the teacher would instruct any new knowledge in the subject area.

**TABLE 3.1 Sample Classroom Discipline Plan**

<table>
<thead>
<tr>
<th>Classroom Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not talk while the teacher is talking, while other students are contributing, or during tests or quizzes.</td>
</tr>
<tr>
<td>Walk quietly and in an orderly way in the hallways.</td>
</tr>
<tr>
<td>Don't hit, kick, or touch anyone else with your hands, feet, or other objects.</td>
</tr>
<tr>
<td>Bring all needed materials to class.</td>
</tr>
<tr>
<td>Don't bring food or drink into the classroom unless given special permission to do.</td>
</tr>
</tbody>
</table>
## TABLE 3.2 Significant Changes in the Principles of Assertive Discipline

<table>
<thead>
<tr>
<th>Original Program</th>
<th>Changes in Recent Years</th>
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<tbody>
<tr>
<td>Did not mention elements of trust and respect. Stressed development of rules and consequences and means of successful plan. Stressed that all children can behave, and misbehavior is a choice.</td>
<td>Discipline plan must be based on trust and respect. Before rules and consequences can be effective, trust and respect must be present (Canter, 1996). Stresses that most students can behave when they want to do so (Canter &amp; Canter, 1992). This change...</td>
</tr>
</tbody>
</table>


RUDOLF DREIKURS' SOCIAL DISCIPLINE MODEL – (based on Adlerian Theory)

Based on the belief that the central motivation of all humans is to belong and to be accepted by others. All behavior, including misbehavior, is orderly, purposeful, and directed toward achieving social recognition. The "inner" goal results in the "outward" behavior. Belief in underlying causes for behavior (Relationship-Listening), but believes that its correction is the result of a teacher actively showing a student how to belong (Confronting-Contracting). The subconscious goals that motivate behavior are (1) attention getting, (2) power and control, (3) revenge, and (4) helplessness.
1. Attention Getting - constantly looking to belong and recognized.
   Directive -- "Do not give student attention when he acts out.

2. Power and Control- student feels inferior, unable to measure up to others' expectations.
   Directive - Student should not be able to engage teacher in struggle

3. Revenge - student feels unable to gain attention or power; unequal Status because of what others have done to her.
   Directive - student who feels hurt and wishes to retaliate must be handled in a caring, affectionate manner.

4. Helplessness - most pathetic; has given up on the possibility of being a member of or gaining any status in the group.
   Directive - teacher must exercise great patience and attempt to show the child that she is capable.

Dreikurs did not believe in the use of punishment, negative reinforcement, praise, or positive reinforcement. Instead, he substitutes natural/logical consequences and the process of encouragement.

Natural consequence – what happens as a result of one’s behavior, happens by itself.
Logical consequence – arranged, but directly related to the preceding

Encouragement - an attitude taken with misbehaving student that results in a climate of respect and optimism: Emphasize improvement rather than a perfect product
   Criticize student's actions, not the student
   Keep student in a group with other students who are willing to help
   Refrain from having student compete against others

Avoid teacher praise, which focuses on the teacher being pleased by the child and on the child achieving a completed product. Conversely, encouragement focuses on the student and on the process of the student trying.

"Outside Aggressor" Phenomenon - one person becomes the brunt of strong competitive feelings and aggression (the class "scapegoat").

Dreikurs - Logical Consequences Model
Three types of consequences - natural, arbitrary and logical

Six assumptions:

1. Inappropriate behavior is motivated by unconscious needs to gain attention, exercise power, exact revenge, or display inadequacy
2. If the motive for attention is satisfied, inappropriate behavior associated with other motives will not be manifested.
3. Students can learn to understand their own motives and eliminate misbehavior by having teachers help them explore why they behave as they do.
4. Students behave more appropriately when they suffer the logical consequences for the misbehavior.
5. Presenting students with a choice between two choices offers a sufficient basis on which they can learn to be responsible.
6. Students react to life based on their birth order.

Problems with this model:
- Except for attention, we can only infer other motivations
- Logical consequences needed for both inappropriate and appropriate behavior
- Arbitrary consequences looked at as punishment, but so can logical consequences function as punishment
- Limited research has been done

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**TABLE 5.1 The Four Mistaken Goals of Students**

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<tr>
<th>Mistaken Goal</th>
<th>Student’s Belief</th>
<th>Example of Student’s Behaviors</th>
<th>Teacher’s Reaction to Behavior</th>
<th>Student’s Reaction to Intervention by Teacher</th>
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<td>Attention-Seeking</td>
<td>The student feels part of class only when getting attention from the teacher or other students</td>
<td>Constantly demands attention, desires to be teacher’s pet, shows off, becomes the class clown</td>
<td>Annoyance/Irritation</td>
<td>Stops momentarily but then resumes</td>
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<tr>
<td>Power-Seeking</td>
<td>The student feels part of the class when controlling the teacher or other students</td>
<td>Contradicts, lies, has temper tantrums, questions teacher’s authority or knowledge</td>
<td>Professionally threatened</td>
<td>Continues to verbally or physically defy teacher</td>
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<tr>
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<td>The student feels left out of the social structure, so strikes out at classmates or teacher</td>
<td>Is aggressive toward teacher or classmates, becomes a bully, threatens teachers or classmates</td>
<td>Hurt</td>
<td>Intensifies</td>
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<tr>
<td>Failure-Avoiding</td>
<td>The student feels incapable of achieving socially or academically and no longer tries</td>
<td>Sleeps or daydreams through class, attempts to be invisible</td>
<td>Inadequate to help student</td>
<td>Withdraws from teacher or classmates</td>
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**CHAPTER 5 Cooperative Discipline**

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