



Redemption and Restoration Discipline

Practical Approaches

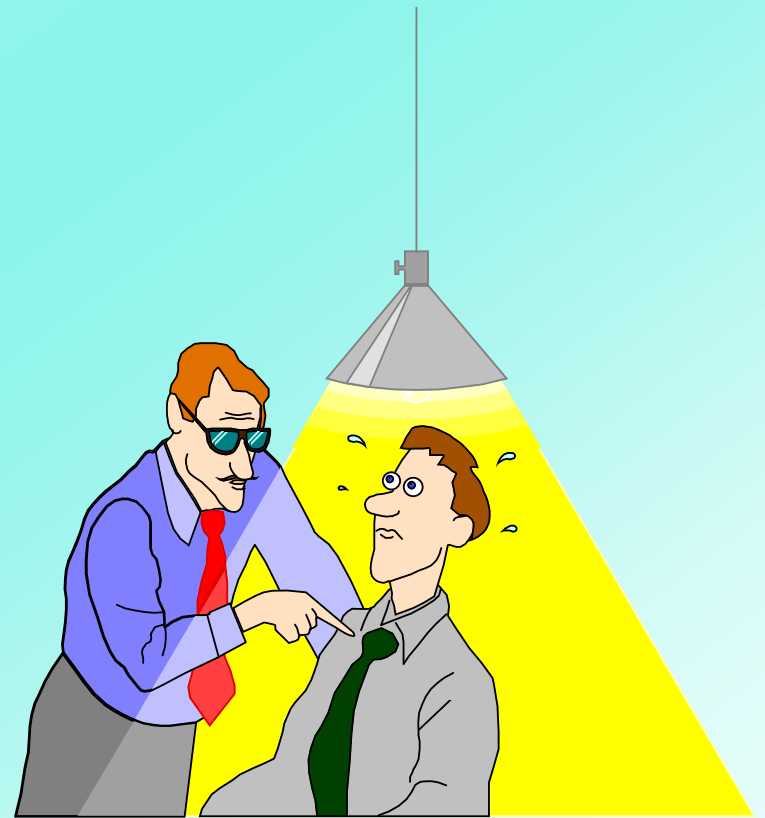
Huh?



- ☑ There are three steps in any given corrective encounter.
- ☑ Each one is important.
- ☑ Each one is worthwhile.
- ☑ And each one can be pretty difficult if you're not ready for it.
- ☑ Ready? They are...

Confrontation

- ☑ This is where you identify the inappropriate behavior, and get the perpetrator to accept responsibility.
- ☑ It's stopping the behavior - hopefully for good!

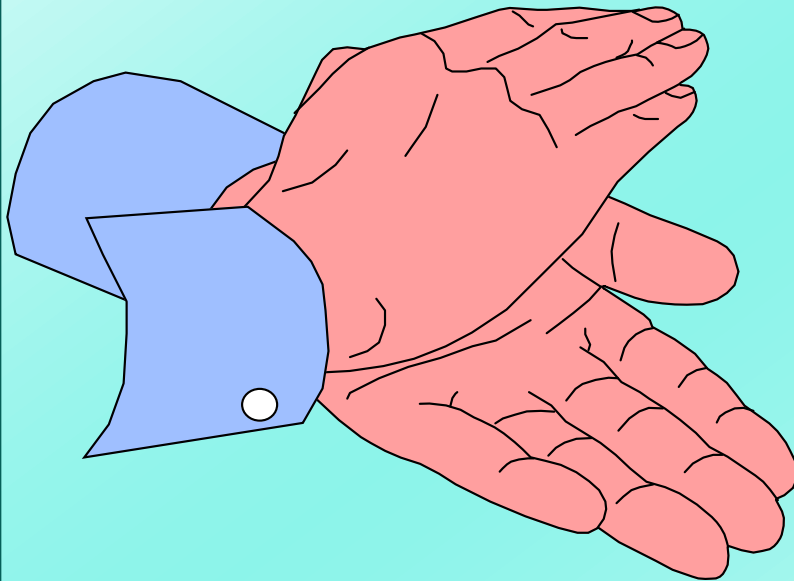


Soothing



- ☑ This is where you mend the “broken heart” and/or relationship which might have occurred in the confrontation.
- ☑ It’s a time of affirmation for the offender as a person.

Motivation



- ☑ Then, with some clear guidance, and the confidence that s/he can succeed, you send the corrected one on the way...hopefully to avoid the problem in the future!

Connections...

Think about them. How you deal with any part of the process is largely going to depend on...

- ☑ your personality tendency,
- ☑ your gifts, and
- ☑ your level of motivation.

There are 3 Basic Styles of Class Management

- ☑ **AUTHORITY, POWER, AND CONTROL**
- ☑ *Rapport, Communication and Love*
- ☑ *Logic, Understanding, and Reasoning*

Authority, Power & Control

- ☑ These are folks who assume a position of unquestioned leadership. They run the classroom in a no-nonsense fashion, and may be perceived as dictatorial if they slip a bit in their level of motivation.
- ☑ APC teachers care about their students, but they expect to be heard and obeyed.

Rapport, Communication & Love

- ☑ These are folks whose primary mechanism for managing their classrooms is establishing a relationship with students. They tend to have a “warm fuzzy” atmosphere, and depend largely on the mutual concern to guide students in the right paths.
- ☑ RCL teachers are sometimes viewed as “Pushovers” because they don’t demand to be obeyed.

Logic, Understanding & Reasoning

- ☑ These teachers are extremely businesslike in their classroom management. They tend to establish clear rules, expectations, and consequences, and hold people to their (unwritten) contracts.
- ☑ LUR teachers may be perceived as “automatons” because they tend not to stray from the script too much.

THINK BREAK!

- ☑ Suppose for a moment that you're a Level 1 student. Which style would you most need to help you stay on track? Which would help least?
- ☑ How about a Level 2? ...Level 3?
...Level 4?
- ☑ Use the chart on the next slide to rank (1=most, 3=least) which style you'd most need at each level.

Teacher Role and Level of Motivation



Student Level → Level 1 | Level 2 | Level 3 | Level 4
 Teacher Style ↓

**AUTHORITY,
 POWER &
 CONTROL**

Rapport,
 Communication
 & Love

Logic,
 Understanding
 & Reasoning

Teacher Role & Personality Tendencies

| Your Tendency  | Self-Assertive | Socially Interactive | Accommodating | Analytical |
|--|----------------|----------------------|---------------|------------|
| Teacher Style  | | | | |
| AUTHORITY, POWER & CONTROL | | | | |
| Rapport, Communication & Love | | | | |
| Logic, Understanding & Reasoning | | | | |

When All Else Fails...

Remember the

**BEHAVIOR
CONTINUUM!**

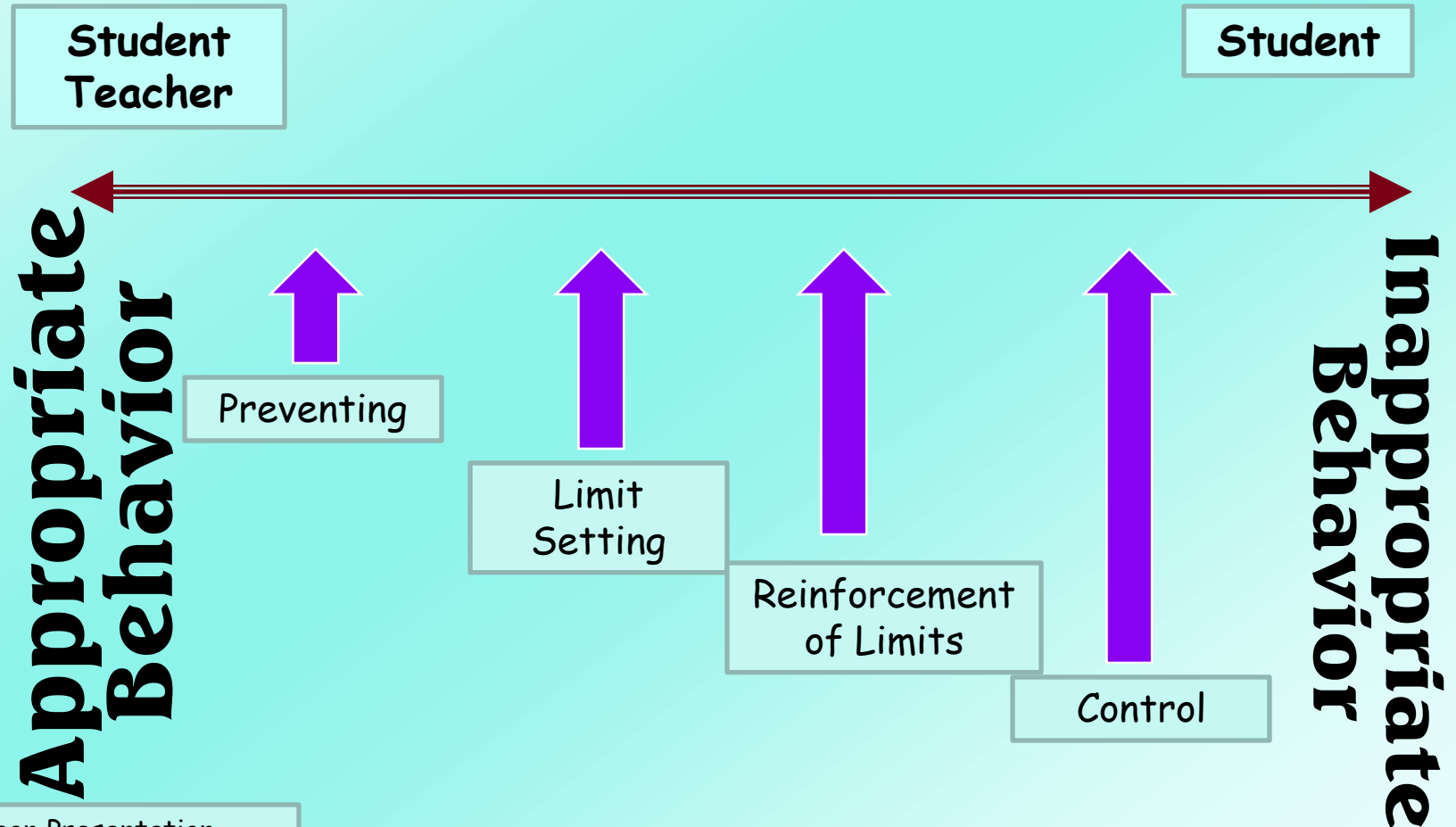
The Behavior Strategies Continuum

**Appropriate
Behavior**

**Inappropriate
Behavior**



The Behavior Strategies Continuum



Prevention Strategies

- ✓ Using a Businesslike Teaching Style
- ✓ Checking for Understanding
- ✓ (Planned) Ignoring Misbehavior
- ✓ Increasing Physical Proximity
- ✓ Nonverbal Communication
- ✓ Using Humor to Relieve Stress

Prevention Strategies

- ✓ Asking Adult questions
- ✓ Introducing Role Models
- ✓ Identifying Idealized Characters
- ✓ Probing for Values
- ✓ Shared Authority and Decision Making
- ✓ Alerting Parents to Concerns

Prevention Strategies recap

- ☑ Teaching in a businesslike manner
- ☑ Checking for understanding
- ☑ Ignoring Misbehavior
- ☑ Increasing Physical Proximity
- ☑ Nonverbal communication
- ☑ Using humor to reduce stress
- ☑ Asking adult questions
- ☑ Introducing role models
- ☑ Identifying idealized characters
- ☑ Probing for values
- ☑ Shared authority and decision making
- ☑ Alerting parent to concerns

Limit Setting Strategies

- ✓ Announcing/Rehearsing of Rules
- ✓ Using Affirmative Statements
- ✓ Disguising Directives
- ✓ Describing Misbehavior as It Occurs
- ✓ Direct Commands

Limit Setting Strategies

- ✓ Modeling Expected Behavior
- ✓ Appealing to Values
- ✓ Reflecting Verbal Responses
- ✓ Probing for (underlying) Motives
- ✓ Student Self-Monitoring
- ✓ Exchanging Information with Parents

Limit Setting

Strategies recap

- ☑ Announcing/
rehearsing of rules
- ☑ Using affirmative
statements
- ☑ Disguising directives
- ☑ Describing
misbehavior as it
occurs
- ☑ Direct commands
- ☑ Modeling expected
behavior
- ☑ Appealing to values
- ☑ Reflecting verbal
responses
- ☑ Probing for motives
- ☑ Student self
monitoring
- ☑ Exchanging information
with parents

Reinforcement of Limits Strategies

- ☑ Stopping and Redirecting
- ☑ Establishing Logical consequences
- ☑ Asking "What" questions
- ☑ Setting Achievable Goals
- ☑ Positive Peer-Group Reinforcement
- ☑ Token Rewards

Reinforcement of Limits Strategies

- ☑ Tangible Reinforcement
- ☑ Charting Progress
- ☑ Using Written Contracts
- ☑ Suggesting Parental Intervention Strategies (Instruct parents in their role in problem resolution)

Reinforcement of Limits Strategies

Recap

- ☑ Stopping and redirecting
- ☑ Establishing logical consequences
- ☑ Asking "What" questions
- ☑ Setting achievable goals
- ☑ Positive peer-group reinforcement
- ☑ Token rewards
- ☑ Tangible reinforcement
- ☑ Charting progress
- ☑ Using written contracts
- ☑ Suggesting parental intervention strategies

Control Strategies

- ☑ Relocation within the Classroom
- ☑ Isolation within the Classroom
- ☑ Removing Stimulii
- ☑ Exclusion from Fun Activities
- ☑ Coordinating Outside Intervention
- ☑ Time Out

Control Strategies

- ☑ Time Out for a Specified Period or Activity
- ☑ Requiring a Plan for Improvement
- ☑ Deducting Points for Misbehavior
- ☑ Detention
- ☑ Having a Parent in the Classroom

Control Strategies Recap

- ✓ Relocation within the classroom
- ✓ Isolation within the classroom
- ✓ Removing stimuli
- ✓ Exclusion from fun activities
- ✓ Coordinating outside intervention
- ✓ Time out
- ✓ Time out for a specified period or activity
- ✓ Requiring a plan for improvement
- ✓ Deducting points for misbehavior
- ✓ Detention
- ✓ Having a parent in the classroom

