

Introduction to Discipline PSYO 120



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Behavior

- Proverbs 1:3
 - For Receiving instruction in prudent behavior, doing what is right and just and fair;
- Proverbs 8:13
 - To fear the Lord is to hate evil; I hate pride and arrogance, evil behavior and perverse speech.
- Colossians 1: 21
 - Once you were alienated from God and were enemies in your minds because of your evil behavior

Agenda

- What do you believe
- Discipline What the Research Tells Us: Myths and Facts
- Underlying Factors
- Underlying Factors for Elementary School age
- Underlying Factors for Middle School age
- Underlying Factors for High School age
- Framework for Comprehensive Positive School Discipline
- Plan
- Role Play

When we add Jesus in everything, it will be successful!

What do you believe

	1 point	2 points	3 points	4 points	5 points
Removing disruptive students is necessary to make sure well-behaved students can learn.	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Directors/Counselor/administrators need to punish students to maintain order and safety.	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Rising suspension or leaving child out of activity are due to increasing violence in our social culture.	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Pathfinders of color are disciplined at higher rates because they misbehave more often.	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Stronger disciplinary actions are necessary to deter future infractions.	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
Suspensions will get parents' attention and help curb misbehavior.	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree

What do you believe

Scores are displayed in the first column. The corresponding feedback is in the second column.

Likert Score

Feedback

6-14

You seem more supportive of punitive discipline than positive discipline. The information on the following pages may help you change your mind about the use of punitive discipline.

15-22

You seem on the fence about the benefits of using punitive discipline approaches. The information on the following pages may encourage you toward the use of more positive discipline approaches.

23-30

You are already supportive of positive discipline approaches. We hope that this course will give you good strategies for implementing a positive discipline plan in your Pathfinder experience.

Discipline What the Research Tells Us: Myths and Facts

- Removing disruptive students is necessary to make sure well-behaved students can learn.
- (Myth)
- Fact: When a school in Oakland experimented with allowing teachers to remove disruptive students to a separate class, many teachers soon reported that in the wake of their departure, other children who had not been particularly disruptive had emerged as major behavior problems. In cases such as this, disruptive behavior may be blamed on a few bad actors when in fact the ones setting the stage may be inspiring the complained-of poor performances. Research on the frequent use of school suspension has indicated that, after race and poverty are controlled for, higher rates of out-of-school suspension correlate with lower achievement scores

Discipline What the Research Tells Us: Myths and Facts

- Teachers and leaders trained in child and adolescent development and classroom management can use a variety of methods to improve student behavior.
- (Myth)
- **Fact:** Teachers and leaders trained in child and adolescent development and classroom management can use a variety of methods to improve student behavior. Moreover, strategies such as systemwide Positive Behavior Intervention and Supports (PBIS), have proven to be effective in reducing disciplinary issues while raising achievement. PBIS relies on careful data monitoring, shifts school culture and policies to better support positive behavior, and provides a tiered system of supports and interventions for students with challenging behaviors.

Discipline What the Research Tells Us: Myths and Facts

- Students of color are disciplined at higher rates because they misbehave more often
- (Myth)
- Fact: Researchers have found no evidence that students of color engage in more misbehavior than White students. A 2010 study by Johns Hopkins researcher Dr. Katherine Bradshaw, based on 21 schools, found that even when controlling for teacher ratings of student misbehavior, Black students were more likely to be sent to the office for disciplinary reasons. Black first-time offenders in the State of North Carolina were far more likely than White first-time offenders to be suspended for minor offenses, including cell-phone use, disruptive behavior, disrespect and public displays of affection.

Underlying Factors

- Besides school issues, students come to Pathfinders struggling with personal and family issues.
 - These create stress and contribute to behaviors that often lead to disciplinary actions.
 - These issues don't necessarily begin in high school; they often occur much earlier in children's and families' lives and have a greater impact when they are not addressed when they first appear.

Underlying Factors for Elementary School

- Anger Management/Impulse Control
- Family stressors
- Teacher/student relationship
- Lack of social emotional skills

Underlying Factors for Middle School

- Plus Elementary Underlying Factors
- School failure/Academic deficits
- Poor home/school communication and cooperation
- Body image/Health and nutrition
- Lack of friends/peer group/school connections
- Mental health/Depression

Underlying Factors for High School

- Underlying Factors for Elementary
- Underlying Factors for Middle School
- School failure/Academic deficits
- Impact of schedule change
- Teacher student/relationship
- Family stressor (divorce/housing)

Framework for Comprehensive Positive Discipline

- Partner
- Build Collaborative Partnerships
- Discipline-related issues extend beyond the Pathfinders; the broader community needs to be involved as collaborative partners in addressing these challenges.
- Collaborative partnerships among school districts, law enforcement and juvenile justice, mental health providers, and other relevant stakeholders such as families, engender a holistic approach. Approach such as getting to know the Pathfinder and developing a relationship

Framework for Comprehensive Positive Discipline

- Plan
- Collaborative partnerships among school districts, law enforcement and juvenile justice, mental health providers, and other relevant stakeholders such as families, engender a holistic approach.
- The complexity of discipline challenges necessitates a systems approach: employing multipronged strategies of intervention and prevention within the classroom, school, district, family, and community (Pathfinders).
- Prevention is critical; the earlier issues are addressed in the lives of Pathfinder and the more strengths they are armed with, the more likely they are to lead healthy, successful lives.

Framework for Comprehensive Positive Discipline

- Act
- Act: Implement and Monitor
- Successful implementation of a positive discipline program requires preparing implementers for change.
- A monitoring system will help track the progress of your implementation efforts and identify ongoing support needs.

Framework for Comprehensive Positive Discipline

- **Data-Informed Decision Making**
- Relevant data is key to informing decisions throughout the process.
- Administration should keep a brief document of events to show progress

Successful, Thriving Children and Youth

- Successful, Thriving Children and Youth
- The intended result of positive discipline is successful, healthy, builds lasting relationships and thriving students who contribute positively to their schools, families, and communities.
- Positive discipline supports students and their families to achieve the best possible outcomes.
- Employing a proven process (Partner, Plan, Act) enhances the likelihood of successful outcomes.

Plan Exercise

- Construct a plan on how to handle disciplinary actions
 - Redirect Behavior
 - I need you to _____
 - Lets stay focus
 - I don't like that, lets try _____ instead.
 - Stay with us
 - Conversation
 - Talk about the problem (may be an underlying issue)
 - Assignments
 - Physical Actives (push ups - make sure you plan to do it with them)
- Document and conversation with parents

ROLE PLAY

- Director vs. Counselor
- Director vs. Pathfinder
- Counselor vs. Pathfinder

References:

- [EDC](http://positiveschooldiscipline.promoteprevent.org/introduction-positive-school-discipline-text-only-version) © 2013 Education Development Center, Inc.
<http://positiveschooldiscipline.promoteprevent.org/introduction-positive-school-discipline-text-only-version>.