Discipline with Dignity
Richard L. Curwin Vs. Allen N. Mendler

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Weekly Class Plan for Discipline Prevention

1. Connection
2. Competence
3. Control
Connection

- Open the door for students
- Ask opinion of students
- Invite two tough students to lunch
Competence

• Help two students earn A’s
• Compare present work to past work
• Open book quizzes
Opportunity to re-do, revise, or retake
Control

• Give meaningful choices
• Ask student what will help them not break a rule
• Invite difficult student to solve a problem involving challenging behavior
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Bachelors degree in English

Doctorate in Education

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Background: Allen N. Mendler

Masters in Psychology and Education

PhD in psychology

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• Permanent behavior modifications
• Be fair: Don’t treat everyone the same
• Rules have to make sense
• Demonstrate what you expect
• Responsibility = more important than obedience
• Treat students with dignity
Key Terms

“"I”” Sentences
Responsibility
Social Contracts
Fairness
Choice Making
Three Dimensions

1. Prevention: what a teacher can do to actively prevent discipline problems
2. Action: What actions the teacher can take when problems still occur
3. Resolution: what a teacher can do to resolve issues with the chronic rule breaker
• Long-term behavioral change
• Dealing with student behavior is part of the job
• Rules must make sense
• Be a model of what you expect
• Treat students with dignity
• Responsibility
How does this model work?

Use dignity in student interventions to teach responsibility, maturity, and individualism.
Teach students self discipline.
Recognize and resolve a conflict.
Teach good behaviors just as much as teaching the content.
Treat students with dignity.
Praise using “I” statements.
Express their values, demands, and expectations.
Don’t blame the student!
Don’t use discipline techniques.
Take responsibility for own actions
Strengths

- Allows students to make their own choices
- Students take responsibility for their own actions
- Teaches lessons on making decisions later in life
- Enforces right from wrong
- Creates a positive environment between students and teachers
• Shows students that their options/ideas are valued by teacher and peers
• Encourages resolving conflicts
• Requires teachers to consider their own values and their interactions with students
• Conclusions and guidelines unclear
• Described as many other management styles = no cohesiveness
• Difficult to implement
  Vague and theoretical
When would this model be best implemented?

• Give students a choice
• When a rule is broken implement a consequence
• Make a student feel comfortable
  • Approach a student away from classmates
DON’T FORGET!!

- Students should be self-disciplined
- Treat students as your equal
- Give each student options
- Be warm and inviting
- Show respect to earn respect
A third grade student is having trouble following the morning procedures of the classroom. Instead of going straight to his seat and opening up his journal to start writing, he is goofing off with friends and walking around the room. The teacher has tried rewards and punishments but nothing has worked.
The Student in question is in the 8th grade. His grades are falling because he has failed to turn in the last two homework assignments. The teacher has already asked the student if there was any particular reason why, and the student said no.
The student in this case study is a senior girl named, Stephanie. Stephanie has continuously skipped her high school math class and when she does show up to the class, she arrives late and unprepared. Why might Stephanie be skipping class or attending class unprepared?
Cynthia’s Citations


