

Positive Discipline in the Classroom

Positive Discipline in the Classroom (PDC) eliminates punishments and rewards (external locus of control) while providing many alternative tools that teach student skills for self-discipline, responsibility, resiliency, and problem-solving, (inner locus of control) in a climate of caring based on connection before correction, kindness and firmness, dignity and respect. A prominent feature is the use of class meetings where teachers and students learn to see every problem as an opportunity to find non-punitive solutions to problems. When students are involved in problem solving, they feel a sense of belonging and significance that motivates them to follow guidelines they help create. The fact that Positive Discipline in the Classroom can significantly reduce discipline problems and bullying is an important fringe benefit. The primary benefit is that PDC helps students learn "social interest" (sincere concern for others, their community, and their environment) and provides experiences that enhance academic learning and the development of life skills that will help them be successful throughout their lives.

Learning Objectives:

1. Participants will understand (through experiential activities) why children misbehave (the belief behind the behavior), and will learn many non-punitive tools to provide the kind of encouraging discipline that helps students learn self-discipline, responsibility, cooperation, and problem-solving skills.
2. Participants will gain an understanding of the importance of Positive Discipline Class Meetings, as well as the eight basic skills for the successful implementation of class meetings, to help students feel belonging and significance while focusing on solutions to classroom challenges—and to significantly reduce (or eliminate) bullying.
3. Participants will gain an understanding (through a live demonstration) of the Teachers Helping Teachers Problem-Solving Steps—a 14-step process that helps teachers become encouraging consultants to each other when faced with challenging behaviors.

More Objectives

1. Participants will learn how Positive Discipline Strategies help students develop skills and competencies for emotional intelligence as identified by Daniel Goldman.
2. Participants will gain an understanding of the Significant Seven Perceptions and Skills (as identified by H. Stephen Glenn) that help children become low risk for the problems of youth today such as violence, vandalism, substance abuse, teen pregnancy, and suicide.
3. Participants will understand why children misbehave (the belief behind the behavior)

and how to provide the kind of encouragement (specific strategies) to help children learn self-discipline, responsibility, cooperation, and problem-solving skills.

4. Participants will gain an understanding of the importance of Positive Discipline Class Meetings to help students feel belonging and significance (as well as how they help with the first three objectives) and strategies (the eight building blocks) for successful implementation of class meetings.

5. Participants will gain an understanding (through a live demonstration) of the Teachers Helping Teachers Problem-Solving Steps a strategy that helps end teacher isolation and provides them with a tool to be encouraging consultants to each other.

6. Participants will gain an understanding of the long-term results of what they do, why punishment and rewards are not effective, and will learn non-punitive strategies for effective long-term behavioral outcomes.

7. Participants will learn the three basic needs of children and how to fulfill these needs in ways that bring joy to the classroom and to the teaching profession.

Testimonials

“All teachers from those just beginning to those with many years of experience will find the tools of Positive Discipline easy to use. The concepts will not only improve classroom behavior but will also have a dramatic effect on learning. Finally, an approach to discipline that really answers why we need to change.”

Phillip Harris, Ed.D., director for the Center for Professional Development and Services, Phi Delta Kappa International

“When our school psychologist gave me a copy of Positive Discipline and wanted me to implement class meetings, my first thought was, “Oh, no. This is another program that is not going to work. No one could have had a more negative attitude than I did. I decided to try it anyway, and, after one week, I was sold.”

Kay Rogers, Fourth Grade Teacher, Charlotte, NC

“I am a third year teacher at Olivet Community Schools in Michigan. I have used the Positive Discipline in the Classroom Approach for three years. I have had so many successes by using this program and cannot imagine what a classroom may be like without it.”

Shana Miller

“PDC has brought back the joy of being an educator. The jargon free concepts and strategies are easy to follow and have changed my life as a principal, as well as the lives of my teachers and students. We have all grown together to create a school climate where everyone is treated with dignity and respect, and where students can

learn the skills they need for success. Without question, Positive Discipline in the Classroom is a must for every educator."

Bill Scott, Principal, Birney Elementary, Marietta, GA

"As a teacher educator, I have found Positive Discipline in the Classroom to be a powerful tool for helping novice teachers develop effective classroom management skills. The components of Positive Discipline provide beginning teachers (and veterans as well) with a framework for creating caring environments where children share in the problem-solving and decision-making process. I highly recommend this valuable text for teacher preparation and school district professional development programs."

Barbara H. Davis, Assistant Professor, College of Education, Southwest Texas State University, San Marcos, TX

"As a first year teacher, Positive Discipline in the Classroom, served as my guide for classroom management. The book allowed me to easily implement classroom meetings with my students because it so clearly explains each of the eight building blocks for successful meetings. Both my children and I enjoyed the time spent on our classroom meetings. The children learned mutual respect and problem solving skills, and I learned how to be an effective classroom manager."

Shannon Potter, Fifth Grade Teacher, Sheridan Elementary, Houston, Texas

"Positive Discipline has influenced my class in ways that amaze me. My main goal for class meetings was to provide my students with the skills necessary to solve conflicts both in and out of the classroom. I have witnessed my children travel from "STOP!!!!!!" to "I value your friendship, and I don't want us to fight anymore. How can I help to solve this?" Those are thoughtful words for a first grade child to say, and then understand the meaning. My class has developed into a community of "friends" that are there to lend a helping hand or an attentive ear to anyone in need."

Lonisa Browning, First Grade Teacher, Brookhollow Elementary, Pflugerville, Texas

"Since our school adopted the Positive Discipline philosophy two years ago, we've noticed an incredible difference. Behavior problems are disappearing, children are solving their own problems, and teachers have more time to teach. This program is a must in our quest to raise a future generation of confident, responsible, and respectful kids."

Kris Richards, M.S., School Counselor, Lakewood, WA

Positive Discipline Association
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