



Discipline with Dignity


Richard Curwin and Allen Mendler

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“You can spend less time on discipline and more time on instruction and positive interactions with your students.”

-Curwin and Mendler

Theorists

- Allen Mendler
 - Is an educator, school psychologist and human resources consultant.
 - He provides psychological services to children, parents and teachers in mainstream schools, special-needs children, juvenile delinquents and children with emotional difficulties.



Theorists



- Allen Mendler
 - He has published a number of books, one of them being Discipline with Dignity with Richard Curwin.
 - Mendler has appeared at many conferences, has been on the radio and been on television shows, including The Today Show, to discuss his work in the area of discipline.

Theorists

- Richard Curwin
 - He is an internationally known education consultant in the area of school discipline and behavior management.
 - He has been a middle school teacher and college professor.



Theorists

- Richard Curwin
 - He has published several books.
 - Currently conducts training sessions in behavior management for teachers, administration, and parents throughout the United States, Canada, Europe and Asia.



Theorists



Richard Curwin



Allen Mendler

A
B
C

Theory

A
B
C

- Students should be taught self discipline, meaning they are taught how to do things correctly in the future by making better decisions instead of just being punished.
- Rewards and punishments both fail the following critical test: How do they influence behavior when no one is watching?

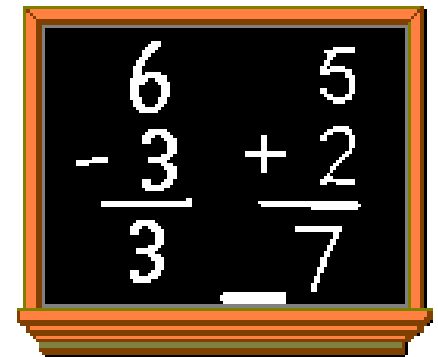


Theory

- They believe schools must decide on core values that are the basis of school rules.
- Without learning the simple value that hurting others is wrong, we cannot expect any of the conditions to make a long term difference.
- Teachers must model correct behavior.

Theory

- Their approach is “tough as necessary” they do not like resorting to formulas, meaning no matter the circumstance this is your consequence.
- We do not want our children to have zero tolerance for other people, so why would we treat them with zero tolerance?





Key Terms



- As tough as necessary
- Honor and enforce limits
- Establish consequences
- Set high standards
- Student input
- Structure



Essential Elements

- Strengthen teacher/student relationships by working together
- Create rules and consequences together
- Meet students needs



Discipline with Dignity

- Disciplinary strategies must be consistent with goal of creating a safe, caring classroom environment
- Students take responsibility for their misbehavior
- Violence prevention efforts – students join anti-bullying campaign



Teacher Responsibility

- Achieve order
- Choose strategies that support relationship with students
- Important to avoid struggles that cause students to feel humiliated or ridiculed



Teacher Responsibility

- Create a “Social Contract” with students
- Keep students on track to avoid off-task behavior
- Include student input to develop standards



Student Expectations

- Take responsibility for misbehavior
- Give input in the development of standards
- Students feel a sense of commitment to all rules and consequences
- Students need structure





Strengths/Weaknesses and Important Points



Strengths

- Fairness
 - Teachers are fair to students
 - Students are fair to each other



Strengths

- Long term success of the classroom
 - Democratic
 - Proactive
 - Stress management



Strengths

- Responsibility
 - Of teacher and student
 - Not accepting excuses unless legitimate
- Offering Choices
 - Gives control
 - Helps behavior



Weaknesses

- Vagueness of points
- Cannot validate effectiveness
 - “responsibility model”
- Not systematic
 - For teachers to handle recurring bad behavior



Weaknesses

- Take a long time/difficult to implement
- Overlook the importance of positive reinforcement
- Too much based on feelings and dignity



When to use Discipline with Dignity?

- To develop classroom community
- To teach responsibility
- With students who have low self esteem
- To help with violence
 - Low income schools



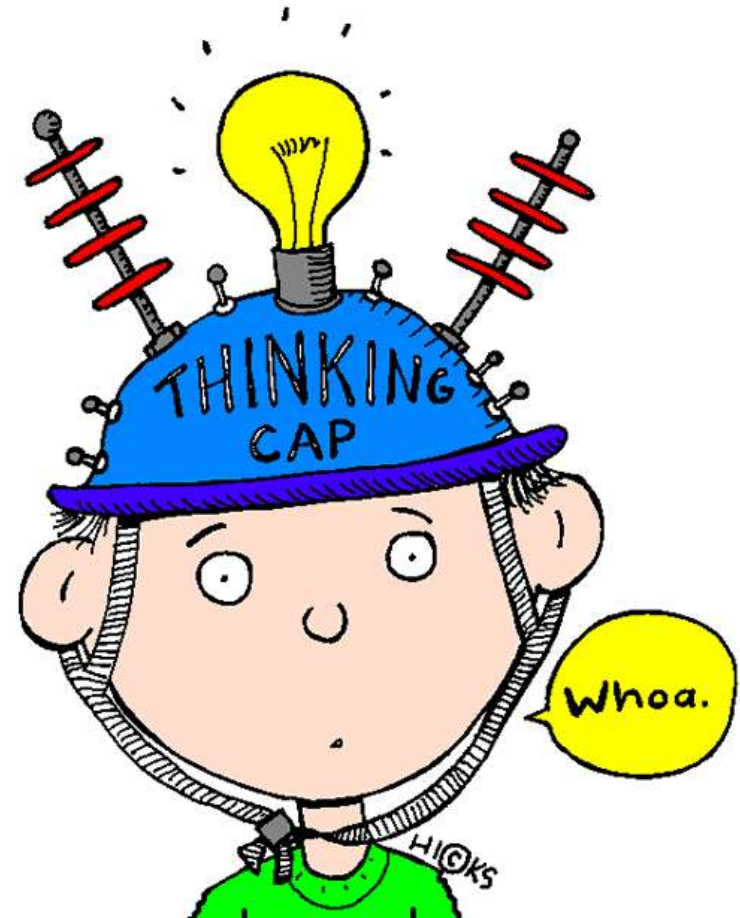
5 Goals of Discipline with Dignity

1. Effective Communication
2. De-fusing Potentially Explosive Situations
3. Reducing Violence
4. Preparing Children For Their Future
5. Valuing and Protecting Opportunities For Learning



Main Points

- Have clear rules
- Listen
 - To feelings and questions
- Give choices
- 5 goals
- Dignity
- No violence



Discipline with Dignity

Curwin and Mendler





Case Study



- John and Judy were both late to class.
- John woke up late and stopped at Starbucks on his way to school.
- Judy's mom is a drug addict so Judy waits for the mail to come so her mom will not get the paycheck. Then she goes and cashes it and pays the bills before her mom can spend it on more drugs.

In this situation using Curwin and Mendler's approach the teacher would listen to the reasoning of each student and then decide the punishment. For Judy she might offer counseling or offer flexible due dates and for John after school detention.

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Graphic Citations for Jessica Rosenberg

- Slide 4: <http://www.tlc-sems.com/richard-curwin.aspx>
- Slide 4: <http://www.tlc-sems.com/allen-mendler.aspx>
- Slides 2-6/8-10:
www.hellasmultimedia.com/webimages/education/default.htm

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www.Freedigitalphotos.net: slides 1,2,4,5,7,8

www.freeclipartnow.com: slides 3 and 9

www.discoveryedu.com: slide 10

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- Slide 1: <http://www.tlc-sems.com/allen-mendler.aspx>
- Slide 1: http://www.etai.org.il/ETAI2010/speakers_bio.html
- Slides 2, 5 & 7: www.hasslefreeclipart.com
- Slide 3: www.school-clip-art.com
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