

Texas Educators' Ethics Training

TEXAS EDUCATORS' ETHICS TRAINING


Student Discipline & Teacher Anger Management

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TEA Texas Education Agency

tea.texas.gov

Purpose




Emphasize the importance of student discipline and anger management and the role they play in supportive learning environments.

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Stimulating Thinking

1. How does student behavior impact teacher behavior?
2. How does teacher anger impact student achievement?



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Participants will


- explore strategies to create a supportive learning environment;
- identify techniques that can de-escalate confrontations; and
- identify techniques that disengage challenging behavior.

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Goal of the Educators' Code of Ethics

To protect the safety and welfare of Texas schoolchildren and school personnel

19. Tex. Admin. Code §247.1.



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At the Heart of the Matter




Teachers are ROLE MODELS

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How did this real-life incident make you feel?

Heart  to Heart

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Our Responsibility

Educators **MUST** put an end to any verbal or physical abuse that they witness or suspect is happening.



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What We Know

Because of a small minority of teachers, there is an undercurrent of harmful conduct toward students that exists and does damage to students, colleagues, and the public's faith in schools.



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Compassionate Teachers Transform Lives



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How Do We Create a Supportive Learning Environment?



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Texas Education Code § 37.083

(a) Each school district shall adopt and implement a discipline management program to be included in the district improvement plan.



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1st Strategy: Define Acceptable Behavior



Establishing clearly defined parameters of acceptable behavior is a critical part of classroom discipline.



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Student Discipline Management

Creating a **safe learning environment** that contains **clear, consistent, fair,** and **flexible boundaries** is a primary requirement for all classrooms.



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A classroom without a management plan is a classroom on the verge of chaos.



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What is the **second** most important aspect in creating supportive learning environments?



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2nd Strategy: Engage Students



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3rd Strategy: Model Positive Behavior

Creating a positive environment where students feel safe and cared for is an important component of a successful learning environment.



When I grow up I want to be just like you.



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As a Reminder

- Implement a classroom management plan
- Create authentic student engagement
- Model positive behavior



Which strategy is most difficult to implement?

Which strategy is the one that is missing from many classrooms?

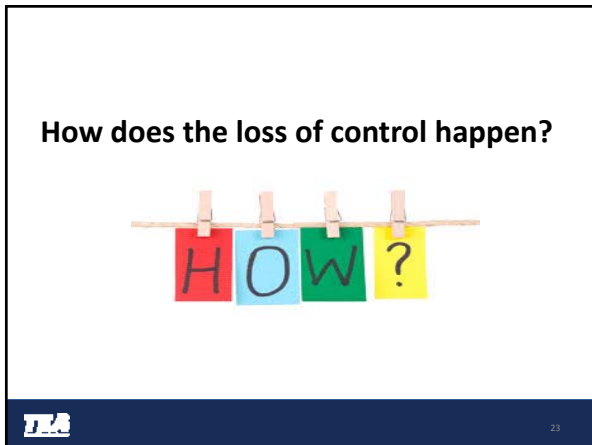


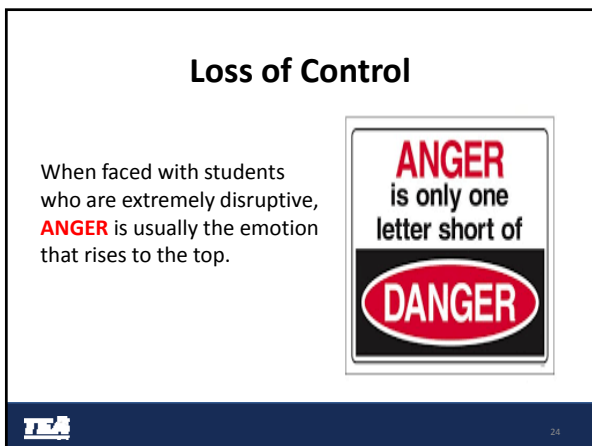
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Loss of Control

Anger is a normal, healthy human emotion. Out-of-control anger becomes destructive. It can ruin lives.



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Loss of Control

Two or three disruptive students can consume a large portion of instructional time. The frustration is REAL.



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Video Scenario



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Video Scenario Reflection



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Anger Management

The key is to control anger before anger controls you.



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Anger Management

- Count to 20 before you respond.
- Manage your thoughts.
- Consider the facts of the situation.



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Anger Management

- Listen effectively.
- Be assertive, NOT aggressive.



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Avoid the Power Struggle



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De-escalating Behavior

The primary objective is to remain calm and quickly assess the situation.



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De-escalating Behavior

Avoid questioning the student.

Avoid arguing with the student.



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De-escalating Behavior

Avoid raising your voice, intimidating the student, or using phrases that can escalate the problem.



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De-escalating Behavior

Do not block escape passages. Show accepting body language. Never place your hands on the student.

(Wright, 2013)



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De-escalating Behavior

Keep appropriate personal space.

Provide reassurance.

Be aware of cultural differences.

(Wright, 2013)



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Disengaging Challenging Behaviors



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Disengaging Behavior

Disengaging tactics allow the teacher to keep his or her cool in order to manage the conflict situation in an appropriate manner.

(Wright, 2013)



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Disengaging Behavior

Keep cool under pressure.

Respond in a neutral and calm tone.

Keep dialogue brief.

Use non-confrontational words.



(Wright, 2013)



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Disengaging Behavior

Divert the student's attention.

Provide an opportunity to cool down.

Offer the student a path to saving face.

Removal from the classroom for a brief time may be needed.



(Wright, 2013)



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WARNING!

These strategies should be used when the behavior:

- is primarily verbal;
- shows no signs of escalating; and
- does not represent a safety risk.



(Wright, 2013)



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CAUTION!

If the student is suspected of presenting a safety risk to self or others, the teacher should call for immediate assistance.

(Wright, 2013)

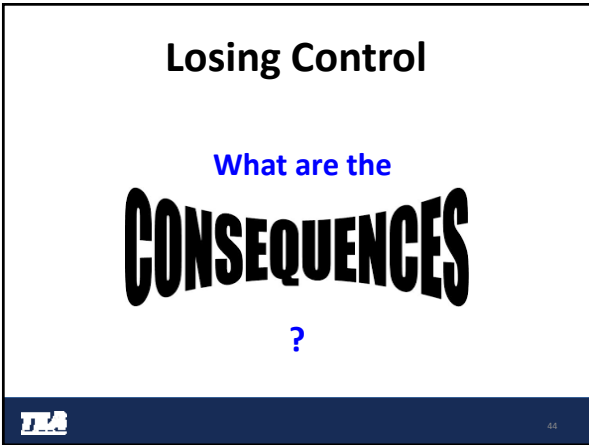


Losing Control

What are the

CONSEQUENCES

?



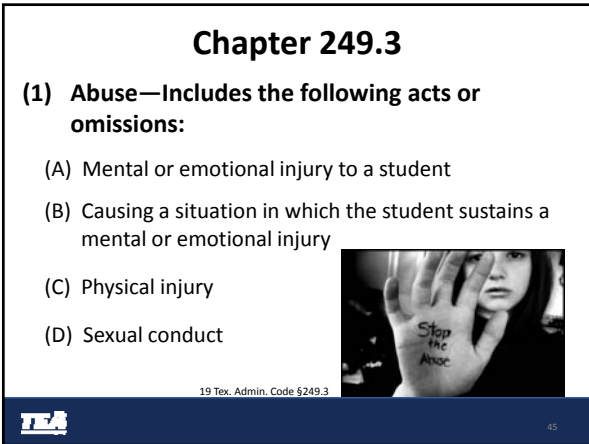
Chapter 249.3

(1) Abuse—Includes the following acts or omissions:

- (A) Mental or emotional injury to a student
- (B) Causing a situation in which the student sustains a mental or emotional injury
- (C) Physical injury
- (D) Sexual conduct



19 Tex. Admin. Code §249.3



State Board for Educator Certification (SBEC) Sanctions

Disciplinary action can include

- restriction,
- reprimand,
- suspension, and
- revocation or surrender of certificate.



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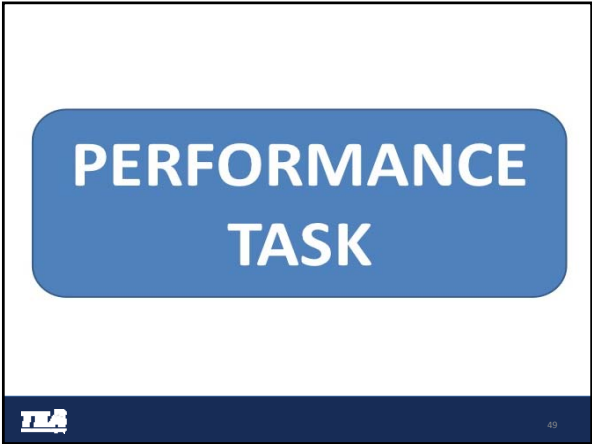
"I've come to the frightening conclusion that I am the decisive element in the classroom."

Haim Ginott (1965)
Between Parent and Child



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