# RICHARD CURWIN AND ALLEN MENDLER Discipline with Dignity



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# INTRODUCTORY ACTIVITY

- What does "discipline with dignity" mean to you? Discuss with table members.
- One student keeps talking disrespectfully to their peers after you have told them to stop. How would you discipline with dignity?

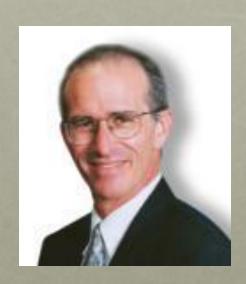


#### RICHARD CURWIN



- Seventh grade educator, teacher of emotionally disturbed, and college professor
- Highly respected author, speaker, and experienced practitioner
- Facilitated workshops around the world

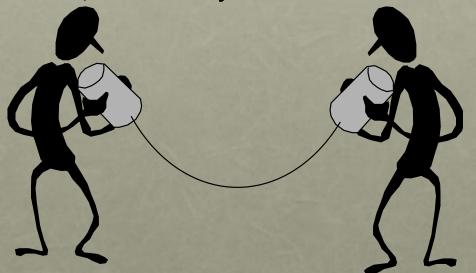
#### ALLEN MENDLER



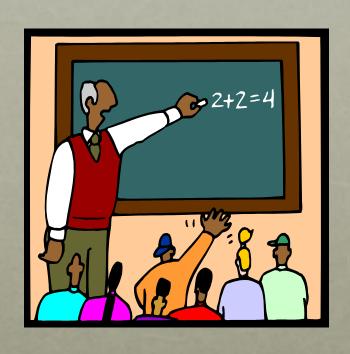
- Worked extensively with children of all ages
- Experienced educator and school psychologist
- As an author, has traveled around the world conducting workshops

# DISCIPLINE WITH DIGNITY

- Without dignity students learn to dislike school and learning
- Know the best ways to communicate our expectations
- PEP= Privacy, Eye contact, Proximity



#### DISCIPLINE WITH DIGNITY



80-15-5:

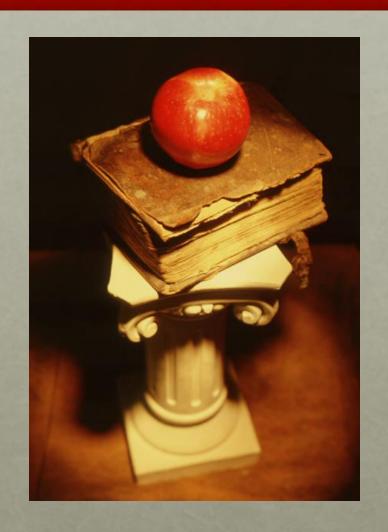
- 80% rarely break the rules
- 15% somewhat regular basis
- 5% chronic rule breakers

#### KNOWLEDGE



#### KEY TERMS

- Obedience model
- Responsibility model
- Social contract
- Flag rules
- Negotiable rules
- Consequences



#### KEY TERMS



- Rules for the teacher
- Student-developed rules for students
- Vote to determine which rules to enforce
- As tough as necessary

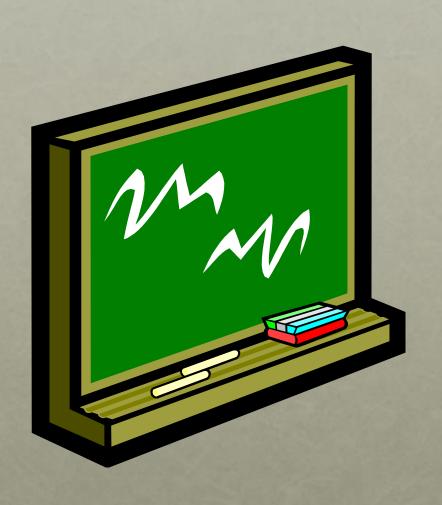
# WHAT DO THEY MEAN AND HOW DO THEY LOOK IN PRACTICE?

#### Obedience model

- Main goal
- Principle
- Intervention
- Examples
- Students learns...



# WHAT DO THEY MEAN AND HOW DO THEY LOOK IN PRACTICE?



#### · Responsibility model

- Main goal
- Principle
- Consequences
- Examples
- Student learns...

#### ESSENTIAL ELEMENTS

- Belief
- Attitude
- Use humor
- Offer choices
- Refuse to accept excuses
- Be responsible



#### STRENGTHS



- Teaches responsibility
- Obedience
- Builds relationships
- Lets the teacher and student interact and have fun

# WEAKNESSES AND SHORTCOMINGS

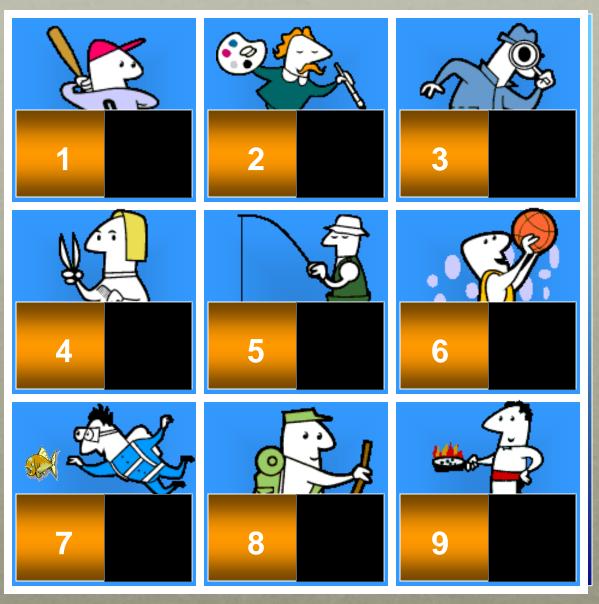
- Differences between consequences and punishment
- Limited opportunity for teacher discretion
- Teacher's power can be counterproductive



# Discipline With Dignity SIII EFE

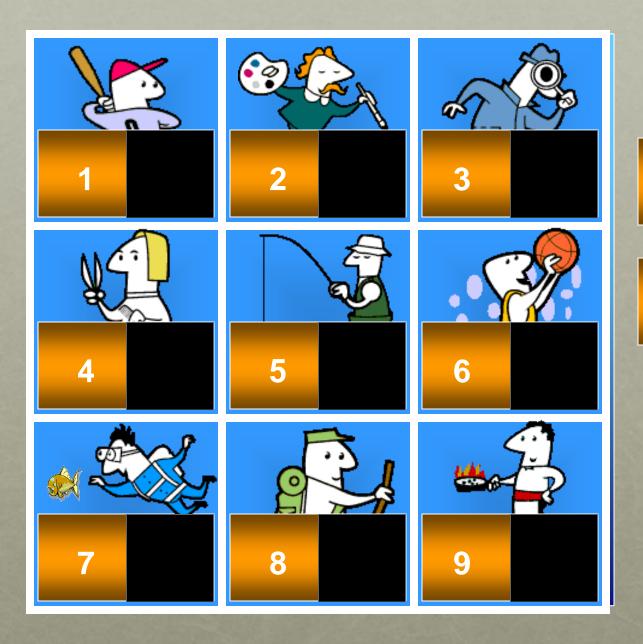
Let's Play!

Instructions



## Starring

Bat R. Up
Art C. Dude
Seymore Cluz
Harry Nomore
Mr. E. Fishent
Shaq B. Quick
Hal O. Fishy
Al Pinehiker
Max E. Mumheat



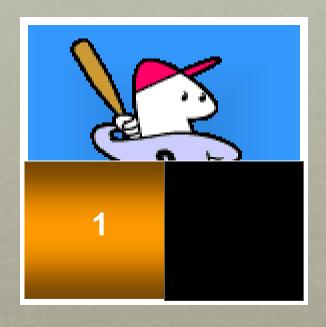
#### Score





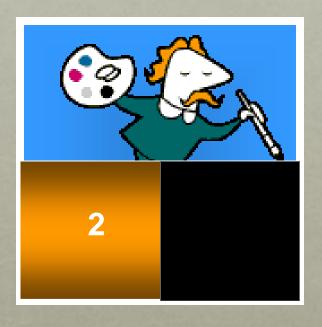


What is As Tough As Necessary?

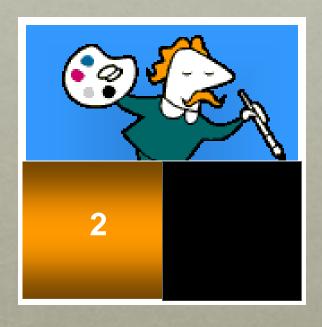


Having the punishment fit the "crime"



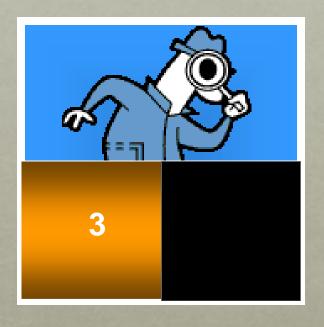


The main goal of the Obedience Model is...

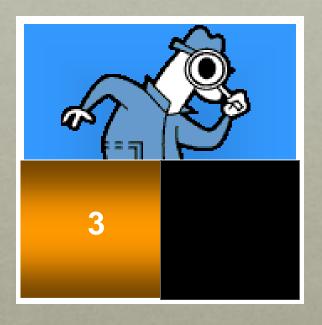


Students follow orders



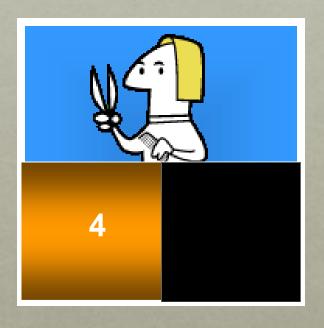


The main goal of the Responsibility Model is...

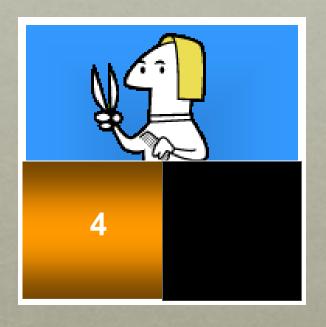


To teach students to make responsible choices

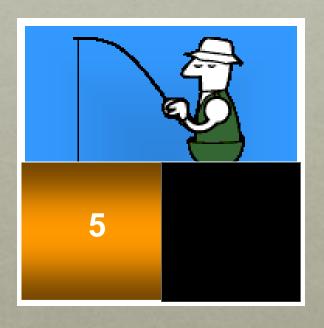




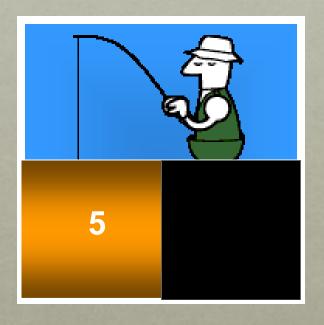
What is an example of the Obedience Model?



Threats, scolding, writing "I will not \_\_\_\_\_" 500 times, detentions, writing students name on chalkboard



### What is a consequence of the Responsibility Model?



Internal focus, done by the student, logical or natural



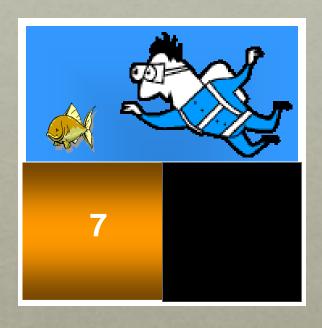


## Who are the theorists for Discipline With Dignity?



### Richard Curwin and Allen Mendler





## What is an essential element in Discipline With Dignity?

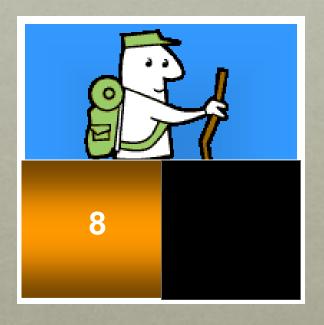


Belief, attitude, use humor, offer choices, refuse to accept excuses, or be responsible





What are two strengths of this model?



Teaches responsibility,
Obedience, Builds relationships,
or Lets the teacher and student
interact and have fun





What are two weaknesses of this model?



Differences between consequences and punishment, limited opportunity for teacher discretion, or teacher's power can be counterproductive.



#### How to play GLC Squares

- 1. Divide the group up into two teams. Assign one team to be the Xs the other to be the Os. Have each team choose a spokesperson.
- 2. Begin the PowerPoint and introduce the characters.
- 3. Have the spokesperson from one team choose a square.
- 4. Click on that character or number. Read the question and allow the spokesperson to confer with teammates to come up with an answer. Have them state the answer orally, then click on the *Answer* button.
- 5. Read the answer displayed on the next slide. Click on the arrow to move back to the board.
- 6. If the answer given was correct, type that team's symbol in the correct square and type the correct number of points in the score box. If the answer given was incorrect, type the other team's symbol in the square and add to their score box.
- 7. Continue to play until one team gets three symbols in a row.

Let's Play!

### APPLICATION



... not using dignity

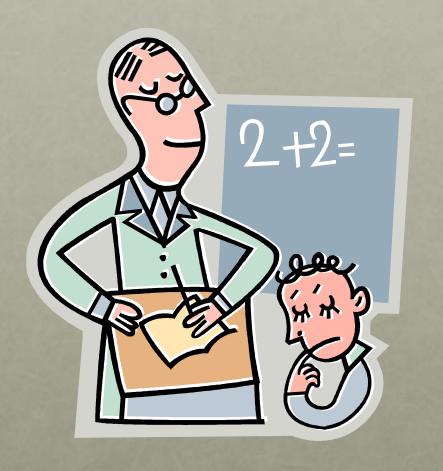
## HOW DOES THIS MODEL WORK?



- Long-term behavioral change, not quick fixes
- Dealing with student behavior is part of the job
- Rules must make sense

## HOW DOES THIS MODEL WORK?

- Be a model of what you expect
- Always treat students with dignity
- Responsibility is more important than obedience



## HOW DOES THIS MODEL WORK?

- Stop doing ineffective things
- You can be fair without always having to treat every one the same



### TEACHER'S JOB/RESPONSIBILITY/ROLE



- Talking to student individually
- Give students choices for discipline
- Teaching them values and responsibility

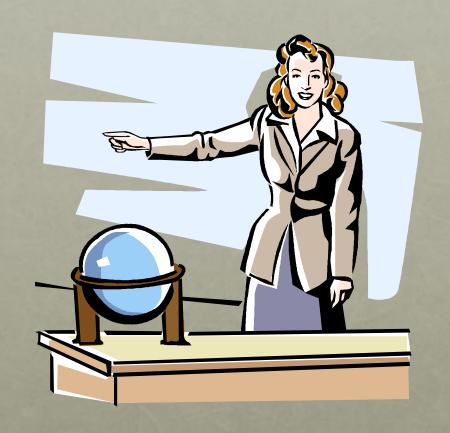
### EXPECTATIONS FOR STUDENTS

- Teaches them problem solving
- Make better choices in the future
- Understand the importance of decision making



# APPLYING THE CONCEPTS

- Set a constructive example for your students
- Read over the classroom rules along with your students
- Monitor student activity



## APPLYING THE CONCEPTS

- Provide incentives for positive behavior
- Refrain from labeling students as troublemakers
- Establish firm disciplinary guidelines



### CASE STUDY



### THE MOST IMPORTANT POINTS TO REMEMBER

- When disciplining a child, do it in private
- Consequences can teach better behavior
- How to deal with and support parents
- Practices for dealing with violent/assaultive students
- As time goes by, their dignity can lower



### IMPORTANT POINTS

• The idea of learning right from wrong in any setting, not just school

• Discipline with dignity is not founded on rewards/punishments but on values

 Allow students to take responsibility for themselves



### CIRCUMSTANCES THIS MODEL WOULD BE IMPLEMENTED



- When a student is misbehaving, handle it in private.
- Don't embarrass the student in front of the class
- When the students is not doing what they're supposed to be doing and not staying on task

### SOLVE THE CASE

A student keeps throwing crayons after you have asked them to stop. How would you handle this using dignity?



# DISCIPLINING WITH DIGNITY



• Discipline is more than students *knowing* what they should do, but *learning* how to act

· Have a warm and caring attitude in your classroom



#### GRAPHIC CITATION

- Slide 3- www.teachersworkshop.com/.../curwin.html
- Slide 4- http://www.solutiontree.com/Public/ProfDev.aspx?node=&parent=&ShowPresenter=true&ProductID=SHF004
- Slide 7- http://www.flickr.com/photos/knilram/64366434/.
- Slide 13- http://www.stevedemasco.com/.
- Slide 14- http://jayjg12.wordpress.com/2010/04/10/my-weakness/.
- Slide 37- http://www.rootsweb.ancestry.com/~pawphoto/2s/school\_discipline\_in\_westmorelan.htm
- Slide 41- http://www.free-clipart-pictures.net/teacher\_clipart.html
- Slide 38- http://webpages.scu.edu/ftp/mawong/images/discipline.jpg
- Microsoft Clip Art: Slides 1, 2, 5, 6, 8-12, 16-35, 39, 40, 42-50

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