

School Discipline Tips



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Preface

If one is asked about the essential skills that any teacher should have, I am sure Classroom Management would be an important one. A teacher may be very proficient in subject knowledge but without skillful class management, she would not be able to deliver it to her class and hence the students will not benefit from such a teacher.

Classroom management is like preparing the soil for the seeds of the teaching-learning process. Until it is done well, the result will be sub-optimal.

Discipline is not suppressing the innate curiosity of students and controlling them. In fact true discipline is when the teacher is able to create a conducive atmosphere where the students are free to ask questions and the teaching-learning process is exciting and enriching. Discipline facilitates a teacher to engage her students in meaningful activities where full freedom is given to exercise all the faculties of learning.

This is a tall order but attainable. I have seen the same set of students happily engaged in learning, also creating a ruckus, under two different teachers.

This book talks of various discipline tips related with issues which are prevalent in any classroom situation. They are practical and time tested. These tips empower teachers to create a win-win situation and be able to maximise the learning process where both the parties enjoy.

Many years ago someone (now I do not remember who) used to send me these (got from the net somewhere) once a week, and I would save them and share onward with some colleagues in Eklavya as well as schools in other cities. This now is a compilation of what is there in my folder.

The strength of a school lies in having a heterogenous set-up in a classroom. It is of course more challenging for the educator. Along with effective classroom management, another point to be remembered is time management. So proper discipling also ensures proper handling of the time allotted. This book also gives tips to help teachers manage their class time efficiently.

I am sure that all teachers, no matter where and what age groups they are teaching, will be able to yield a golden harvest by implementing these handy tips.

1. Student Relationships - 1

Fear is a powerful motivator. Yet, when we use motivation heavy with fear, it can be counterproductive to our work and desires.

That's because fear undermines clear thinking and the development of loyalty.

We may believe that fearful students will always do what we say. But research indicates that people may "just quit" when fear is the dominant motivation used by the leader.

2. Student Relationships - 2

Resist the temptation to warn or scold students as a group before they leave your class at the end of the year.

If you feel you must deliver a message, make sure it is individualized and private- and make sure that you encourage students and give them hope.

Maintain a professional perspective. Keep in mind that hope may be the only thing some students have. If you take away the hope, some students may be affected for a lifetime.

Therefore, think carefully before making any negative comments.

3. Student Relationships - 3

When talking with a student who isn't achieving to potential, it's a mistake to say, "When are you going to start working up to your potential?" or "Is half an effort all I can expect from you?"

Instead, your approach must elicit student involvement. Privately, try this approach. Say, "Answer me honestly. Do you think you're working up to your potential?" Most likely, the student's answer will be "No." Then say, "Do you want to see what you're capable of doing?" If the student's answer is "Yes," say "I'm going to hold you to that decision - and you should achieve. You deserve to achieve. I won't expect anything less than good work from you because that's what you've told me you want. Okay?"

4. Student Relationships - 4

When students resist our guidance and coaching, they have a reason. We may not know what it is or agree that the resistance has validity, but to them, it is real. That is what counts, because what students think and believe is what drives their behavior. It may be as simple as not understanding our actions, or it may have deep roots in past experience unknown to us. Therefore, when we face resistance, it can be helpful to back up and engage the student in a roader conversation regarding our commitment to seeing the student succeed.

When students become convinced that we are on their side and we want them to succeed, their resistance is likely to diminish. Our challenge is to communicate by word and deed to students our commitment to their success and our belief in their potential.

5. Student Relationships - 5

When we visit with students about the importance of effort, we must be careful to emphasize the importance of both quantity and quality.

Obviously, students who do not try will find it difficult to succeed. However, trying hard is often not enough. Unless students give effective effort, they are not likely to find success and may soon give up.

Our coaching of students must include the acquisition and use of key organizational skills, study strategies, and retention techniques.

Without these key tools, we cannot expect students to endlessly persist or develop learning efficiency at the same levels as enjoyed by our more successful students.

When we see students not giving the quantity of effort necessary to succeed, we must check to be sure that they have the tools to be successful before we press for more commitment.

6. Student Relationships - 6

Be careful about offering students unsolicited advice. It's easy to give students quick advice as soon as they mention having a problem. You'll create better relations with students, however, if you take two actions. First, let them finish talking.

Second, ask the student, " Are you asking for my advice ?" " What possibilities have you considered ?" When a student reveals a problem to you, he or she may or may not be offering you permission to become involved.

7. Student Relationships - 7

Our relationships with students can be impaired when we have to discipline, confront, or correct a student. We can decrease this negative possibility if we make it a point to keep all corrections and criticism in context.

Is the incident big or small ? Remember, you must always explain to a student how important the issue is. If you don't, the student will spend time and energy trying to deny his or her responsibility in the incident rather than spending time and effort listening to you and doing as you request.

Worse, students may automatically think you always make a big issue out of everything when this is not the case.

8. Student Relationships - 8

Some teachers spend most of their time and energy controlling the behavior of students. Their focus is on student compliance with rules and expectations, and they assume that control and compliance must precede learning.

Naturally, the resulting relationships with their students are based on control and compliance. Other teachers focus on and spend most of their time and energy on learning and supporting students as learners.

Consequently, their relationships with students tend to be more nurturing and mutually respectful. In reality, a focus on learning results in positive control because students choose to comply and don't need control imposed on them.

9. Student Relationships - 9

We can develop strong relationships with reluctant learners and misbehaving students by engaging them in problem solving around their behavior. This approach allows us to include the student and treat behavior as a problem to be solved rather than as a "win/lose" conflict.

As you work through the situation and reach agreement on how behavior needs to change, you build understanding and commitment to follow through. You also avoid using direct power to force compliance.

While not all students will respond to this approach, you will be better able to maintain your relationship with the student-and preserve your influence.

10. Student Relationships - 10

Keep your antennae up and you will automatically gather lots of information you need to keep relationships with students on the highest level.

For instance, when a student makes a comment to you or a classmate, especially if it is in the form of a sarcastic joke, listen. Ask yourself, "Have I heard that before?" People often hide their complaints and criticisms with humor. They use jokes to mask their real feelings-and say what they don't believe is wise to say openly.

Therefore, when you've heard sarcastic humor before, it's time to respond, make adjustments, and take action before a problem is openly and seriously put to the table.

11. Grading & Testing - 1

Homework performance should play dual roles as part of the instructional program.

First, homework should help document what students have learned and how able they are to apply their new learning.

Second, homework should play a role in planning what the next instructional steps should be.

Homework should point to what needs to be retaught and indicate when students are ready to move on. It can help target assistance for some students and signal an opportunity for acceleration for others.

Only when we use homework for both purposes do we gain all that it can contribute.

12. Grading & Testing - 2

When you get a student to agree to work harder, also make an agreement to talk every week about the student's "achievement blocks," how to overcome them, and how the student can experience greater achievement.

If the student replies negatively to any of your initial questions, don't proceed. You must work through his or her blockages and questions before he or she can resolve issues successfully.

13. Grading & Testing - 3

One of the best ways to encourage students to "listen up" as we give instructions for a test or assignment is to make the task understandable, relevant, achievable, and important to their success.

Therefore, before you give instructions, take time to focus on and share the personal benefits students will receive from a successful effort.

This action will help students to pay attention and listen more carefully.

14. Grading & Testing - 4

Information gained from pre-assessment activities can be as helpful to our teaching as post-assessment activities.

That's why we should make it a habit to assess student knowledge before students begin learning new content.

Knowing what students know before we begin can reduce the amount of time spent teaching students what they already know and prevent us from assuming students know more than they do.

Further, gathering information about prior knowledge can provide a much more accurate measure of student growth throughout the learning process.

15. Grading & Testing - 5

Keep in mind that two key principles of assessment involve providing opportunities for feedback and revision and assessing what is congruent with the students' learning goals.

Feedback is extremely important as a means of making student thinking visible. Remember, assessment must focus on understanding, not just memory. And it does not necessarily require elaborate or complicated testing procedures.

16. Grading & Testing - 6

When a student suffers an academic setback, one of the toughest challenges he or she faces is converting disappointment into the motivation to give more effort.

Here's a five-step strategy to use:

1. If a problem has happened before, remind the student that he or she has overcome this before.
2. Identify and realistically assess the student's strengths. In the process, show the student how using his or her skills could have helped avoid the failure.
3. Focus on the challenge ahead-not the past failure.
4. Discuss with the student changes that can be made-from attendance, to time on-task, to student habits.
5. Monitor the student closely. Do not wait for the next test to show positive results before you give feedback.

17. Grading and Testing - 7

Research on the relationship between feedback and motivation to learn shows that narrative, specific, timely, goal-focused information is the best way to encourage continuous learning.

Simply assigning a grade does little to stimulate ongoing student commitment to improve-except with students who are already doing well.

Interestingly, narrative feedback combined with a grade offers little benefit beyond giving a single grade if both are present.

Consequently, grades are best given at the end of the learning cycle and confined to a final judgment rather than as an interim measure to motivate learning.

18. Grading and Testing - 8

School is a student's first job. And the grades a student earns reflect the fruit of his or her labors.

Some students earn more than others. But one thing is certain: Every student should know at any point the grade he or she is earning in your class.

If he or she doesn't, it is similar to an adult working and not knowing how much money he or she is making.

You can explain this to students and then periodically ask them what they think their grade is in your class. After they tell you, show them the grade you have in your book.

You'll be surprised at the many benefits of this strategy, *including the understanding that you don't determine or give grades in isolation - each student earns them.*

19. Mastering Meetings - 1

Many of the meetings we have in schools are for solving problems and developing strategies. Unfortunately, large groups of people do not serve this purpose very well.

In fact, it's recommended that twelve or fewer people attend such meetings so that everyone has an opportunity to contribute and develop Understanding.

Therefore, it's best to have more than one meeting and to break the problem into parts if the group is larger than twelve people.

20. Mastering Meetings - 2

If people get stuck on a heated topic in a meeting, avoid the temptation to press until the matter is resolved.

Rather, consider tabling the issue and returning to it at the end of the meeting. This action will keep the meeting on track and give everyone time to cool down and think about the issue.

If emotions are particularly high, consider delaying the topic until a future meeting. And if the topic is especially time-sensitive, schedule a special meeting for the next day.

You'll be surprised how quickly the group reaches resolution when everyone has had time to think and gain perspective.

21. Mastering Meetings - 3

If you're the leader in a meeting, there are three Questions you ought to ask the group before the Meeting adjourns.

" What do you think ?" " What have we decided ?"

" Who is going to do what by when ?"

Unless you ask these questions, you may feel that little has been achieved. And it's likely that others will carry that same feeling out of the meeting room-and into the next meeting. If you consistently ask these questions at every meeting, the group will soon learn to expect these questions and, in turn, to expect more productive meetings.

22. Mastering Meetings - 4

You can help curb people's arriving late for meetings by placing the agenda items people care about most at the beginning of the agenda.

Just be certain to publish and circulate the agenda well in advance. Be sure to start the meeting on time and address the items in the order they appear on the agenda.

Resist repeating items or summarizing results when the latecomers appear. Rather, invite them to stay after the meeting so that you can give them the information they missed and need.

You're likely to find that most people won't be late a second time.

23. Mastering Meetings - 5

There's nothing more frustrating and defeating in a meeting than having to deal with people who assume the role of the "sniper." They whisper negative comments to others. They make snide comments and challenge the authority of others in the room.

To handle these people, take this action immediately. Stop and shine the full spotlight on them by bluntly asking them to share their last comment with everyone.

Most will be embarrassed and decline, and they will probably be quiet for the rest of the meeting. If they are not, repeat the action-and be sure to discuss their actions with them privately after the meeting.

24. Mastering Meetings - 6

It's very easy to tell a story to make a point in a meeting - and have it backfire.

For instance, if you tell a story about how long it took someone to make an easy decision in an effort to make a point about the group waiting for some people to decide, you had better be prepared for a negative reaction from some members of the group.

While your story may imply that time is being wasted, some may be thinking that it takes time and thought to make the best decisions.

The point is this: To be successful, you must be sure that the stories you tell always reveal the shared values of the whole group-or your stories may work against you.

25. Mastering Meetings - 7

In a meeting, there's no doubt that asserting yourself without forcing yourself on attendees increases effectiveness.

Here's a technique to use: Say what you have to say once - clearly and briefly .Ask for input.

Speak to be heard with a "Here's the bottom line" approach.

Put your focus on persuading resisters to recognize what is right about their thoughts, not on how they are wrong. Simply adjust your outlook and opinion to their differences. Say, " I see what you mean, so let's use your idea to find a solution ."

26. Mastering Meetings - 8

The way you react to criticism in a meeting is important. If you downplay it or criticize the critic, your reputation will suffer.

You can also be sure that some will see " double standards " or a " railroad " they don't want to ride on. Following are three actions you can take in response to criticism:

Repeat the criticism verbally, and let people see you write down what has been said. This action shows you understand and want people's input, and that you care enough to record it.

Ask for more comments by saying, " Please go on " or " Thank you for telling me this. "

If you agree with the criticism, be sure to say so. This action reassures the critic-and may lead to his or her being more open with you.

Try these techniques. They work.

27. Communication Skills - 1

According to Dr. J. Mitchell Perry, author of The Road To Optimism, changing what we say can make us happier and more productive.

Rather than saying "I'm not concerned," say "I'm confident because." Don't say, "If nothing pops up and gets in our way."

Also, say "Sounds good to me," rather than "I don't see any reason we can't."

28. Communication Skills - 2

There are three rules you can follow to be a better communicator.

First, get to the heart of what you want to say quickly. Don't let yourself be sidetracked or allow irrelevant details to slow you down. We've all heard someone say, " I talked to Jim on Monday, or was it Tuesday ?" In all likelihood, it doesn't matter.

Second, don't repeat information unless someone says he or she doesn't understand or asks you to repeat what you said. Say it once.

Third, get rid of all the communication "spacers " when you are speaking. Remember, "ums ", "likes " and "ya knows " don't communicate anything - and they are sounds people don't want to hear.

29. Communication Skills - 3

Like so many other professional skills, perfecting effective listening habits takes time, effort, and practice.

Fortunately, you can practice listening skills inside or outside the classroom and school.

When you practice listening, however, try to keep the conversation going by asking open-ended questions that leave most of the talking to the other person.

You'll be surprised how much you learn when you do-and how much others begin to listen to what you say.

30. Communication Skills - 4

Always make sure that you explain new ideas and concepts to students, parents, and colleagues as briefly and simply as possible.

Many well-intentioned people make two mistakes:

First is having explanations that are too complex to be fully understood. Second is talking too much.

Both mistakes should be avoided. Unfortunately, when our ideas seem to be well received in a meeting, we can have a tendency to talk-and talk too much.

As a result, we can make the simple complex-and talk people right out of understanding, accepting, and supporting our ideas.

31. Communication Skills - 5

When you approach a conversation about controversial issues or where strong emotions will be involved, keep four strategies in mind.

First, listen more than you talk. Speaking, not listening, is a recipe for argument.

Second, unveil areas of agreement. If you start with what you have in common, areas of disagreement will be easier to approach.

Third, stick to the facts. Information can be open to interpretation, but unfounded opinion typically leads conversations deeper into division.

Fourth, search for understanding. Trying to dominate or intimidate may allow you to win this battle, but it rarely builds positive relationships or respect in the long term.

32. Communication Skills - 4

When someone makes a comment to you - even a casual one - pay attention. Even if the comment is in the form of a joke, keep your antennae up.

Never forget, some people hide or mask their needs as well as their criticism or skepticism in humor.

Therefore, listen for what students and colleagues are really saying. And if you've heard a similar response from them before, pick up on the real message that's being delivered.

This communication skill can help you gain additional insights and enable you to respond appropriately.

33. Parent Relationships - 1

When a parent presents a serious concern, make notes as the parent speaks. Taking notes sends a message that what is being said is important.

In addition, you can manage the pace of the conversation by asking clarifying questions without appearing defensive. Even if the meeting is not in person, written notes give you a record and a basis for reflection.

Your notes also can give you important clues over time regarding areas where extra communication and parent involvement may be necessary if you want parent support.

34. Parent Relationships - 2

When dealing with an angry parent, focus your initial attention on finding one or more areas of agreement you can share.

The agreement does not always have to relate to the parent's concern, although it helps. The more areas of agreement you can establish, even small ones, the more agreement you're likely to develop on larger issues.

It's a safe practice to look for something the parent has said with which you can agree. And if you know the parent or have had previous encounters, draw from your knowledge and past experience to offer an area of agreement.

But don't overreach and risk creating more conflict in response to your statement. Just be genuine and avoid sounding condescending.

35. Parent Relationships - 3

If you think it would be unwise to confront parents directly about their child, or even if you regard such action as crude, shift gears.

Begin by asking parents to participate in a "get all the information" discussion.

Then use the information parents reveal as you summarize the situation and plan a course of action. You'll find parents less resistant to dealing with the problem if you use this approach.

36. Parent Relationships - 4

The major rule for handling angry or upset parents is to remain calm - increase your interest.

Always acknowledge parent anger. Never try to ignore it. Say, "I see," "Help me understand," or "Please repeat that."

Look for common ground. It should be easy to find in the welfare of the child. Then work to solve the problem - and don't point the finger as you do.

Remember, blaming will make you look incapable and deepen the parents' anger and their concern about the problem.

37. Parent Relationships - 5

Make a special effort to pass along to parents compliments you hear from others about their child. Your report will carry special weight since the message comes from two sources - you and the person from whom you heard the compliment.

Your choice to pass the information along implies your agreement with the observation and your support for the student. If you take the next step and endorse the comment as consistent with your experience with the student, the message will gain even more impact.

Further, your choice to pass along the good news positions you as an advocate for the student and adds weight to your words if you have to pass along less positive information or make a request of those same parents in the future.

38. Parent Relationships - 6

It may be inevitable that you will occasionally have difficult or conflict-plagued conversations with parents. When you do, find an opportunity soon afterward to reconnect with the parent.

Your call might be to share good news, seek advice, invite involvement in an activity or task, or, if necessary, apologize or express your regret.

Regardless of your reason, the connection will help clear the air and preserve the relationship. Making the first move is always a good way to start the road back to a good relationship.

39. Parent Relationships - 7

Now is a good time to send a note to parents thanking them for the opportunity to work with their children.

We may not feel this way every day with every child, but we must not forget that every day parents send us their most precious treasure. Even if every day is not as smooth or successful as we might hope, parents are hoping that we will protect and care about their child.

Our message of appreciation can go far in providing this reassurance.

40. Motivating Students - 1

One of the best ways to close a conference with a student is with one question : " Where do we go from here ?"

When all the issues have been addressed, this question will serve you and the students in two beneficial ways.

First, it positions students to suggest and even promise to take action.

Second, it makes students feel accepted and comfortable and, therefore, more willing to take a first step
Try this closing technique when you want students to take action. It works.

41. Motivating Students - 2

If you're trying to get students to accept a big challenge that requires them to think and be creative, be sure you don't talk too much.

For the best results, focus on the "why" and not the "how" when you're trying to motivate students. It's very difficult for people to receive a so-called challenge and then be told precisely how to do it.

If you want to motivate students, encourage and counsel them-but let them determine how they'll accomplish the task.

42. Motivating Students - 3

If you want students to be more motivated to complete assignments or projects, consider giving them more opportunities to make choices. Perhaps they can choose how to sequence activities, structure an assignment, or use a problem-solving approach.

Even though you need to maintain consistent performance standards, students usually can meet them in a variety of ways. Remember, even small choices give students a sense of power and respect.

When students feel respected and empowered, motivation, commitment, and cooperation are more likely to follow.

43. Motivating Students - 4

If a student habitually interrupts when others are speaking, your first action is to check his or her hearing. Any adult with a hearing impairment will tell you that he or she interrupts because he or she didn't hear anyone speaking.

If it's not a hearing problem, say to the student, "I would like to talk to you about something that's bothering me. May we talk privately?"

Then in a private setting, begin by saying, "You are an interesting person. You've got lots of ideas. Maybe that's why you interrupt others before they have finished. I know you're a good person, and I know you're not inconsiderate. That's why I thought I should say something to you."

Then sit back and watch. You may notice improvement without saying another word-except to praise the student for any changes you see.

44. Motivating Students - 5

Search for areas of special interest to each of your students. It will be more than worth the effort in terms of motivating students.

Once you know the specific interests of your students, do what you can to build and position each student as an expert in his or her area. Then tailor some assignments and reports to further strengthen students' knowledge.

As student knowledge grows, you can tap this expertise on behalf of the class. Have students provide examples, information extensions, and even assistance to classmates.

This technique can be particularly motivating for students who lack confidence and for students who do not have many opportunities to lead and contribute to the knowledge of classmates.

45. Motivating Students - 6

Listen carefully to the suggestions and complaints students voice. They can offer valuable insights regarding how to make class a more productive and enjoyable experience.

Further, when you pay attention and respond to the thoughts and concerns of students, you increase their sense of belonging, a key element of motivation.

You also build student commitment to doing what is necessary to stay in good standing with you, academic work, and the class.

46. Motivating Students - 7

If you're trying to get students to accept a big challenge that requires them to think and be creative, be sure you don't talk too much. For the best results, focus on the "why" and not the "how" when you're trying to motivate students.

It's very difficult for people to receive a so-called challenge and then be told precisely how to do it. If you want to motivate students, encourage and counsel them - but let them determine how they'll accomplish the task.

47. Staff Relationships - 1

There are two actions which convince people that you know them.

First, you must know their name. If you don't know their name, they won't believe you know anything about them - or care about them.

Second, if you know something about them that is not common knowledge, they'll be surprised, impressed, and think you know them better than they thought.

For instance, saying, "John, how long have you been into making fishing lures?" or "Mary, when did you get interested in sailing?" is likely to bring a "How did you know that?" response.

Be on the lookout for information about colleagues. You'll be surprised how your knowing small, unknown facts makes them feel closer to you.

48. Staff Relationships - 2

When you make a mistake, a forthright apology can be worth thousands of words of explanation. It also offers damage control and earns trust. Unfortunately, we don't always know the proper technique for apologizing. Here are two actions that will help:

First, apologize in terms of past, present, and future-but don't justify the behavior. For instance, if you took credit for something others worked on, frame the action done in the past and promise it won't happen in the future.

Second, remember that honest mistakes aren't willfully wrong or intentionally deceiving. Hence, you need only express regret. Say, "I made a bad decision - I regret that."

49. Staff Relationships - 2

To solve a problem, you must be able to read the problem correctly and read people affected by the solution. If you do both accurately, you'll be very successful. Here's a four - step process you can consider to achieve this task:

Ahead of time, think of everything you know about the problem and those affected by it- and prepare one or more solutions.

Be prepared to ignore the uninformed comments people might make, and remain focused on the objective.

Anticipate any concerns people might have about your solution. Formulate your responses, but remain open to new and better ideas.

Remember to put yourself in your colleagues' shoes and think of colleagues and yourself and partners.

These four steps will help you maintain faculty relationships and move forward rather than backward.

51. Handling Upset Parents - 1

A cardinal rule for handling concerned, worried, and upset parents is to remain calm and professional. If you meet parent upset with upset of your own, tensions will rise.

Fortunately, the following guidelines will help. Immediately acknowledge parent concern, worry, and upset. Say, "I can see you're really worried" or "I see you're really upset." This action shows parents that you understand the problem is serious to them. It also tells them that if it's serious to them, it's serious to you.

Watch what you say. Don't begin sentences with " Wait," " Look," or " Hang on." These are regarded as command words, and giving commands will only upset parents more. Instead, use the phrases " I see," " Let me understand," or " Please repeat that," and you'll be best positioned to give well-received help

50. Staff Relationships - 3

In any disagreement, look for one point on which you can agree with the other person.

Even if the point is small, pick one point you can agree with and add a concession. Then build your rebuttal on that point and the concession. For instance, say, "I can see your point, and I'll make sure that doesn't happen but.."

By conceding a point immediately, you show you're not defensive and that you want to solve the problem, not duck blame or make excuses.

52. Handling Upset Parents - 2

Find common ground by agreeing with something the parents say. For example, say, " I agree that's an inconvenience to you." Then add a " that's why " statements to introduce a solution such as " That's why I'd like to suggest that we...." Finding common ground helps parents relate to you.

Tackle the problem without pointing fingers. For instance, replace the words, "You didn't tell me." with " Let's confirm the course we want to take."

Relate your student - friendly policies to parents - after you have offered the needed help. This is the closure they need. Parents will be both impressed by and drawn to teachers who try to make life better and easier for them and their children. And these kinds of actions enhance your reputation as an advocate of students.

Whether you are explaining a back-to-school handout, makeup policy, or your method of determining grades, make your student - friendly policies known and your influence and reputation with parents will grow.

53. Addressing minor inattentiveness in the classroom

Resist the temptation to interrupt instruction to address minor inattentiveness in the classroom.

When you stop teaching to respond, you face two potentially negative consequences:

First, you deprive the rest of the class of your focus, instruction, and time. Second, if the behavior is motivated by a desire for attention, you may be reinforcing the misbehavior you want to prevent.

Therefore, it's often best to employ one or all of the following techniques:

First, make direct eye contact with the student while you continue the lesson. Often, this connection is enough.

Second, move in the direction of the student. Your proximity to the student can be very effective in curtailing the behavior.

Third, place your hand on the student's desk as you teach.

In most cases, these three actions will have positive results.

54. Be yourself - engage in thoughtful dissent, not defiance

Some students get in trouble because they are always following someone or the crowd.

These students fear failure, ridicule, social exclusion, rejection - and parental disappointment.

To help a student overcome this fear, teach him or her how to make decisions.

First, the student needs to know where to seek and how to gain meaningful input.

Second, he or she must be helped to see choices - rather than just follow others.

Third, the student must be taught how to listen to his or her own thoughts. This is the way the follower learns to separate himself or herself from the others so he or she can act independently.

Fourth, talk to follower about dissent. Tell him or her that progress often stems from dissent - and that dissent should be an honored word and action rather than one that is held in contempt. This is a difficult concept for some teachers to accept.

Yet, students should be encouraged to engage in thoughtful dissent. However, there's a vast and important difference between dissent and defiance - the first protects oneself while the other focuses on resisting the direction and expectations of others. To improve self-discipline, young people need to be taught this difference.

55. Make Sure Student Comprehends Directions

When counseling students about misbehavior, make sure you break any existing communication blockages or deadlocks by making sure students understand your instructions.

Use summarizing techniques continually. Your aim is to make sure no misunderstandings exist.

Use phrases such as, "Let me make sure I understand what you're saying..." "We have agreed, haven't we?" and "As I understand it..."

To be effective, you must make sure the student has an accurate understanding of the issues and your expectations before you conclude the counseling session

56. Express Sympathy

Using the sympathy technique can be very disarming and very effective in handling students who create habitual discipline problems.

When using this technique, simply begin by saying, "I'm sorry this happened to you," or "I feel bad for you," or "I'm sorry because I know this has to be very tough on you."

This approach takes away the personal power that drives their motivation. To get it back, they have to respond with a "can-do" or "will-do" stance.

57. Counsel Success

Some students misbehave when they believe they are going to fail. Some will do almost anything to avoid the embarrassment and humiliation that can accompany Failure.

You can position yourself to prevent a variety of significant discipline problems simply by being sensitive to students' circumstances.

You can also counsel students to expect and experience success and help them manage situations to avoid public visibility of potential Failure.

Then, you will create teachable moments and encounter fewer incidences of misbehavior.

58. Set a Good Example

The term discipline comes from the same Latin root word as disciple, which means "someone who follows the example and teaching of another."

Think about this relationship when you correct student behavior.

Are you modeling behaviors you want students to emulate? Or are students likely to see your behavior as an example of what you criticize about their behavior?

Before you act, always ask, "Am I teaching to build respect and learning or am I sowing the seeds of resentment and resistance?"

59. Teacher approval

One of the most powerful tools available to influence student behavior is teacher approval.

What we choose to notice and comment about to individual students takes on special status, especially if our praise is consistent, specific, and sincere.

Inadvertently, we may fail to appreciate this fact - especially when handling a misbehaving student.

However, lack of use or misuse of this powerful tool will result in it being of little, if any, benefit to us in changing inappropriate behavior to appropriate behavior.

Therefore, always be aware of what attitude and behavior you want to encourage in students.

Look for its presence and then let students know that you have noticed by sharing your pleasure in seeing it demonstrated by them.

60. Home Rules Aren't School Rules

What students are allowed to do at home and what they're allowed to do at school are always separate issues.

Yet, students will often pose this argument when being reprimanded for misbehavior in school. And if another teacher allows what you're correcting, the task is harder.

When you find yourself in this situation, you have a choice : to educate or to dictate. The latter is not recommended

Therefore, you must explain how each situation differs - and why. For instance, home rules aren't school rules. And that's fine.

You're not arguing with what others allow or don't allow-you're just revealing the differences in each place.

61. A Six-Step Guide for Partnering

If you and a colleague are having the same problem with a student, "partnering" can be effective. The following is a six-step guide to consider :

First, meet with your colleague and make a plan before talking to the student.

Second, agree on a basic approach, including actions that will be in the best interest of the Student.

Third, pinpoint the standards that are alike both in your class and in that of your colleague, and identify the behaviors you will emphasize.

Fourth, agree to focus on getting the student to talk about the problem.

Fifth, decide what the primary objective will be, who will do what, and how it will be done.

Sixth, decide who will close the conference when you talk to the student so that you don't risk over-talking your message and weakening your effectiveness.

62. Use the Paraphrase technique

When you're counseling a student about misbehavior, use the paraphrase technique when he or she quits speaking. Instead of asking a question, paraphrase that student's words. Say, "What you're saying is...." Then, ask your question.

This technique cuts down on misunderstandings and miscommunications when you're confronting a student about misbehavior. It also leads to complete and productive conversations.

63. Consider Your Comments Carefully

Teacher remarks such as " Don't come back until you can apologize " often set the stage for more problems.

A close look will reveal that these comments can cause further misbehavior, rather than correcting behavior.

Next time you are tempted to make such a statement in a discipline situation, look for a better alternative.

An approach that does not embarrass or make an example of the student will afford you a better chance of correcting the situation.

Remember, to change behavior, it's better to tell students what they can do, not what they shouldn't do.

64. Seize Teaching Opportunities

Whenever you must discipline a student, think of the situation as a teaching opportunity.

Ask yourself, "What new teaching or Re teaching do I need to do?" "What does this student need to learn?" "How can I best promote and nurture what he or she needs to learn?"

As a result of these questions, you are likely to be proactive and select actions that will encounter less resistance from students. You also are likely to see more significant and longer-lasting changes in behavior.

65. Good Company Technique

When correcting misbehavior, it's often effective to use the "good company" technique.

Simply say, "Even Abraham Lincoln had trouble with that," or "Let me tell you what Winston Churchill did." You'll find this technique helpful in many situations for confronting and correcting behavior - and eliciting cooperation.

In effect you're saying, "These people are good and did the right things - and you're good and can do the right thing."

66. Keeping a Student's Attention

When reprimanding a student, there are several actions you can take to make sure the student keeps listening as you talk.

First, sit down with the student, maintain continuous eye contact, and give the student and the issue your undivided attention.

Second, don't mix several issues, high and low priorities, or keep bringing up past misdeeds. Rather, focus only on the present issue.

Third, as you counsel about misbehavior, don't add trivial points to a list of major problems. If you do, you'll weaken your message.

Fourth, never use worn out expressions such as "I've told you before" or "I know you've heard me say this before."

Such statements tell students not to listen to you because they've already heard what you are going to say.

67. Appeal to Self-Interest

It's not uncommon for a student to question one of your rules rather than his or her misbehavior.

That's because nobody likes to admit openly that he or she is wrong.

When such is the case, you'll get through to a student more quickly if you speak to the student's agenda.

To do so, determine how your corrective efforts affect the student's self-interest.

Remember, students want to be successful. They often want more autonomy and freedom. Therefore, remind students that their behavior will interfere with their getting more of what they want, and you'll find them less resistant.

After all, violating rules will actually give the less autonomy and less freedom.

68. When Students Are Afraid To Succeed

If a bright student becomes a behavior problem, find out whether the student is afraid to be successful in the classroom. This happens more often than we might think.

Bright students may face two possible problems. First, they may be afraid they won't have any friends and will be left out if they excel academically.

Second, they may be afraid that academic success will bring new responsibilities and new expectations in the classroom.

To change the behavior, you must first give these students security. Then you must help them choose to achieve because of the personal benefit they will receive.

Give these students private recognition to help them enjoy their academic success.

But you must always help them fit in, belong, and take their place in the class to effect this change.

69. The Value Technique

Using the value technique can disarm misbehaving students.

Begin the counseling session with a series of questions: "John, do you know how much I value your being in class?" or "Do you know how much I want you to achieve?"

Don't be surprised if the student says "No" or "How could you, with all the trouble I cause?"

Then, keep the "valued student" approach in motion throughout the counseling session, and you may reach the student very quickly because of the importance most students place on relationships.

70. Ask, Don't Tell

Small teacher attitudes and actions are extremely important in discipline situations. They can be the difference between success and failure.

For instance, a bad situation may get worse if you try to confirm what has happened and what a student says by using a telling technique, rather than an asking strategy.

Saying, "What you're telling me is." or "What you did." is telling.

Asking is saying "Do you mean.?" or "Are you saying.?"

It's better to ask than to tell in a discipline situation.

71. Positive Preventive Briefing

An effective technique for avoiding discipline problems is the technique of "Positive Preventive Briefing."

In such a "briefing," a teacher offers advice and reminders to students in any situation in which judgment and experience indicate the possibility exists for problems.

The objective is to teach acceptable behavior in specific situations when students might not know exactly what is expected of them.

Do not confuse this technique with the common "teacher warning."

When briefing students, a positive attitude is maintained, and the teacher approaches the situation from the standpoint of "what students need to learn-and what they can expect to happen."

Then the teacher takes positive action to emphasize what students should do rather than what they should not do.

72. Boosting Shaky Self-Esteem

Students with attitude problems usually have a low opinion of themselves. Acting badly is their way of inviting the rejection they're sure they deserve.

They have little experience in getting rewards through positive behavior. Remember that threats and punishments won't work-but will bring out the rebellious side of these students.

To change the behavior, give them support and encouragement to boost their shaky self-esteem-but set strict limits without expressing anger. Be consistent and matter of fact about discipline.

Say, "I know you're bright. But that doesn't mean you can give me a hard time when I ask you to do something. When you act badly, it hurts you, me, and the class."

Then, assign them a challenging task, try to catch them doing something right, and praise them.

73. Quote the Student

When trying to convince a student to change behavior, you'll gain a huge advantage if you can frame your persuasive message by quoting the student whenever you can.

You can say, "Nikhil, you said something the other day that I can't get out of my mind," or "Something you said made me start thinking."

You'll find that many students who appear to be non listeners will be intrigued when you use this personalized technique. As a result, they will not be able to resist listening and responding to what you say.

74. Ask Questions

In discipline situations, train yourself to ask questions rather than make statements. You'll be surprised how much information you acquire and how much you learn.

A question allows you to start a dialogue. This rarely happens when we issue statements. Therefore, it's better to say, "Will you tell me what happened?" rather than "I know what you did."

75. Begin at the End

When you're counseling a student about an attitude or behavior, it's often effective to "begin at the end."

To do so, determine the objective of the meeting and what you hope to gain by talking with the student. In the process, pinpoint what you want the specific outcome of the meeting to be.

Then, announce it at the beginning of the conference with the student. This action works best with students who tend to be spontaneous or highly impatient.

If you're counseling a methodical or detailed-type student who usually needs time to think before taking action, modify this approach by letting him or her talk and respond before you begin the meeting.

76. Choose Your Words Carefully

The words you choose are very important in getting students to take responsibility for their behavior.

For better results, use the word " could " rather than " should ."

Using " could " works better because " should " implies pressure-and may be asking students to do something they are reluctant to do. On the other hand, " could " implies that you are offering students a choice.

There's a big difference between " You should do this now " and " You could do this now ." The weight and thrust of these two words are obvious.

77. Focus on Academics

To make sure a behavior problem isn't really an academic problem, it's wise to think in terms of focusing on academic work rather than on punishment for inappropriate behavior.

For instance, if a student is behaving inappropriately because he or she is afraid of looking dumb in the presence of classmates, "stacking the deck" in his or her favor can be effective.

Simply give the student a task you know he or she can do-then another and another. After each success, talk and praise.

Once the student's confidence is building, talk about "reaching out," "stepping up," and "taking hold." You'll find that behavior improves significantly, although academic improvement is slower.

But at least you won't have two problems - a discipline problem and an academic problem.

78. Offer Encouragement for Good Behavior

When a student's behavior improves, don't let the improvement pass without offering encouraging comments.

And know that if you want the high level of self-discipline to continue, it is not enough to just say, "You're doing better."

For best results, take two specific actions:

1. Describe the attitude and action that you believe reveals improvement.
2. Give the student more responsibility, more empowerment, or more decision-making opportunities as soon as possible. This action is mandatory if you want students to be even more responsible.

79. Avoid the "Hint or Hope" Technique

When disciplining students, avoid the "hint or hope" approach.

The "hint or hope" approach to handling discipline plays out when we see an inappropriate behavior and don't act - but "hope" it will go away and stop.

When this approach doesn't work, we often begin dropping hopeful "hints" to the student.

Unfortunately, such hints usually don't work. Too often, the student will miss the hint, and the behavior will continue or even get worse.

Remember, it's better to confront students directly and immediately with what they are doing. The "hint or hope" technique is seldom effective.

80. Make Eye Contact with Students

We've all been taught to look at students when we're talking to them. This is especially true when we're disciplining them.

However, we may note that the student often does not make eye contact with us. Even when this happens, be aware that the student knows whether we are looking at him or her.

If we don't look at the student, it may indicate that we don't care-and that our real concern is to fix blame rather than to fix problems.

Look directly into the eyes of students-even when students can't make eye contact with you-and you will get better results.

81. Be Patient and Caring with Students

You'll see more lasting changes in attitude and behavior if you are patient and caring when correcting students.

To help students realize that you care, take specific actions:

Listen without interrupting-even when you disagree with what is being said. Don't assume you know what's coming next, or you risk misinterpreting what the student says.

Never allow your annoyance to affect your disposition, self-control, or dignity.

Remember, being patient with students and showing them you care are vital to changing their attitude or behavior.

82. Choose the Right Approach

When students misbehave, it's wise to lean on what they did and what they are going to do about it. This approach facilitates action, and dwelling on why they did it does not.

However, when a student complains about what another student did to him or her, you get better results if you focus on the why.

Simply ask, " Why do you think John did that to you ?" or " Why doesn't Mary like you more ?" Then allow the student to reflect and arrive at an answer. This action gives you and the complaining student clues for working together.

83. Keep Your Anger Under Control

We can't be reminded too often that it is defeating to let anger overcome us when students misbehave.

Anger makes our words, beliefs, and actions come out as emotional and irrational-and as a " Do as I say, not as I do " lecture.

As you slow down, lower your voice, and remain calm, make sure what you say sounds firm, fair, logical, and even factual.

Students are more apt to believe you're only taking the actions necessary. The results can be surprisingly successful.

84. Don't Reject a Student for Misbehavior

Always be aware that isolation for misbehavior may push a student over the edge.

It can make a student feel rejected and as though he or she is "very much alone" in the situation - especially if the student has had previous painful experiences with other forms of failure and rejection.

Remember, once a student feels that he or she does not belong, the student may exhibit more severe behaviors.

A key to changing inappropriate behavior to appropriate behavior is to help the student feel that he or she fits in, belongs, and can succeed with you, others, and schoolwork.

85. Ask Questions, Listen for the Answers

You'll find that asking questions and listening carefully to the answers will help you change more behaviors in students than being quick to confront and to give advice.

Therefore, instead of confronting a student who continually bickers with a classmate, say, "What are some of the specific problems you are having with Nishit?" or "Can you give me more details regarding what happened between you and Anuja?"

After you listen, you will be in a much better position to help the student decide what actions to take. You'll also know that you have more complete knowledge of the situation.

Remember, once you've listened and involved the student in the problem, it's easier to offer advice and ask him or her to be involved in the solution.

86. Request for Restatement Technique

If a student gives you an explanation that doesn't add up, don't go on. And never openly say that you don't believe the student's story. Rather, use the "request for restatement" technique.

Calmly say, "Would you mind repeating what you just said? I want to make sure that I've heard everything you said-and that I've got everything right."

You'll be surprised how much closer you come to the real facts of the matter with this technique.

87. Use Calming Words

Three words will serve you well when dealing with upset students. Use feel, felt, and found. These three words will help students calm down and think constructively.

For instance, say, "I'm sorry you feel that you can't get along with Mandy. A lot of students have felt the same way about a classmate. But once you have found common ground with a person, you'll see things begin to change."

These three words can be very motivational in helping students look for solutions to problems.

88. Don't Put Students on the Defensive

It's easy to make a student unhappy or put him or her on the defensive without intending to.

For instance, you should never begin a conversation by saying, "You won't like this, but..." Let the student decide how to react.

If you say such words, you have, in effect, said, "Before I say anything, I'm going to make you tense. In fact, I'm going to make you angry."

Such beginnings are a mistake and set the tone for an ineffective and even hostile meeting - and a negative outcome.

89. Present Your Message in Different Ways

No matter how true or appropriate the message, repeating it over and over to a misbehaving student will lessen its impact with each repetition.

Therefore, try this technique. Plan three or four different ways to deliver your message - verbally, visually, and in writing are all possibilities.

This can be difficult, but the identical message delivered the same way will not motivate students to change. You must also replace vague and generalized statements with concrete words to reach many students.

If you use this strategy, you'll avoid the frustration of talking to a student again and again without experiencing success from your efforts.

90. Make No Assumptions

It's a mistake to even think that the entire class is always automatically disturbed by the misbehavior of any classmate. Students may or may not be.

It's also a mistake to believe that all students will copy and exhibit the behavior revealed by a misbehaving classmate.

If you hold these beliefs, you may start treating the majority of students in ways they don't deserve-and damage your relationship with many students in the class.

91. Act as Mediator to Student Disputes

When students are having a dispute, try this technique. Instead of trying to figure out who's right, who's wrong, who did what first, and what each did so that you can settle the issue-stop.

Make the students responsible for the solution by assuming the role of mediator and conciliator.

Tell the students you aren't going to be a judge-and you're going to insist that they arrive at a solution themselves. Simply require that they jointly reach a satisfactory resolution.

You can't take this action in all situations, of course. But it's particularly effective in situations where both students share the blame and you don't have a fair answer to the problem at your fingertips.

92. Don't Discipline When You're Angry

Resist any urge to discipline a student when you're angry. Students may interpret your behavior as retribution or temper - driven rather than as helpful or professional.

When this perception occurs, a behavior change is likely to be temporary at best - and the building of resentment and the undermining of respect are predictable. Further, if parents question your actions, you risk having to explain words and actions of which you may not be proud.

93. Encourage Students to Make Small Changes

When you are trying to lead a student to make behavior changes, consider borrowing the Japanese concept of Kaizen, a gradual change characterized by continuous small adjustments.

This approach can be especially helpful when students need to develop new habits in areas that will improve their behavior, but that do not currently represent a disruptive crisis in class.

By setting and working toward small increments of change over time, you can help students make major improvements without resorting to confrontation or disruptive interventions. Further, changes made using this approach tend to stay with students over the long term.

94. How to Correct Student Behavior

Correcting student behavior effectively involves at least three questions.

"What did you do?" The student needs to identify his or her behavior.

"What is the rule?" Don't assume that he or she knows. The student needs to know the rule and what behavior is acceptable.

"What can we do to ensure the behavior is not repeated?"

When all three questions are answered, change has the best chance of occurring in most students.

95. Use the Venting Technique

There are times when using the "venting" technique will ward off a discipline problem in the classroom-and maybe a big explosion. When you see strong nonverbal signs that a student is seething with anger, don't let the anger boil.

Rather, pull the student aside and, in a private and caring manner, say, "Jim, you seem upset. Maybe I'm not sensing what you're feeling, but I wonder if you have something on your mind that you would like to tell me."

If you allow an angry person to share his or her feelings, you may ward off a big problem.

96. Think "Toothpaste"

When you're angry and about to "level" a student for misbehaving, it's very easy to say too much. To caution yourself in such situations, just think "toothpaste."

Remember, you've got to squeeze the tube very slowly and gently for a simple reason: Once the toothpaste is out, it's very difficult to put it back in.

If you think "toothpaste" before you reprimand, you'll probably smile to your self and be less likely to do or say something you wish you hadn't - and you won't have to try to make amends later.

97. Encourage Students to Take Responsibility

The crier, whether he or she is a first grader or a senior in high school, often believes that classmates are responsible for his or her problems. " See what they did - or made me do " is a common form of such blaming.

Don't let this kind of behavior pass, or it may intensify. Rather, counsel immediately. In the process, see the behavior for what it is - a reluctance to accept responsibility. Talk to the student about this fact.

Also, remember not to interrupt this student when he or she is working on a task, or he or she may blame you for any failure.

98. Be Proactive in Answering Objections

When an unanswered objection stands between you and getting a student to do what he or she needs to do, a special action is necessary.

Often, just putting everything in perspective can level the playing field.

A good technique can be found in making a list of the benefits and barriers or objections-showing how the positives outweigh the negatives.

Then, you can present them to the student and say, "As you can see." This action is proactive and sets the stage for moving ahead and changing behavior.

99. Be Serious When Confronting Arrogance

Use the in-depth approach when discussing a student's arrogant behavior. Do not fight with or "put down" the arrogant student.

Rather, realize that this student needs to be taught how to act to get what he or she wants: status, power, and authority.

To get the student to listen, talk about being bright, mature, and responsible-and show how arrogance works against the student's getting what he or she wants.

Serious conferences can change arrogance into meaningful knowledge and hold the student accountable for considerate behavior.

100. Preventing and Solving Discipline Problems

Recently we got a book called " Preventing and Solving Discipline Problems " by Mark Boynton and Christine Boynton (sent to us by ASCD - Association for Supervision and Curriculum Development, USA - where we are members) and Shailendar Gupta read it (who else reads as much as he does ?), and he gave me some pages marked to read and they were too good ! So I thought of sharing them with everyone :

1. Steps to use when correct-students.

1. Review what happened
2. Identify and accept the student's feelings
3. Review alternative actions
4. Explain the building policy as it applies to the situation
5. Let the student know that all students are treated the same

6. Invoke an immediate and meaningful consequence
7. Let the student know you are disappointed that you have to invoke a consequence to his or her action
8. Communicate an expectation that the student will do better in the future

2. Key philosophical precepts when correcting students

1. Correct in a private location
2. Treat students as you want your own children treated
3. Stay calm
4. Avoid frustration

3. Steps to follow after disciplining a student

1. Touch base with the student
2. Acknowledge postdisciplinary successes
3. Don't give up too quickly

Remember : Students will recall how you made them feel long after they have forgotten the consequence they earned as a result of their actions.

4. Call parents before a disciplined student gets home

When you discipline or correct a student, there is always the possibility the student will give his or her parents a skewed version of what happened. Student typically leave out critical information in an effort to make it appear that they did nothing wrong and were treated unfairly. Often parents buy students' stories and become upset with you. In some situation, the issue festers until a parent angrily contacts the school to deal with you. At this point, you are faced with the difficult task of claming the parent down and presenting the correct facts.

Taking a few minutes to proactively contact a parent before a disciplined student gets home often saves you a headache. This procedure usually prepares the parent for the student's stories and prevents a parent blowup that is based on misinformation. Also, proactive communication is usually appreciated by parents.

There is no question that teachers do a better job of reporting unbiased and factual information to parents than students do. When considering the importance of

making a proactive parent contact, ask yourself who you want reporting the " facts " to the parent, the student or you?

Remember : Every student has a PhD in parent manipulation, so be proactive!

5.Strategies to develop positive classroom pride:

- Display student work
- Positively reinforce students verbally
- Show off the class's achievements
- Speak to the accomplishments of all your students
- Be sincere in your pride in your student
- Look for opportunities for students to be proud in all areas
- Develop parental pride in student accomplishments
- Develop pride in improvement in addition to pride in excellence

6.Teach And Enforce a Classroom Signal:

One of the most important things you can teach your students the first day of school is your signal. Whatever your signal is, when

you make it, all students should immediately stop what they are doing and give you their undivided attention. A signal should be used during transaction periods, prior to giving students instruction, and any other time you need every student's complete attention.

Warning : - If you give a signal and continue your instruction before verifying that every student has appropriately responded to the signal, student will soon realize that the signal is not important. Also, if one student is allowed to disobey the signal, other student will begin to ignore it as well.

7. Get the "Junk" off the Desks

Perhaps books, CD players, dolls, and other items often wind up on desks during classroom instruction. Each of these items is a potential distraction for the student. This distraction can be eliminated by directing students to put all items that are not needed for the lesson in their desks or on the floor.

Rule of Thumb : If it's not needed for the lesson, it shouldn't be on the desk

101. Your Actions Must Meet the Needs of the Student

Never let yourself believe that the dark or bad side of a student is his or her "real" side. Usually, nothing could be further from the truth.

In most cases, it is insecurity as well as a personal want or need that brings out the inappropriate behavior of students. The quick flare of temper or the negative outlook is simply a defense mechanism to cover voids.

Therefore, before commenting upon and judging a student's temperament, be sure you have focused objectively on the student's strengths and weaknesses as well as his or her wants, needs, and personality.

Then it's very possible that you will see a specific need that is not being met-and position yourself to counsel as an advocate and correct the behavior. But your action must meet the needs of the student. If it doesn't, your actions may injure or damage the student.

102. Help Motivate High Achievers

Some students come to school every morning looking for ways to achieve and be successful. They want to do better. They may even have a career path lined up at an early age.

However, don't think for a moment that you don't have to do anything to motivate these students. You do. High-achieving students intend to use their time wisely. They intend to be involved in a lot of school activities.

You can win high achievers over by highlighting the personal benefits of following your leadership in the classroom. Personal gain is their number-one motivational hot button.

If you don't tap it, they will take you with a grain of salt-and you'll lose the impact these students can have on every student in class.

103. Meet The Ego Needs Of Students

All human beings are motivated by the need to feel valued and appreciated.

That's why no matter what motivational approach you use, it's vitally important to use the motivational strokes of assurance, recognition, validation, appreciation, and confirmation as you work with students.

This is easier to do if you remember that meeting ego needs works when other appeals do not. You can count on it.

104. Initiating a Change in Attitude

Apathy and complacency are two attitudes that frequently plague students who misbehave. These attitudes are accompanied by tardiness, absenteeism, and a lack of interest or enthusiasm.

Paradoxically, they are also accompanied by feelings of entitlement

To initiate a change in attitude:

Find new ways to perform routine tasks, and have students do routine tasks in different ways as well.

Involve students in performing classroom tasks.

Recognize and acknowledge students' ideas and achievements, no matter how small or shallow.

Take seriously what students say-and give recognition for their thoughts.

Include students in class goals and achievements.

Until students begin to feel included, change is difficult.

105. Exclude Personal Opinions When Disciplining

To discipline more effectively, keep your opinions out of the picture.

For example, don't say, " I think " or " I believe " when you're counseling the student. Saying, " I think you had better..." is not as effective as saying, " That approach makes sense" or "That could be a good choice in this situation ."

Remember, " I think " and " I believe " are not as powerful in changing behavior as confirming statements and positive ideas.

106. Teaching Rules and Their Benefits

Establishing rules in the classroom is a teacher's prerogative and responsibility. But just revealing or proclaiming the rules to students is not enough.

Teaching the rules and their benefits to the individual and the class is also a teacher's responsibility. For this reason, always keep in mind that "telling students once" won't do.

You must check for understanding of any rule just as you do when teaching any lesson. Be aware that if students do not reveal comprehension of the rule, you must reteach the rule-as an advocate, not as an authoritarian.

What's more, if students do not accept the rule, you need to do some convincing. If you don't, you can expect to have trouble with the rule and with the students who don't accept it.

107. Use Empathy, Sympathy, and Corrective Counseling

Be aware that the only way some students are able to establish a friendship-even momentarily-is by telling someone all they know. Their past experience has proven to them that this is true.

The problem is accentuated because they must continually search for more information to tell someone.

Remember this fact-and respond accordingly the next time you have to counsel such a student.

Use empathy, sympathy, and corrective counseling. Deal privately-in an open, honest, and caring way-with the real cause of the problem.

In the process, see that this student gets attention for positive behavior. Then he or she will be better able to stop the habit.

108. Use Positive and Neutral Words When Counseling

When you're counseling students, be aware that positive and neutral words work better than negative words.

Experience should tell us that telling people not to do something often has the reverse effect. It makes them want to do it. Therefore, say " We walk in the halls" rather than " Don't run !" Using the neutral words might, want, and maybe also often works better.

Tell students, "You might want to try." or "Maybe if you look closely, you'll see." The use of this technique makes it easier to get students to do what you desire.

109. Use Goals to Achieve Objectives

When you're counseling a student about changing an attitude or a behavior, always remember the value of goals. It's difficult to achieve any objective without goals.

However, too many goals can result in a student meeting few, if any, of them. Therefore, encourage the student to focus on meeting just one or two goals a week-or a month-and you'll get better results.

Even if a student needs to tackle several deficiencies, it's best if he or she focuses on one or two at a time.

Remember, if students feel overwhelmed, they are more likely to hold on to old attitudes and behaviors, even if doing so gets them in trouble.

110. When Student Arrogance is an Issue

When arrogance or disrespect is the issue, use the in-depth approach in all discussions with students, regardless of their age.

Make no mistake : Student arrogance must be engaged in a meaningful and serious way. It requires an in - depth discussion regarding whatever the student is being arrogant about.

This takes time - and a willing attitude about giving of your time. Remember, serious conferences can change fake arrogance into real knowledge a teacher needs.

In the process, this action can hold the student accountable-instead of allowing him or her to continue acting superior. Therefore, do not use your authority or power, or put down the arrogant student.

Rather, realize that this student needs to be taught how to get what he or she wants most: status, power, and authority.

To get the student to listen, talk to the student about being "sharp," "mature," and "responsible" - and show how arrogant behaviors work against him or her.

111. Use the "Conditional Strategy " when Counseling

When you're counseling students and trying to get them to move in specific directions, it's often effective to add the "conditional strategy" to your advice.

Making your advice conditional can be motivational - and actually produce easier acceptance.

Say, "I'm asking you to give this idea a try. Just start and see how it goes. If you continue to have problems, I'll come up with another idea."

Try this conditional approach occasionally. It works-especially when you're sure that the student's effort will produce results.

112. Posing Questions to Nonlisteners

Think twice before posing a question to a nonlistener in order to gain his or her attention.

This technique only makes everyone in the class aware that someone isn't giving full attention to what you're doing.

The questioned student may laugh or counter with some other silly or defensive reaction that instills a negative climate in the classroom.

For best results, walk toward the student's desk and station yourself close to him or her as you teach. Then, counsel him or her quietly and privately at a later time.

113. Counsel Using the "Why?" Technique

A student who has a tendency to "blow up" is usually sensitive-and has a low self-concept. That's why he or she says, "Nobody can talk to me like that" or "He put me down"-even when such may not be the case.

In a situation like this, remove the student from the classroom and counsel him or her privately using the "Why?" technique. Asking "Why?" lets him or her talk. It lets him or her say what's important and meets his or her need for status.

Don't reprimand or punish. To the student, these actions are simply more put-downs. Encourage the student to return to class as soon as he or she feels able to handle the situation.

Give no explanation to classmates when he or she returns. Discuss the matter with parents, and seek professional help if the behavior persists.

114. Student Needs Not Being Met

Never let yourself believe the dark or bad side of people is their "real" side. Usually, nothing could be further from the truth.

Rather, it's an unmet personal need that brings out the bad side of people. The quick flare of temper and the negative outlook are simply defense mechanisms which cover these voids.

Before commenting upon and judging a student's temperament, be sure you have focused objectively on his or her wants, needs, and personality. Then you will see the need that is not being met.

115. Let Students Settle Their Own Disputes

If you want permanent solutions, let students who cry that they're always being "picked on" settle their own disputes with other students.

Make these students talk directly to each other and find their own solutions. If you don't, students will compete to get you to agree with them and settle in their favor.

Your task is to bring them together as a mediator-not to serve as judge and jury.

116. Theft in The Classroom - 1

When a theft occurs in the classroom and you're trying to discover who the culprit is, never forget how difficult it is for peers to tell on each other.

It's far easier for young people to talk to the culprit and get him or her to turn himself or herself in. You may, of course, give students appeals they can use with the perpetrator. In this way, the student who stole hears these appeals twice-once from you and once from classmates.

117. Dealing with Classroom Theft - 2

When dealing with classroom theft, fear can be a big blockage to resolving the issue.

Talking about consequences can hinder discovery. That's why talking about "doing the right thing" and "handling the matter privately" are better tacks to take. Anything that you can do to increase confidence in your fairness will help.

Remember, it's easier for the culprit to face misdeeds if you can remove some of the unknowns.

Also, know that it will prove to be a huge mistake if you show a different side than that which you revealed when you were trying to discover the identity of the culprit.

118. The Power to Hurt Or Heal

When you discipline a student, the Roman physician Galen's " Primum non nocere ", meaning " First, do no harm ", can be helpful.

Always keep in mind that you have the power to hurt or heal as you confront a student. And just because the student you are confronting hurt another student does not mean you should hurt him or her.

You can curtail the sting and bring healing through your actions by considering the consequences of your words and trying to mentor students as you correct them. Such actions will pay high dividends.

119. Think Before You Speak

Teacher remarks such as, " Don't come back until you can apologize " or " Stand in the hall until you're ready to behave " simply cause more problems.

A close look will reveal that these comments usually do more to cause further misbehavior than they do to correct behavior.

The next time you feel inclined to make such a statement in a discipline situation, think before you speak.

Then utilize a discipline approach that " shows the way, " has a chance to correct the situation, and serves as a learning experience for the student involved.