

Some Suggestions to Help Teachers Keep Their Teaching, Guidance and Discipline Techniques Consistent With the Interests of Children and Society.

Francis X. Walton, Ph.D.

Columbia, South Carolina

- 1 Remember that misbehavior is commonly a compensation for feelings of inferiority.
- 2 Remember that misbehavior is directed towards goals.
- 3 Remember that the most common goals of misbehavior among young children are attention, service, power, revenge, and to avoid failure.
- 4 Keep in mind that the most effective ways to help a child improve his behavior are:
 - (a) *Reduce the usefulness of the behavior.*
 - (b) *Help the child feel better about himself*
5. Speak to children in a respectful manner.
- 6 Mean what you say, but never shout or scream.
- 7 A teacher's anger is practically never productive. If you are angry, consider that you are probably using the anger to help you defeat or punish the child.
- 8 Develop a *variety* of techniques for reducing usefulness of misbehavior.
- 9 Consider that removing an attention-getting children from his audience is usually quite helpful, but removing a power-oriented child from the room may stimulate continued use of power by the child.
- 10 When you use a technique, observe the effect of it to finally decide if it is useful with a particular child, or in a particular situation.
11. Never punish a child.
- 12 Never threaten punishment of a child.
- 13 Never reward a child for good behavior. (*Reward is bribery and teaches a child that he should be rewarded for good behavior. It ruins opportunities for children to learn to do things in order to help meet the needs of a situation. Instead, he may learn to do things only for a reward and may even resist or punish people if he is not rewarded.*)
- 14 Remember that logical consequences are not intended as punishment, but rather are used to teach youngsters the logical order of life. If your intention is to punish a child through use of logical consequences, you will probably find that you lose the child's cooperation.
- 15 Use group discussion on a regular basis to solve problems and stimulate development of

responsibility-taking and cooperation.

16. Make use of "teachable" moments. (*Opportunities for growth in responsibility-taking and cooperation emerge frequently in the course of a day. They need not only receive attention when they are part of your lesson plan.*)
17. Encourage children by pointing out the usefulness or helpfulness of his or her behavior, rather than be telling the child how the child's behavior pleases the teacher.
18. Help children understand that the class is "our" class, rather than the teacher's class.
19. Help a child to know his strengths by commenting upon his strengths.
20. Remember that giving choices is a helpful way to deal with power-oriented children.
21. Attempt to befriend power-oriented children. It is difficult for a child or anyone else to fight with a friend.
22. Take a time-out when you are angry or frustrated. (*Sit down, wait, relax, look out the window, go to the bathroom – decide what you will do instead of fighting.*)
23. Remember, you can always decide what you will do; you may not be able to decide what a power-oriented child will do.
24. Listen to the children.
25. Learn the language of encouragement: "You're doing fine"— "I enjoyed that story"... "I can see you put a lot of effort into that"... "That was a good effort – don't worry about the mistake."
26. Avoid pity. When you feel sorry for a child you teach him or her to feel sorry for himself/herself.
27. Treat a mistake as a chance to try again.
28. Show physical affection to the young children and warmth and caring to older children.
29. Encourage misbehaving youngsters by inviting them to make some contribution or play some helpful role in the class.
30. Share some personal facts about your family, pets, hobbies, etc., especially with power or revenge-oriented youngsters. Remember, it's difficult to fight with a friend.
31. When a child is asked to leave a group, make it clear that he is welcome to return when he is prepared to cooperate.

32. Teachers, encourage one another. Share helpful ideas with one another and seek ideas from each other when you could use some help.
33. Refer to Dreikurs, Rudolf; Grunwald, Bronia; and Pepper, Floy C. Maintaining Sanity in the Classroom: Classroom Management Techniques, Bristol, PA 2005