

Cooperative Discipline

Introduction

Specific strategies are applied to reach individual students

Students make their own choices; teachers cannot control the choices that each student makes

Teachers need to interact positively with students so that the students will want to make the right choices and comply by the rules set by the teacher.

Orientation of Cooperative Discipline

CD is a theory of discipline for children

Corrective, supportive, and preventive strategies are provided to teachers

Provides an understanding of behaviors

Promotes positive relationships between all team members involved: teacher, student, administrators, and parents

Step one: Identifying Behaviors

Identify the goals

Why is the student committing this behavior?

What feedback is the child receiving? Positive?
Negative?

Who is involved? Peers? Adults?

Intervene when behaviors are occurring

When are the behaviors observed?

During what time of the day?

What is the antecedent?

Identifying behaviors (cont.)

Build self-esteem

Teacher should show students how proud they are when positive behaviors occur

Point out the good things that are observed

Create a positive future to ensure success

Ultimately, Cooperative Discipline removes the desire to misbehave.

Step 2: Identifying the Goal of the behavior

Attention

Students want to be noticed by someone; peers or adults

Students like having someone give them feedback whether it is positive or negative

They like to gain an audience

In this case, students are typically looking to be “on-stage”

Examples may include: rude noises, blurting out, inappropriate language

Goals of the Behavior (cont.)

Power

Students like to have control over situations

- Control over the class, themselves, a time in their lives, peers, or their teachers
- They want things to be done their way and only their way
- Acknowledgement that they are able to have others “obey” them provides them with an immense amount of pride
- These behaviors often overridden by classroom rules and expectations.
- Students will argue until they have “had the last word”

Goals of the Behavior (cont.)

Revenge

“a harmful action against a person as a response to a grievance” -wikipedia.com

Students will sometimes lash out towards teachers or peers for real or imagined pain

This may result in verbal responses provided by the student; it could also be observed by physical harm of breaking or stealing items

Goals of the behavior (cont.)

Avoidance of Failure

Some students feel that they can not live up to the expectations set of them by people in their lives

Rather than attempt to follow all expectations set upon them, students would rather ignore and not try than to fail

These behaviors may look like: procrastination, incomplete work, or having the inability to complete tasks

The ultimate goal is for people to leave them alone and not continue to hold the expectation above them

Step 3:

Strategies for dealing with misbehavior

Attention:

- Give “the eye” to the student
- Close proximity to the child
- Within the lesson, use the child’s name to refocus attention
- Provide positive feedback to a child sitting near the misbehaving child

Power:

- Avoid confrontation/change subject
- Acknowledge power and state your actions
- Change the activity or move to something of interest to the student
- Use time-out; give child two choices (time-out or

Strategies for dealing with misbehavior

Revenge:

- Take away a privilege that the student enjoys
- Build a caring relationship; “You are a good student, but your behaviors are not.”
- Require damaged items to be replaced
- Involve administration/parents if necessary

Avoidance of Failure

- Acknowledge difficulty of task but remind about past successes
- Modify instruction/materials
- Teach “I CAN” instead of “I can’t”
- Provide peer tutors
- Assign student to “teach” younger students to be successful

Step 4:

Provide encouragement

The 3 C's:

Capable—Students need to know they are able to complete the work expected of them

Connect—Students need to understand that they can have positive relationships with teachers and peers

Contribute—Students should feel like they can make a difference in the class.

Provide Encouragement

Capable

Environment where it's ok to make mistakes

- Model yourself making mistakes and how to move on from them
- Build confidence
- Focus on improvement (have evidence that shows growth in positive behaviors)
- Show evidence of past successes
- Make learning objectives obtainable for all students
- Differentiating instruction for all students helps all students feel like they are able to be successful

Provide Encouragement

Connect

Be expecting of all students

- All students should be held accountable for this rule
- Past behaviors of students should not have an impact on how that student is treated
- Show interest in activities outside of school
- Attend sporting events, ask students about extra curricular activities they are involved in
- Use simple acts of kindness
- Show the student you care about them

Provide Encouragement

Contribute

Class Meetings

- Involve the students in maintaining the learning environment
 - Distribute roles
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- Ask for suggestions
 - When decisions need to be made, ask the students for input
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- Encourage peer tutoring/cooperative learning
 - Ask students to work together
 - Have students be a member of team

Benefits of Cooperative Discipline

For the Teachers:

Control over the class

Build enthusiasm and self-esteem

Provides a chance for collaboration among teachers

◎ For the Students:

- Positive learning environment
- Increases on-task time resulting in improved academics
- Improved views of school
- Gives students more control by recognizing their power in decision-making

Benefits of cooperative discipline

For the Parents:

More connected to their child because they are partners in the process

Feeling of security that they're child's self-esteem is building

Cooperative Discipline provides guidelines to use at home

⦿ For the Administrators:

- Consistency between all partners
- Positive school-wide environment

What Cooperative Discipline can do...

Win over the challenging student to
cooperation and learning

Decrease student misbehavior

Motivate the apathetic or reluctant learner

Foster cooperative, respectful, and responsible
behavior

Create a caring classroom environment

Foster high-quality teacher-student
relationships

Improve self-esteem

Develop student responsibility

things you can do to enhance your success...

State specific expectations

Require attention throughout direct instruction times

Model what is expected

Be courteous, positive, enthusiastic

Create a cheerful room

Anticipate problems BEFORE they occur

Mix praise with discipline

Create positive rules stating what you want the students to do

Monitor the progress of those students who are having trouble in class

Resources

Albert, L. (1996). Cooperative discipline.
Circle Pines, MN: American Guidance Service,
Inc.

ERIC.

<http://www.eric.ed.gov/ERICWebPortal/custom/portlets/>

Cooperative Discipline.

<http://www.longwood.edu/staff/jonescd/Longwood/spec>

Stracco, M. (2008). Cooperative Discipline.

http://mset.rst2.edu/portfolios/s/stracco_m/Regional%20