

BEFORE YOU CAN DISCIPLINE

2ND EDITION



STUDY GUIDE

**VITAL PROFESSIONAL
FOUNDATIONS FOR**
Behavior Management



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3 Strategic Position

Professional Strategic Position

Without reservation, how you decide to position yourself as a teacher is the most important decision you will ever make in the classroom. You can position yourself as a learning leader or as the boss . . . as helper or judge. . . . you can position yourself to lead only because it's your job—or because of your professional commitment to students. (57-58)

Objective: In this section, you will make a decision about how you want to position yourself with students, what promises you are willing to make to them to fortify your position, and what positive ideas you will use to convince students that you mean what you say and say what you mean.

1. How do you think you are positioned now in the eyes of students? Circle one in each row.



Learning leader / Boss

Helper / Judge

Friend / Enemy

Teacher / Buddy

Problem solver / Person who doesn't want problems

Makes use of student strengths / Focuses on areas of weakness

Acts out of commitment / Acts out of obligation

2. Now go back and in a different color ink circle which one you would prefer. What are a few actions you could take to change how you position yourself with students?



3. Discuss the following statement: “Unless our strategic position in the classroom is built upon positive ideas for helping students achieve success in school, our efforts will have no effect on students” (59). And write your observations in the space below.



Discipline Is Not a Negative

Discipline is a positive force in the lives of students. Yet, only after we teach children who exhibit inappropriate behavior the proper way to behave do they have a chance to control and/or change their behavior. (60)

Objective: In this section, you will learn how your strategic position concerning discipline is shaped by whether you view discipline as a positive or a negative.

1. How do you think your attitude toward discipline has shaped how you approach discipline issues?



2. Give some examples of how you talk to students about the personal value of behaving appropriately and productively.



3. What are some “basic preventers of bad student behavior” according to this section (62)?





The Five Relationships of Students

Every student has five relationships in the classroom; these relationships are themselves interrelated and cannot be dealt with separately. (63)

- Student and Himself or Herself
- Student and Teacher
- Student and Classroom Activities
- Student and Peers
- Students and Home

Objective: In this section, you will understand the five relationships of students and how these relationships affect behavior. In addition, you will identify strategies and adjustments you can make so that students function more successfully within these five relationships.

1. Consider the following statement: “Our role as teachers is not to view students as we see them ourselves. Rather, it is to view them as they see themselves” (63). Why is this perspective necessary to understanding a student’s behavior?

2. Based on your experience as a teacher, give an example of “sizing up” a student in error.

3. What are some important ways you can give ownership to your students so that they engage and learn and you enjoy a better relationship with them?
