

# **POSITIVE DISCIPLINE**

## **A CRUCIAL INGREDIENT IN AN EFFECTIVE ENVIRONMENT IS DISCIPLINE.**

**1. FOR A CATECHIST, DISCIPLINE MEANS:** classroom order, good behavior, orderly conduct, and self control in the catechist and the student.

**2. CLASSROOM ORDER IS THE RESULT OF** - careful planning  
- clear, positive, reasonable rules and expectations  
- a well-ordered environment

**3. THE ULTIMATE AIM** of all discipline is self-discipline or control, which is the result of the student making the basic principles of good conduct his or her own.

**4. DISCIPLINE** is also related to the quality of the teaching. A well prepared, interesting and motivational lesson sustains student interest. The role of discipline is to make teaching and learning possible.

### **5. THE PRINCIPLES OF POSITIVE DISCIPLINE:**

- a positive attitude of the catechist toward self, the ministry and the students
- respect for every student
- develop skills of:
  - listening
  - sharing
  - following directions
  - communicating
  - distinguishing fact from feeling
  - doing for others at a cost to self.
- good discipline hinges on good teaching, which hinges on good planning
- must become self-discipline
- self-discipline is a result of motivation- ideals and desires more influential than rules and regulations. One is directed from within.
- need for significant adults who model self-discipline.

### **6. THE CATECHIST WILL**

- remain calm and composed
- have rules that are few, clear, necessary and reasonable
- set standards of behavior immediately, be consistent
- praise good behavior, be sincere and specific
- take away distracting objects without a word, return them after class
- be fair and firm but be fair and flexible when appropriate
- use "I" messages rather than "you" messages
- give opportunities for responsible tasks in the class
- keep all students actively involved
- develop a rapport with parents; they should be your allies.
- keep or develop a sense of humor
- remember it is a class of students, not adults
- tell students what is expected, not what is not expected

### **7. THE CATECHIST WILL NOT:**

- shout or yell
- lecture or nag
- ridicule or laugh at a student
- think badly of a student
- send a student who continues to misbehave out of the room unless escorted by an adult.
- single out a student when more than one is involved in a disruption
- punish a class for one student's misbehavior
- make an issue of a trivial matter.



# **8. HANDLING A DISCIPLINE PROBLEM:**

## **A. INITIAL MISBEHAVIOR:**

- eye-to-eye contact
- look of disapproval for the misbehavior
- take distracting object away (return it after class)
- say a quiet word of correction
- Some misbehavior is prevented by the catechist's moving among the students as the class is conducted

## **B. CONTINUING MISBEHAVIOR:**

- express disappointment in conduct
- explain its consequences: distracting teacher and students loss of time for learning, etc.
- change students seat
- Do not reward misbehavior with a lot of attention.

## **C. DISRUPTIVE BEHAVIOR:**

- stop what you are doing and address the student directly
- expect undivided attention from the student
- state explicitly what behavior is inappropriate
- focus on the behavior and its effects, not on student
- explain the consequences of continued misbehavior
- have student repeat what you said
- don't force an apology; it is meaningless
- if misbehavior continues, have an adult take the student (with some class work to do) to the director.

## **D. SERIOUSLY DISRUPTIVE BEHAVIOR:**

- speak with student in private after class. (Keep a record of events.)
- if to no avail, take the problem to the director. Then if necessary, to the parents. Do not allow problem to go unaddressed
- the good of the group is a primary concern. If a problem cannot be resolved, an alternative means for the religious education of the student needs to be found. The consistently disruptive student may have a serious problem that needs to be addressed. Consultation With parents and Director is necessary and a solution found that meets the needs of the student, catechist and class.