



Texas Education Agency

Health and Safety Division

Chapter 37 Discipline Law and Order

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Positive Proactive Discipline & TEC Chapter 37

Safety & Education
not
Crime & Punishment

Safe Schools

- “Safety and Education”
 - not
- “Crime and Punishment.”

- What does this mean?

Safe Schools

- Schools have the responsibility and jurisdiction to consider all
 - student behavior
 - &
 - all student interaction
 - within the framework
 - of
- Educational Criteria not Judicial Criteria.

Safe Schools

■ Judicial Criteria :

- safety for all, protect property and maintain a peaceful community.

School Safety

■ Educational Criteria:

- safety for all, protect property and maintain a peaceful learning environment;
 - While at the same time meeting the developmental needs of each individual student. Developmental needs include academic and educational needs that cannot be separated from mental, emotional and physical needs.



- Safe Schools -

How to assure the highest level of Safety

- Develop A Feeling of Belonging –
- Knowing Each Student Personally –
- Having Adult Mentors and Friends –
- Fair Discipline Management System -



- Safe Schools -

- **It is not unreasonable for every parent,**
- with a child in the public schools, to expect that their child would have at least one professional adult at school that knows their child's name and is considered a friend and mentor.

“Home Room Concept”



Positive Proactive Discipline

What Can Schools do to provide their students with?

- the highest level of safety?
- most effective discipline?
- successful learning environment?

Develop a Positive School Climate!

To assure:

- Effective Discipline
- School Safety
- Successful Learning



having a **positive-proactive** philosophy along with **clear goals** is imperative to maintaining a successful behavioral management program in a school.

Positive School Climate!

- A “Positive School Climate” is not a **coddling, pampering** concept developed by some liberal from New York City.
- It is a **valid concept** that is fundamental to all **basic educational principles** and is currently the **primary focus** of all efforts to improve over all school safety.



Why Positive Proactive Discipline?

Positive **Proactive** Discipline

VS

Reactive Discipline

Positive Proactive Discipline!

- “Positive Proactive Discipline”,
- is a concept that promotes a focus on basic student needs and effective learning methods that revolve around the relationships that are part of all school settings.
- It includes
- “dignity” and “respect”
- of all students as a basic foundation of a successful educational-disciplinary program.

Positive Proactive Discipline!

Chapter 37, Section 37.0021 (a)

- It is the policy of this state to treat with dignity and respect all students including students with disabilities.

Reactive Discipline

- “Reactive Discipline” is the other choice. It doesn’t promote “prevention” other than in the form of “Threat of Punishment” It usually relies on harsh consequences as the primary “Teaching Method”.

Positive Discipline

By positive I mean

“dealing with each student in a way that shows
“dignity” and “respect” to them as a valuable
human being”

Example: “I like you – I don’t like your behavior!”

Separating the behavior from the dignity of the
student is very important in order to help
establish a

“Positive Belief”

Positive Discipline

The Positive Belief is:

- My bad behavior is based on bad decisions that I can change.
- My bad behavior is not based on me being a bad person; **that** may be much harder to change.

Proactive Discipline

After looking at the disciplinary referrals it was determined that a large number of office referrals were coming during breaks between classes in the halls.

Having a staff of thirty professional teachers and only six assigned to hall duty during class breaks; It was determined to ask all professionals to supervise the hall near their classroom during class breaks.

Office Referrals were reduced by seventy –five percent

Reactive Discipline

- No emphasis on prevention
- Harsh consequences, after a behavioral violation with a focus on
- “Coercive Motivation” To force to act or think in a certain way by use of pressure, threats, or intimidation;
- To compel.

Discipline Management

Do we think in terms of what **behavior we want** from students?

-OR-

Do we think in terms of what behavior **we do not want** from students?

Proactive Discipline

means

“Prevention!”



Dealing with student behavioral situations in ways that anticipate disruption, conflict, or rule breaking so appropriate supervisory and intervention measures can be applied.

Positive Proactive Discipline

Notice positive behavior when it happens

We certainly notice negative behavior

“Acknowledge” & “look for” Positive Behavior much more often than negative behavior

3,4,5 times more

Positive Proactive Discipline

In order to teach any topic;

Should you focus more on what you
don't want the student to do?

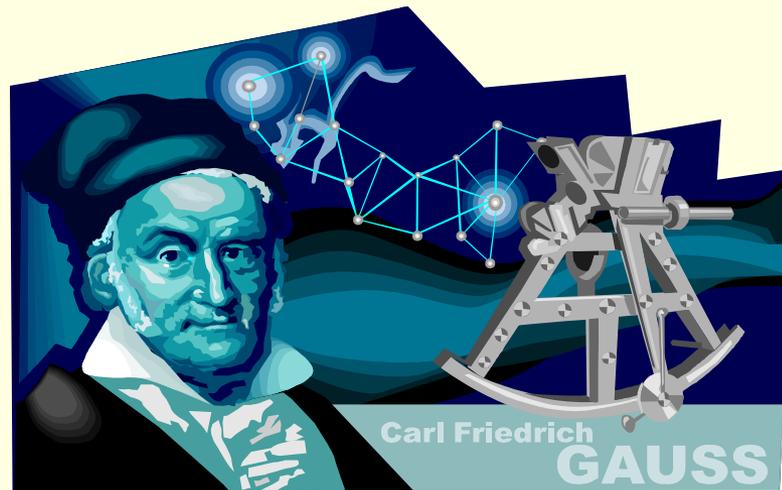
Or

focus more on what you want the
student **to** do?

Positive Proactive Discipline

Example: Math: 2 plus 2 is not = 5,6,7,etc.

How is teaching “**Self-Discipline**” any different?



Is your discipline management system based on the belief?

- *Students exhibit bad behavior because they are bad people.*
- *Students exhibit bad behavior because they are rebellious and uncooperative*
- *Students exhibit bad behavior because they make bad decisions while trying to meet their needs.*



How do you view student behavioral violations?

Important for educators to determine the influence of these considerations for each student behavioral incident

Un-met needs and bad decision making

Vs

Rebellious nature of the child

Discipline Management

Do you focus on:

The **Actions**

or

The **Actor**



Discipline Management

“Enforced compliance”

Vs

“Good decision making”



What methods do you use to teach discipline?

Emphasize good decision making?

“I respect you and accept you as a person. I don’t accept your decision as a good one.”

OR

Emphasize:

“I am the boss and you better do what I say because I can make it rough on you if you don’t”

“The Enforcer.”

Discipline Management!

What are your discipline management goals?

The goal is to seek cooperation and support of the school rules by the students, which is demonstrated by the students following the rules.



Do you teach students “Self-discipline”?

Students meeting their needs with proper
decision making.

Chapter 37; Section 37.008 **requires all school
districts** to teach “Self-Discipline” in all
DAEP’s

“Self-discipline”

- is the only way to establish long term results that are reliable and last.
- is a value system that serves as a base line for decision making.

Without “self discipline” or “self control”

you have

“external discipline” or “external control”.

“External Controls” or “Threat of Punishment”

The **problem** with relying on
“external controls”
or
“threat of punishment”
as the primary tool in a discipline management system

IS

“External Controls” or “Threat of Punishment”

when “authority” (external control) is **not** present there is no good reason to follow the rules.

Punishment does not teach what **to** do!

If you teach “Self-discipline”
building “internal control” (lasting effects)
that control mechanism (**value system**) is
always with you.

Self-Discipline

If your **discipline management system** focuses on “**Self discipline**” it will emphasize “**making decisions**” that help the student succeed”. A good approach is always to emphasize to the student

“How did this decision help you”?

Some other descriptions of discipline management systems

Authoritarian:

- “Because I said so and I am the boss”
- “The Enforcer”
- Gruff voice and hairy arms



Coercive:

- Threatening consequences
- If you don't do that you will be out of here from now on.

Some other descriptions of discipline management systems!

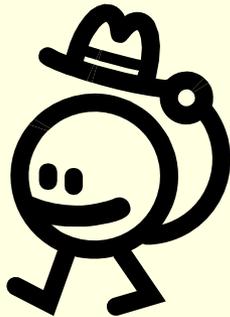
Reactionary:

- No emphasis on prevention
- Harsh consequences, after an incident

Zero Tolerance:

- What is it?
- Fair & Reasonable?

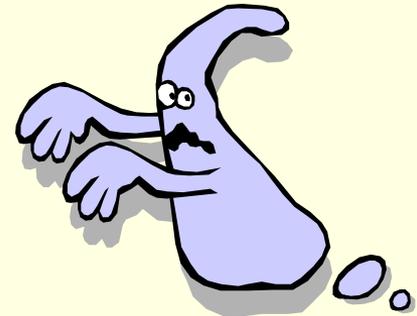
Discipline Management



“Respect”

Or

“Fear”



Discipline Management

“Respect”

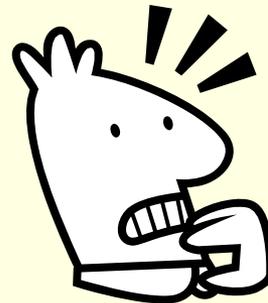
- To feel or show regard for; esteem,
- The state of being regarded with honor or esteem.
- To avoid violation of or interference with:
respect the speed limit.



Discipline Management

“Fear”

- “A feeling of agitation and anxiety caused by the presence or imminence of danger.”
- “A feeling of disquiet or apprehension:”
- “A reason for dread or apprehension:”



Professionalism!

Show respect to Students!
Especially when they **don't** earn it.

Why?

Professionalism!

Reason

Effective and successful educators consider the needs of the whole child as critical elements to learning!

A Professional Educator:

- Brings to their classroom the **education, skills** and **talents** they have developed in order to influence students to learn and grow in **positive ways.**
- They are specifically the “**life guards**” for the students that are **failing to learn** and **grow in positive ways**

How to focus on Positive School Climate !

Making a Connection!

1. Have students who feel connected with friends, staff and school
2. Develop a sense of community within the school
3. Respect and show care for students
4. Celebrate student success

How to focus on Positive School Climate !

5. Build empathy in students
6. Reinforce and model valuing diversity
7. Facilitate positive attitudes between staff and students
8. Promote respect for all staff and students
9. Keep parents informed and involved with school activities and their student's progress

How to focus on Positive School Climate !

10. Maintain effective classroom management
11. Involve students in promotion of school climate efforts
12. Set clear rules and consequences with consistent enforcement
13. Target individualized interventions for students with severe behavior problems
14. Form a buddy system for students who are left out of peer groups

How to focus on Positive School Climate !

15. Teach Character Education
16. Create a school-wide violence prevention program for all students
17. Identify students experiencing troubles and create a plan for proactive intervention
18. Facilitate peer mediation
19. Reach kids before gangs do

How to focus on Positive School Climate !

19. Use gang strike forces to intervene with gang-related students
20. At-risk and severe behavior problem students interact with caring adults (mentor)
21. Promote well-attended after-school program
22. Align with local businesses for mentors and job-related activities

How to focus on Positive School Climate !

- 23. Stop bullying
- 24. Ensure students are engaged in school work that is challenging and engaging
- 25. Provide adult supervision in the hallways
- 26. Combat truancy
- 27. Create school pride

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