

MODULE 19: DISCIPLINE

Cognitive goals

At the completion of this module the student-instructor should be able to:

- 19.1 Identify unacceptable classroom behaviors
- 19.2 Articulate the cost and consequences of uncontrolled classroom environments
- 19.3 Discuss possible causes of behavior problems
- 19.4 Describe three strategies for preventing unacceptable behavior
- 19.5 Describe how to create a progressive discipline policy within institutional guidelines
- 19.6 Given a behavior problem scenario describe an appropriate disciplinary action for the situation

Psychomotor goals

At the completion of this module the student-instructor should be able to:

- 19.1 Role play a scenario involving a discipline problem by modeling the steps of progressive discipline described in this module

Affective goals

At the completion of this module the student-instructor should be able to:

- 19.1 Appreciate the underlying causes of behavior problems
- 19.2 Respect the student's dignity when delivering discipline
- 19.3 Value the need to apply discipline in a safe, fair and consistent manner

Declarative

- I. Why this module is important
 - A. Unacceptable classroom behaviors disrupt the learning process and may pose physical danger to the instructor or students
 - B. Instructors and training institutions may have legal liability in providing an appropriate classroom environment
 - C. Depending upon the infraction, disruptive students may still have legal rights and it is important for instructors to learn how to appropriately handle classroom and student problems
- II. Unacceptable classroom behaviors
 - A. May be grouped into those behaviors that are considered illegal (criminal or tort) and uncomfortable (disruptive or undesirable but not clearly criminal or tort)
 - B. Illegal behaviors
 1. Violence
 2. Threats of violence

3. Sexual harassment
 4. Hazing
 5. Discrimination
 6. Destruction of property
 - C. Uncomfortable behaviors
 1. Foul language
 2. Loud voices
 3. Angry tone
 4. Sleeping
 5. Non-participation
- III. Cost of uncontrolled classrooms
- A. Behavior management is the leading cause of career stress for teachers
 - B. Behavior management issues are the most common reason teachers leave the profession
 - C. Classroom management affects how others perceive our competence as an instructor
 1. Students
 2. Parents
 3. Colleagues
 4. Administrators (fire chief, operations manager, Dean)
 - D. An uncontrolled classroom limits our time to teach and learn
 - E. An uncontrolled classroom leads to an unsafe and negative learning environment
- IV. Some possible causes of behavior problems
- A. The following are causes of behavior problems:
 1. Poor parenting
 2. Lack of societal values
 3. Anonymity in large schools and departments
 4. Boredom
 5. Substance abuse
 6. Economic situations
 7. Lack of recognition for an otherwise high achiever
 8. Family stress
 9. Poor coping skills
 10. Poor communication skills
 11. Lack of social skills
 12. Weak institutional policies and penalties
- V. Correlations between behavior and cause
- A. If you are annoyed, the student is probably seeking attention
 - B. If you feel threatened, the student is probably seeking power
 - C. If you feel hurt, the student is probably seeking revenge
 - D. If you are powerless, the student is probably seeking adequacy

- VI. Examples of correlations
 - A. Seeking attention
 - 1. Calling out
 - 2. Asking irrelevant questions
 - 3. Giving excessive examples
 - B. Seeking power
 - 1. Tantrum-like behavior
 - 2. Arguing
 - 3. Lying
 - 4. Refusing to follow directions
 - C. Seeking revenge
 - 1. Cruelty to others
 - 2. Trying to get punished
 - 3. Daring you to punish
 - 4. Pranks
 - 5. Vandalism
 - D. Feeling inadequate
 - 1. Passively refusing to participate
 - 2. Sitting silently
 - 3. Not answering when called on
 - 4. Asking not to be included

- VII. Creating positive behavioral changes
 - A. Prevention and pre-planning
 - 1. Have rules in writing that tell students what is expected
 - a. Include rules in the student manual
 - b. Be sure your rules do not contradict other rules (facility, program, state, etc.)
 - 2. Submit your plan to administration for approval to ensure you have their support when you need to enact the final phases of discipline
 - 3. List all consequences, from mild penalties to removal from the classroom or program
 - 4. Share this information with the students in the beginning of the course or program and revisit it periodically if problems arise
 - a. Via a student manual, syllabus, code of conduct document, etc.
 - b. Require students sign documentation of receipt
 - i. Give student a copy
 - ii. Maintain original document in student's file
 - 5. Include information on grievances
 - a. Students need to understand their rights as well as their responsibilities
 - B. Steps to take in the classroom
 - 1. Begin with strict (and fair) rules and regulations
 - a. It is easier to lighten up than tighten up
 - 2. Do not allow yourself to be intimidated by students and avoid disciplining them as a result of that intimidation
 - 3. Watch for opportunities to reward good behavior

4. Utilize class leaders for peer policing of unacceptable behavior
 5. Be a good role model of courteous and respectful behavior
 6. Be organized and prepared for each class to minimize distractions and waiting time
 7. See the humor in situations and laugh sometimes
 8. Do not plead with students to behave
 9. If the behavior is out of the normal character of an established class
 - a. Intervene immediately – take a break, change topics, stop instruction and address the issue, etc. The situation may dictate the appropriate action to take
 - i. Try to identify what is causing the behavior before acting to correct it
 - ii. Gather facts before jumping to conclusions about the incident
- VIII. Delivering discipline
- A. Consistently enforce rules by moving through the consequences in progression
 - B. Seek assistance from other members of the education team
 1. Program administrator or coordinator
 2. Medical director
 3. Other faculty: clinical, primary and secondary instructors
 4. Consult with your mentor
 - C. Utilize the principles of progressive discipline
 1. Start with mild punishment and if needed, continue to removal of the student from the class or program
 - a. Certain situations involving illegal activity or threatening safety of others necessitate immediate removal from classroom setting
 2. Actions to take might include a reminder, verbal reprimand, counseling session, removal of privileges, written warning, suspension and then termination
 3. Respect a student's right to due process
 - a. Legal representation and to present an alternate perspective
 4. Discipline in private
 - a. Individuals being disciplined still have a right to privacy
 5. Document all infractions to establish a pattern
 - a. Time and date
 - b. Any appropriate witnesses (fellow faculty members)
 - c. Description of the incident or events
 - d. Unacceptable behavior
 - e. Corrective action taken
 - f. Provide documentation to the student and inform them who will receive copies of this information
 - i. Full disclosure is the fairest method and may be enough to stop the behavioral problem
 - ii. Protect the privacy of the individual involved
 6. Attempt to discover the cause of the behavior problem to address the real issue, not just focusing on the symptoms

7. When appropriate, utilize services to address the cause of the problem:
 - a. Employee Assistance Program
 - b. Counselor
 - c. Physician
 - d. Tutor
 - e. Student health services

- IX. Behavior management involves all members of the education team
 - A. Administrator
 - B. Medical director
 - C. Primary instructor
 - D. Secondary instructor
 - E. Adjunct faculty
 - F. Clinical instructor
 - G. Preceptor
 - H. Support staff
 - I. The student's supervisor or employer (in an on-the-job-training setting)