



Discipline with Dignity: New Challenges, New Solutions

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Discipline with Dignity details an affirming approach to managing the classroom that promotes respect for self and others. This completely updated 3rd edition offers practical solutions that emphasize relationship building, curriculum relevance, and academic success. The emphasis is on preventing problems by helping students to understand each other, work well together, and develop responsibility for their own actions, but the authors also include intervention strategies for handling common and severe problems in dignified ways.

Filled with real-life examples and authentic teacher-student dialogues, Discipline with Dignity is a comprehensive and flexible system of prevention and intervention tools that shows how educators at all levels can

- Be fair without necessarily treating every student the same way.
- Customize the classroom to reflect today's highly diverse and inclusive student population.
- Seek students' help in creating values-based rules and appropriate consequences.
- Use humor appropriately and effectively to respond to abusive language.
- Fine-tune strategies to resolve issues with chronically misbehaving students and "ringleaders" or bullies.

This book is not simply a compendium of strategies for dealing with bad behavior. It is a guide to helping students see themselves in a different way, to changing the way they interact with the world. The strategies innate to this approach help students make informed choices to behave well. When they do, they become more attuned to learning and to understanding how to use what they learn to improve their lives and the lives of others--with dignity.

Discipline with Dignity: New Challenges, New Solutions Details

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From Reader Review Discipline with Dignity: New Challenges, New Solutions for online ebook

Shanna says

Discipline strategies to avoid conflict and elicit cooperation from students. Chock full of good suggestions.

Veronica Cepellos says

The authors started off strong, but they lost me as the book progressed. I agree with most of the points they make, but other times when I think about applying some of the techniques they suggest, I nearly erupt into laughter. To wit...

Right On:

- In the first chapter, they claim that "between 70 and 90 percent of discipline problems have their root causes in places outside school," but that it is "more important ... to appreciate that the 10 to 30 percent of the factors we do control, which are wrapped inside the in-school causes, can change many lives when we maximize the impact of positively affecting these factors." This is something I consistently remind myself of when it seems like I'm fighting an uphill battle.

- Chapter 7: re: developing creative strategies for chronically misbehaving students. The educators among us know how necessary it is to have a varied and ever-evolving and -expanding bag of tricks for classroom management. Curwin et. al. remind us to, when necessary, forget the pedagogy we've "learned" in books. "Helping children acquire skills needed for success in life always trumps philosophy." I couldn't agree more! Pedagogical theory has its place, but at the end of the day it's what WORKS that matters.

- Conclusion: pg. 216

"Teachers frequently ask us, 'What difference can I make? I only have them [pick a time: for an hour, a day, once a week, 15 minutes]. They come from homes with [pick a condition: physical abuse, alcohol or drug abuse, emotional abuse, poverty].' We are resolute in our answer. One hour is better than none. Fifteen minutes is better than none. Your time with this child might be the only time during the day when he feels secure, welcome, productive, and important. Every minute feeling this is one less minute feeling something else." This idea forms the basis of much of my educational philosophy. The least I will have done is serve as a positive example in someone else's life.

Hell No:

- Chapter 7: the authors discuss dealing with stress. One of the things they suggest is to "stop being surprised by what students do" and try not to show stress or anger. OK, I'm with them on this. Kids will be kids. However, they suggest that if a student is trying to push our buttons, we instead smile and say "I'm smiling because I knew you were going to say that. If you want to get the reaction you're looking for, get to class on time, bring your books, and be polite. I promise then I'll be shocked!" Um.... what? If my teacher said that to me, the next words out of my mouth would probably be "Fuck you." You mean you expect me to act like a total failure and come late, unprepared, and be an asshole? Fine, then, bitch. How about something like "I get

contradict the authors' advice that include sarcasm and unrealistic responses to students that would definitely be humiliating. I say read this book with a grain of salt and utilize the positive, realistic strategies that could benefit students in the classroom. Definitely would have to adjust for your age group.

Talbot Hook says

I quite thoroughly disliked this book. Speaking functionally, there were many grammatical, formatting, and spelling mistakes throughout the work. In a professionally-published text (with no fewer than three authors), this should simply not happen.

While the authors are correct in many ways, they seem to lapse in judgment in others; throwing tantrums and cursing while in front of students (suggested in their section on unconventional responses) is a breach of professional ethics and conduct.

Overall, though, I felt as though this book was lacking any depth of thought, spirit of inquiry, or literary merit. It is not an intellectual book at any level, and gives cursory answers to problems that are nebulous enough so as to deserve more discussion.

Karen says

This is the book every new teacher needs to walk through independently and with a mentor to make sure they are ready to be successful with classroom management and to directly teach the skills children need to demonstrate in their classroom.

Sarah Clark says

Concise, practical, and a quick but useful read about classroom management, rules, consequences, and student motivation and sense of self worth. This book answers questions like the following: how can you be fair to students and consistent while also varying your practice based on individual needs? How do you deescalate potentially explosive confrontations in the classroom? How do you stay in control while also allowing students to feel like they are in control and have choices? How do you make rules and consequences that make sense and contribute to learning rather than simply inflicting misery? How do you involve students in creating classroom values, rules and consequences?

This book succeeds in both providing framework for thinking about how to manage a classroom fairly and efficiently and in providing numerous examples to illustrate the points. While the examples may seem far-fetched to some who would never dare say "x" to a student in a given situation, to me that's less important. The book also explains the importance of knowing your students, so obviously you would need to adapt the approaches and language used in the examples to suit your specific classroom needs.

Overall, a great book to get you thinking reflectively about how you deal with discipline in the classroom and consider how you might be more successful.

Jeni Enjaian says

I appreciated this book much more than the "Love and Logic" book even though I have given them the same rating. This is the part where I once again reiterate how much I wish that goodreads would let us give half stars in the ratings. I likely would have rated the "Love and Logic" book a 2.5 and this book a 3.5.

Perennial gripe aside...

There were a few things that kept me from giving this book a four star rating. The first of which was purely cosmetic but does play a part in the reading experience and that is font size. The entire book is printed with a smaller font size which slows down the reading process. The other slightly negative aspect of this book was its academic focus. Normally I absolutely love books like this. If I read this book simply to learn more about a particular topic, this slant would serve as something in the book's favor. However, I read this book with the goal of being able to make more practical applications. At this point, that is what I am looking for most in relation to teaching. This book was light on the practical applications which was disappointing because so much of what Curwin discussed could be tremendously powerful in the classroom.

I definitely recommend this book, especially for teachers in the summer which you have time to sit down and grow over the information presented.

angrykitty says

since i have a hard time trying to coach teachers on classroom management, i thought i'd give this book a try.....

ok, so first off, this book is definitely geared more towards elementary teachers....second, a lot of the example conversations and scenarios were just not believable, and i'm also going to say that they were either intentionally or unintentionally kind of racist in the fact that often the name chosen for the student was one that would be considered "not traditionally white"....especially the boys names. there were some good things to think about for all teachers, but i would never tell a teacher that was having discipline problems to read this book.....in the end, not great.....

Kelly says

Okay, I like this book, I really do, but some of it is just too much for me. I found myself laughing at some of the suggestions, but many of them I nodded my head in agreement. My school follows a RtI three tier approach for discipline. The sentiment is good, but we still struggle with the practice. An outside consultant helped a small team develop this student code of conduct and interventions/consequences, but we need to revisit this more often, and this book could be helpful when we have those discussions.

The authors provide all of the circumstances that contribute to students acting out, and they separate them into what happens outside of school and what happens within our classes. I truly appreciate that the authors acknowledge all of the issues that are endemic to society in general.

I believe that consequences and interventions are better than punishments. The trouble is that in the heat of the moment, it's difficult not to fall into the punishment mode. The book offers many, many, many examples of how to practice restorative justice and classroom management that allows students to maintain dignity. I found the information on reframing and appreciation vs. reward and social contracts and fair vs. equal interesting and helpful. The comments about homework would certainly prompt discussion as will the information about group work.

The final chapter is a guide for administrators, and it stresses the importance of supporting teachers. Amen to that. An appendix with commonly asked questions was okay, but it felt like it was used merely to further the authors' points. It didn't feel genuine to me.

Bottom line: it's all about establishing relationships and making connections and letting students know that you care. The authors even provide handouts you can use with students to do just this. Hmmm... have we truly lost the ability to ask other humans questions and engage in conversations without a form guiding us?

Veronica says

Did not really teach me anything I didn't really know. Would have liked to have more data and research put into the advice the authors give. Seemed like theories that haven't really been put into practice.

Julie Suzanne says

If only all teachers would read this.... practical, loving, perfect approach to handling difficult kids in your classroom without throwing them out, writing them up every day with the hopes that they'll eventually be moved out so that your other kids can learn, etc. You will learn how to humble yourself to be effective. I'm already using these strategies, but it takes a lot of work to learn new habits.

Lutinlady says

Excellent discussion of discipline in terms of helping students learn and maintaining everyone's dignity. Discusses consequences instead of punishment, and gives excellent concrete suggestions. Was given to me by Dr. Smith.

Tracey says

Very informative book! Great, useful ideas a teacher can take to school the next day. Good book for teacher discussion groups, staff reading , PD. I will have this book on my desk in the fall!

1. Discipline

Schools can make a difference with dignity:

Prevention - what can be done to prevent problems from occurring

Action - what can we do without making it worse

Resolution - what can be done for those who are chronically challenging

2. Dignity and Responsibility in the classroom

Core Beliefs for Effective discipline

- Dealing with student behavior is part of the job
- Always treat students with dignity
- Discipline works best when integrated with effective teaching practices
- Adults see it as their professional responsibility to make positive, consistent connections with students.
- Acting out is sometimes an act of sanity.
- Fair is not always equal.

3. The Three Key Dimensions

- Prevention
- Action
- Resolution

4. The Social Contract

- Connect rules to values/principals
- Identify rules needed to run an effective classroom
- Involve students in developing rules for what they believe they need from you and each other to be successful
- Ensure that rules are clear and specific
- Make consequences relate as directly to the rule as possible
- In developing a consequence, be guided primarily by what is likely to be learned by the student to improve behavior, not by delivering misery.
- Develop a predictable range of consequence for rule violations that allow teachers to match one of the many alternative consequences to a particular circumstance.
- If a student or parent thinks a different consequence will be more effective, consider it and hold them accountable.
- In developing rules and consequences, err on the the side of what is educationally sound rather than PC
- Update contract regularly to ensure effectiveness.

5. Consequences

4 kinds

- Generic - can be applied anywhere/anytime
- Conventional - can be changed into effective consequences
- Educational - designed to teach new behaviors
- Natural/logical - results of student choices

6. Taking Action Effectively

- How we implement a consequence is often more important in determining its effectiveness than the consequence itself.
- Simply state the rule and consequence and off the value the rule is based on.
- Use the power of proximity.
- Make direct eye contact when you deliver a consequence.
- Use soft yet firm tone of voice.
- Do not embarrass the student in front of peers.
- Be firm and anger free when correcting behaviors.

- Do not accept excuses, but keep the door open to another solution.

7. Managing Stress Effectively

- Network with a colleague
- Become predictably Unpredictable - silly dress up day, for example
- Create an "I am Good at" board - students post what they can help others do
- Dear "Abby" board - kids submit problems and once a day/week kids pull a card out and work out the problem together
- Invite principal into classroom; pose solutions to problems existing in classroom

8. Strategies for students who Chronically Misbehave

- Meet with parents
- Make sure problem is due to lack of effort
- form a plan together
- set goals, measurable goals
- Establish consequences
- Consider making the plan into written contract.
- Decide how to monitor progress.

Teach:

STOMA - Stop, Take a breath, Options - think about them, Move on it - make a choice, Appreciate yourself

WIN - What is the problem? Identify Solutions. Narrow down to best choice

TAG - Tell the person what they are doing that is bothering you, Ask the to stop, Get help if they don't

QTIP - Quit Taking It Personally

STAR - Stop, Think, Act Review

Walk away assertively

Use I-messages

Bug/Want

-It bugs me when you _____. I want you to stop.

Quick Comebacks -

I am sorry you feel that way.

I wish you felt differently.

That is your opinion.

I am sorry if I did something to make you mad.

You are right, I apologize.

9. Teaching Strategies and Classroom Setup

10. Special Problems

Erin McDonnell-Jones says

I agree with the theme of this book: students are human, they make mistakes, and we should help them navigate through these instances.

However: (1) the authors offered only a synopsis of various ideas and examples without a lot of depth (2) I don't always agree with the language they suggest to use (telling kids that they can have 5 minutes to argue with you/ complain? Nope). (3) I feel like this book was an overview to a disciple program that you have to pay money for to learn to use
