PART II / APPLICATION MODELS OF CLASSROOM DISCIPLINE

In reminding students and in correcting misbehavior. When serious violations occur, procedures of conflict resolution are applied.

Cooperative Discipline puts equal emphasis on preventing and correcting misbehavior. In-depth attention is given to helping students feel they belong in the class and can be successful there. This entails making on-going concerted efforts to help students feel capable, connect with others, and contribute to the class and here.

LENGTHS OF ALBERT’S COOPERATIVE DISCIPLINE

Cooperative Discipline is designed to help students achieve their ultimate goal of belonging in the class. When they sense belonging, and when they find success, students comparatively little misbehavior. Albert recognizes that students will misbehave even in the best settings, and has therefore developed approximately 70 effective procedures for dealing with misbehavior, procedures that stress teaching proper behavior rather than punishing transgressions. She has provided a clear rationale for cooperative discipline and a detailed guide for implementing and maintaining the plan. She recognizes the importance of strong support from administrators and staffs and provides many suggestions for ensuring that support.

APPLICATION EXERCISES

CONCEPT CASES

Case 1: Kristina Will Not Work

Kristina, a student in Mr. Jake’s class, is quite docile. She socializes little with other students and never disrupts lessons. However, despite Mr. Jake’s best efforts, Kristina will not do her work. She rarely completes an assignment. She is simply there, putting forth no effort at all.

How would Albert deal with Kristina? Albert would advise Mr. Jake to do the following. Work hard at the Three C’s with Kristina. Give her work she can do easily so she begins to feel more capable, then gradually increase the difficulty, teaching one new skill at a time. Help her connect through a buddy system with another student and through participation in small group work. Give her opportunities to contribute by sharing information about the class about hobbies, siblings, and the like. Perhaps she has a skill she could teach to another student. Encourage her at every opportunity. Talk with her; ask her if there is something that is preventing her from completing her work. Show that you will help her however you can.

Case 2: Sara Cannot Stop Talking

Sara is a pleasant girl who participates in class activities and does most, though not all, of her assigned work. She cannot seem to refrain from talking to classmates, however. Her teacher, Mr. Gonzales, has to speak to her repeatedly during lessons, to the point that he often becomes exasperated and loses his temper.

What suggestions would Albert give Mr. Gonzales for dealing with Sara?

Case 3: Joshua Clowns and Intimidates

Joshua, larger and louder than his classmates, always wants to be the center of attention, which he accomplishes through a combination of clowning and intimidation. He makes wise remarks, talks back (smilingly) to the teacher, utters a variety of sound-effect noises such as automobile crashes and gunshots, and makes limitless sarcastic comments and put-downs of his classmates. Other students will not stand up to him, apparently fearing his size and verbal aggression. His teacher, Miss Pearl, has come to her wit’s end.

Would Joshua’s behavior be likely to improve if Albert’s techniques were used in Miss Pearl’s classroom? Explain.

Case 4: Tom Is Hostile and Defiant

Tom has appeared to be in his usual foul mood ever since arriving in class. On his way to sharpen his pencil, he bumps into Frank, who complains. Tom tells him loudly to shut up. Miss Baines, the teacher, says, “Tom, go back to your seat.” Tom wheels around, swears loudly, and says heatedly, “I’ll go when I’m damned good and ready!”