



# Study Guide

## *20 Disciplinary Strategies for Working with Challenging Students*

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This study guide is arranged by strategy, enabling readers to work their way through the entire book or to focus on the specific topics addressed in a particular strategy. This guide is designed to help you reflect on and apply the ideas presented in *20 Disciplinary Strategies for Working with Challenging Students*, and is a useful companion piece for individuals, small groups, or an entire faculty. Learning Sciences International thanks you for your interest in this book, and we hope that this guide proves a valuable addition and support to your professional development practices.



## Strategy 1

### **Creating a Positive Class Climate for Effective Discipline**

1. Explain “withitness.”
2. What are the elements of a positive class climate?
3. How might informal surveys be beneficial in determining class climate?
4. Give an example of a strategy for improving the climate within your classroom.
5. Give an example of a strategy for improving the climate school-wide.

## Strategy 2

### **Morning Meetings to Improve Behavior**

1. Explain how morning meetings can set a positive tone in both the individual classroom and school-wide.
2. What is the ideal amount of time to devote to a morning meeting?
3. What are the three different types of class meetings?
4. Brainstorm some activities that you could use with your students during a morning meeting.
5. Create a morning classroom meeting agenda specific to your grade/age level.

### Strategy 3

#### **Teaching with Movement to Curb Problem Behaviors**

1. Explain some of the benefits of using movement in the classroom?
2. Describe and differentiate the two schools of thought involving movement in the classroom.
3. What are the five guidelines for teaching with movement?
4. Think of a lesson you have recently taught, or one you plan to teach soon, into which you could incorporate movement. Describe your lesson and how you plan to include movement below.

## Strategy 4

### **A Classroom Respect Policy: Rules for My Class**

1. Why might students be more likely to “buy into” rule compliance when presented as a respect policy?
2. List and explain the six guidelines for a respect policy based on class rules.
3. Write down your class rules.
4. How might you rephrase them to reflect an emphasis on respect?

## Strategy 5

### **Adult Mentoring to Reach Unreachable Kids**

1. Define mentoring.
2. In addition to offering \_\_\_\_\_ for kids in crisis, adult mentors can often provide a basis for sustained \_\_\_\_\_ on their behavior.
3. Describe the elements present in the most successful of mentorship pairings.
4. There are four major questions to consider when implementing an adult mentoring program, list and explain in your own words.
5. Specific to the needs of your school, determine a target goal for a mentoring program.

## Strategy 6

### **Quiet Time and Meditation**

1. Define the terms meditation and relaxation within the context of the text.
2. Why is a student's willing participation necessary to the success of relaxation techniques?
3. Describe the Turtle Technique.
4. What are the four steps of reflective problem solving?
5. Which of the relaxation techniques described in the text are you most likely to use in your classroom, and why?



## Strategy 7

### **Conflict Resolution Training**

1. About 80 percent of the discipline problems in a school stem from approximately how many students?
2. In what ways are conflict resolution skills beneficial beyond just the school environment.
3. List and explain, in your own words, the six steps involved in conflict resolution.
4. After reading the suggestions for classroom implementation in the text, which strategies would you be most likely to use, and why?
5. Create a conflict resolution anchor chart specific to your grade/age level.

## Strategy 8

### **Peer Mediation in the Schools**

1. Identify the skills necessary for effective peer mediation. (Hint: many are the same skills needed for conflict resolution).
2. What types of situations would be appropriate for peer mediation? Give an example.
3. List and describe the eight steps involved in peer mediation.
4. Why is it necessary to institute peer mediation as a school-wide intervention, rather than just in the classroom?
5. Describe a situation from your own experience that might have benefitted from peer mediation.

## Strategy 9

### **Triggers and Band-Aids: Avoiding Power Struggles**

1. Explain why it is important for teachers to prevent power struggles at all costs.
2. The text lists nine strategies for avoiding student triggers. Which of the strategies have you used? And which of the strategies are you most likely to use in the future?
3. Why might using a calm tone of voice effectively diffuse an explosive situation?
4. Reflect on an explosive situation in the course of your career that you handled poorly, and describe how you could have handled the situation differently for a more positive result.

## Strategy 10

### **Peer Pressure to Improve Behavior**

1. Why is the peer pressure strategy most effective with students going through puberty?
2. What are the three main reasons a teacher would use the peer confrontation strategy?
3. List and describe, in your own words, the six steps involved in the peer pressure strategy.
4. What are some advantages to using peer confrontation?
5. Give an example from your own classroom when the peer confrontation strategy would have been beneficial.

## Strategy 11

### **The Group Contingency Strategy**

1. Explain the group contingency strategy in your own words.
2. Differentiate between the individual/whole-group reward and the group/whole-group reward approaches.
3. List and describe the six steps to implement a group contingency.
4. How might using the group contingency strategy build a sense of community in the classroom?
5. Think of a specific student with behavioral issues, and write out a plan for implementing the group contingency strategy for that particular student.

## Strategy 12

### **Self-Regulation and Goal Setting**

1. Define self-regulation within the context of the text.
2. What occurs in a child's brain when he or she becomes overstimulated?
3. Of the activities described on pages 127–128, which would you be most likely to use in your classroom, and why?
4. The anger thermometer and the ZIPPER strategy are two interventions for more intense situations. Provide an example from your own classroom, when either (or both!) of these strategies would have been beneficial.
5. Create a stress awareness anchor chart that is appropriate to your grade/age level.

## Strategy 13

### **The Personal Responsibility Strategy**

1. Record your understanding by explaining the personal responsibility strategy in your own words.
2. What sort of behavioral problems would this strategy be most effective? Which would it be least effective?
3. List and describe the seven steps for implementing the responsibility strategy.
4. Have you ever used this type of intervention? If so, how did it go? Be specific. If not, give an example of a student who might benefit from this strategy.

## Strategy 14

### **Video Monitoring to Improve Behavior**

1. Explain the benefits of using video monitoring as an intervention strategy.
2. What are the two ways that video monitoring calls the student's attention to his or her conduct problem?
3. List and describe the seven steps involved in the video monitoring strategy.
4. Why does the author believe that use of the video monitoring strategy will increase in the future?
5. Have you ever used this strategy? If so, how did it go? If not, can you think of a situation that may have benefited from it?





## Strategy 16

### **Restorative Justice and Restorative Circles**

1. According to a policy letter released by the US Department of Education in 2014, which group of students are most likely to receive disciplinary suspensions and expulsions?
2. Explain what is meant by the phrase, “school to prison”?
3. What are the benefits of using restorative justice disciplinary practices?
4. List and describe the eight steps involved in restorative circle interventions.
5. Give an example from your own classroom or school of a situation in which a restorative circle might have be beneficial.

Strategy 17

**Response to Intervention for Behavioral Change**

1. The Response to Intervention (RTI) initiative originated in what year?
2. RTI is highly \_\_\_\_\_ instruction because the documented \_\_\_\_\_ of the \_\_\_\_\_ student serves as the basis for making instructional decisions.
3. Explain, in your own words, the RTI process.
4. According to the text, what percentage of students need Tier II interventions? What percentage need Tier III?
5. Give an example of a type of intervention from each Tier.

<b>Tier 1</b>	
<b>Tier 2</b>	
<b>Tier 3</b>	

6. Why is documentation necessary when implementing RTI?

## Strategy 18

### **Discipline in a Flipped Classroom**

1. Explain the process of flipping a classroom.
2. List and describe the four pillars of flipped learning.
3. In creating lessons for a flipped classroom, what are the benefits of collaborating with other teachers?
4. Give an example of a behavioral challenge that could arise in a flipped classroom. How might you handle it?
5. Based on the anecdotal evidence of success, are you likely to try the flipped classroom strategy?

## Strategy 19

### **Project-Based Learning to Enhance Class Discipline**

1. Define Project-Based Learning (PBL).
2. How is PBL similar to differentiated instruction?
3. Of the video examples of PBL provided in the text, which most impressed you, and why? Would you try it in your own classroom?
4. Choose a standard from your grade level and/or subject area, and design a project structure for your students to build from. Refer to the example on page 202 of the text.
5. What discipline problems might arise during PBL, and how could you combat and/or prevent them?

## **Apps, Laptops, and Technology for Enhancing Behavior**

1. According to the text, what percentage of teachers' report using technology in the classroom?
2. What are the four major questions educators must consider when using technology in the classroom?
3. What does the author mean by the phrase, "the box is not enough" in regard to technology?
4. Give an example of a time you used technology in the classroom, and describe how the students behaved. After reading this chapter, is there anything you might have done differently?
5. Of the apps and websites described in this chapter, which one(s) would you be most likely to use, and why?