CATCH STUDENTS BEING GOOD

LEE & MARLENE CANTER
ASSERTIVE DISCIPLINE MODEL

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INTRODUCTION

- Canter started this study in 1970
- Respects the rights of students and teachers
- Has been changed time and time again
- Can be used in any grade level
PROFESSIONAL BACKGROUND

- From California
- Attended CSU
- Masters Degree in social work from USC
- Psychiatric social worker for children (Southern California - 1970)
PROFESSIONAL BACKGROUND

- Special Education teacher
- Co-founder of Laureate Education Inc., a teacher training company
- Was named “Women Executive of the Year” in 2006
- Received the Government Leadership Award in 2008
KEY TERMS

- Parent-Child Relationship
- Discipline
- Child Adjustment
- Corrective discipline
KEY TERMS

- Control
- Structure
- Consistency
- Security
  - physical and psychological sense
- Punishment
  - not disrespectful, hostile or humiliating
Two primary aims of school discipline:
- managing student behavior
- developing self-discipline

Positive psychology

Playing fair
ESSENTIAL ELEMENTS

- Finding good behavior
  + Providing verbal positive reinforcement

- Dealing with bad behavior
  + Verbal warning
  + Letter home
  + No recess
  + Detention and talk with principal
NAMES ASSOCIATED

- Lee Canter
- Marlene Canter

In the 1970s
TEACHER’S ROLE

- Insist on decent, responsible behavior
- Establish and maintain a systematic discipline
  - Catch students being good
- Communicate expectations and consequences
TEACHER’S ROLE

- Make good eye contact
  - Means your serious and direct
- Act quickly and with confidence
- Say what you mean and mean what you say
- Don't accept any excuse for bad behavior
TEACHER’S ROLE

- Use firm voice
- Be consistent
- Write things down, don’t trust memory
- Ask parents and principal for support
EXPECTATIONS FOR STUDENTS

- Don’t blame others
- Stop apologizing
- Acknowledge
  + Criticism and compliments
EXPECTATIONS FOR STUDENTS

- Understand what is being asked of you
- Comply or not
- Be willing to say I like or don’t like that
- Know and follow the rules
STRENGTHS

- Teaching students to behave
- Teacher being in control
- Finding positives from students
- Immediate action
- Clear consequences
SHORTCOMINGS

- Aggressive
- Overpowering for younger children
- Demeaning to older students
- Focused on bad behaviour
In a 5th grade classroom Mrs. Jennings is in the middle of teaching a math lesson.

David, a known problem child in the class, gets bored with the math lesson and starts talking to students around him.

Mrs. Jennings asks David to get back on task and not to bother his neighbors.

David disregards the verbal reprimand and continues disrupting the class making it impossible for anyone to pay attention to the math lesson.
**PROBLEMS**

- Student disrupting class
- Verbal or physical threats

**SOLUTIONS**

- Verbal Warning
- Letter home
- No recess
- 2\textsuperscript{nd} detention
- Talk to principal
- Office
CONCLUSION

- Erica
  - Catching students being good
  - Students knowing whose in charge
  - Making classroom rules together
Teacher controlled classroom
Behavior management plan based on Consistency
Clear expectations
Follow-through
Development of positive relationships
QUESTIONS?

- Questions anyone?
GRAPHIC CITATIONS

REFERENCES


