Individual Guidance Management Models

- Utilizes limited teacher control.
- Students are understood to be the primary agents of change.
- Models have long-term effectiveness in positively changing students' behavior.

Individual Guidance Models

- Ginott Model
- Choice Theory and Reality Therapy
- Restitution Model
- Discipline with Dignity
- Teacher Effectiveness Training
- Transactional Analysis

Haim Ginott (1922-1973)

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

Ginott Model

- Uses interpersonal communication methods that encourage humanitarian classroom environments.
- Teacher is a role model
- Focus on misbehavior rather than on a student's character.
- Find alternatives to punishment.

Three Basic Themes

1. Congruent communication
2. Fostering independence and self respect
3. Avoiding the perils of praise
### Essential Precepts of Congruent Communication

- Convey acceptance rather than rejection
- Avoid blaming and shaming
  - Deliver sane messages
  - Express anger appropriately
  - Show empathy for students’ feelings
  - Be brief
  - Guide emotion

### Ginott Model

- Never deny a child’s feelings. Only behavior is unacceptable.
  - Take the personal out of interactions.
- This means state the problem, “I see muddy boots on the floor” rather than belittling the child who left them.
- Rules should be attached to things, e.g., “This couch is not for jumping.”
- Dependence breeds hostility.
  - Never do for a child what he is capable of doing for him or herself.
- Children need the security of limits.
  - Think of a firm floor and ceiling, within which children have autonomy and choices. “Would you like a full or half glass of milk?”
- Avoid words like never, always, e.g. “You never listen to me,” “Why do you always...”

### Resources


### Choice Theory and Reality Therapy

- William Glasser
- Satisfy 5 basic psychological needs
  1. Belonging and love
  2. Power and achievement
  3. Fun and enjoying work
  4. Freedom and the ability to make choices
  5. Survival

### Relationships and Our Habits

<table>
<thead>
<tr>
<th>Seven Caring Habits</th>
<th>Seven Deadly Habits</th>
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<tbody>
<tr>
<td>1. Supporting</td>
<td>1. Criticizing</td>
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<tr>
<td>2. Encouraging</td>
<td>2. Blaming</td>
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<tr>
<td>3. Listening</td>
<td>3. Complaining</td>
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<tr>
<td>5. Trusting</td>
<td>5. Threatening</td>
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<tr>
<td>7. Negotiating</td>
<td>7. Bribe, rewarding to control</td>
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</table>
Use of Reality Therapy

• Establish involvement with the student
  - The student needs to know that the teacher cares, can be trusted, and has their best interest in mind. When a teacher takes an interest in a student, there is a greater opportunity to communicate intimately/authentically when the time comes.

• Focus on the behavior
  - Determine what the problem is. Help the student assess their own condition. Ask questions such as, “what do you think the problem is?” or “what happened?” But be careful not to fix blame or accuse.

The student must accept responsibility for the behavior

  - Without assigning blame or shame, the teacher helps the student accept responsibility for their actions. Do not accept excuses. “Can you accept the responsibility for the choices that you made?”

• The student should evaluate the behavior
  - Ask the student if the behavior was helpful or hurtful? “What did it produce?” Help the student analyze the situation. “What do you think just happened?” “What will result if that interaction keeps happening?” “What will help you get what you want and be good for the rest of us?”

• Develop a plan
  - Collaboratively come up with a plan of action that can also act as a contract. Have the student write it as much as is possible.

• The student must make a commitment to following the plan
  - The student must show persistent effort toward their goal. The behavior change will only occur to the degree that the student makes an internal commitment to it. Keep the locus of control on the student.

• Follow up and follow through
  - If the plan is not working, it should be altered, and/or if the student does not meet their obligations the consequences written into the plan should be implemented.

Compare and Contrast

<table>
<thead>
<tr>
<th>Stimulus Response</th>
<th>Choice Theory</th>
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<tbody>
<tr>
<td>1. We are externally motivated</td>
<td>1. We are internally motivated</td>
</tr>
<tr>
<td>2. We are controlled by others’ behavior</td>
<td>2. We can only control ourselves</td>
</tr>
<tr>
<td>3. We all share a single reality</td>
<td>3. Each of us has a separate reality</td>
</tr>
<tr>
<td>4. Positive reinforcement is desirable</td>
<td>4. Positive reinforcement is coercive</td>
</tr>
<tr>
<td>5. Mistakes are bade and should be avoided</td>
<td>5. Mistakes help us learn</td>
</tr>
<tr>
<td>6. Change bad behavior by guilt and discomfort</td>
<td>6. Behavior is purposeful and misbehavior is chosen</td>
</tr>
</tbody>
</table>

Resources

• Choice Theory

• Reality Therapy
  - [http://www.calstatela.edu/faculty/jshindl/teaching/Week%208%20Social%20Contrat.htm](http://www.calstatela.edu/faculty/jshindl/teaching/Week%208%20Social%20Contrat.htm)

Restitution Model

• Diane Chelsom Gossen
  - [http://resources.sai-iowa.org/bd/index.html](http://resources.sai-iowa.org/bd/index.html)

• Outgrowth of William Glasser’s work

Restitution Model

• A systematic approach and creative way to self-discipline.
• Focus on developing long-term solutions.
• Teacher is a monitor and manager.
• Children are spoken to in a calm, stress-free tone and nonthreatening body language is used.
  - Voice cares 35% of the message
  - Body and face care 55% of the message
Restitution Model

- Gossen helps us understand discipline and behavior through a chart that explains why people behave as they do.
- It describes various roles that teachers and parents use to discipline students and children.
- The roles include: Punisher, Guilter, Buddy, Monitor, and Manager.
- The Manager role encourages intrinsic motivation.
- Gossen teaches that the Manager role is one that fosters self-respect and self-control.

Example of a Social Contract

We agree to:
- Do our best.
- Take care of ourselves, others and this place.
- Work together as a team.
- Be safe/careful.

We believe in:
- Being safe.
- Respecting each other.
- Always doing our best.
- Helping and not hurting.

We will:
- Respect.
- Respond.
- Be safe and careful.
- Do our best.

Resources

  - Kathy Checkley and Amy Eckman
  - http://www.madison.k12.wi.us/wright/chart/er/currentcharter.htm

- Discipline with Dignity
  - Richard Curwin and Allen Mendler
  - Developed strategies for improving classroom behavior through maximizing student dignity and hope.
  - Develop Social Contracts
    - Enforces consequences for misbehavior
    - Student not allowed to return to class until he/she accepts the consequences for the misbehavior.

9 Principles for Consequence Implementation

1. Always implement a consequence: Be consistent.
2. Simply state the rule and consequence.
3. Be physically close: Use the power of proximity.
4. Make direct eye contact. (maybe better said as “make personal contact”).
5. Use a soft voice.
6. Catch the student being good.
7. Don’t embarrass the student in front of the class.
8. Be firm, but anger free when giving the consequence.
9. Don’t accept excuses, bargaining or whining.

- http://www.calstatela.edu/faculty/js/ hind/teaching/Week%208%20Social%20contract.htm

Resources

- Discipline with Dignity Homepage
- Discipline with Dignity Quote of the Day
  - http://www.cyc-net.org/quote2/quote-244.html
- Zero Tolerance for Zero Tolerance
  - http://course1.winona.edu/igray/el620/ArticlesOnline/ Curwin2.html
- Criteria for Using a Discipline Method
Teacher Effectiveness Training

• Thomas Gordon (died 2002)
  – http://www.gordontraining.com
• Parent Effectiveness Training (PET)
• Teacher Effectiveness Training (TET)
  – Aimed to improve the quality of interactions between teachers and students

» Effective discipline is self-control that occurs internally.

Teacher Effectiveness Training

• A Credo for My Relationships with Others
  – http://www.sapphyr.net/largegems/relationshipcredo.htm
• The TET philosophy differentiates between teacher-owned and student-owned problems and proposes different strategies for dealing with each.
• Students are taught problem-solving and negotiation techniques.

» Researchers (e.g., Emmer and Aussiker) found that teachers liked the program and that their behavior was influenced by it, but effects on student behavior were unclear.

Teacher Effectiveness Training

• Active listening
  – involves carefully attending to and demonstrating understanding of what another person says.
• I-messages
  – Students will alter their misbehavior when teachers deliver appropriately constructed I-messages. These are statements in which people tell what they personally think or feel about another’s behavior and its consequences. Ex. I need you to pay attention.
  – Confrontive I-messages attempt to influence another to cease unacceptable behavior. Ex. I can’t hear what you all are saying when you are talking.
  – Preventive I-messages attempt to forestall future actions that may later become a problem. Ex. I hope we will all behave when our guests arrive.

Problem solving
  – is a process in which people clarify a problem, and put forth solutions. They select one that is acceptable to all, implement it, and evaluate it.

Teacher Effectiveness Training

• Procedures for Resolving Discipline Problems
  1. Misbehavior is needs satisfying
  2. Encouraging problem ownership
  3. Establish good relationships
  4. Establish clear communications

Teacher Effectiveness Training

• Transactions

  • Eric Berne (1910-1970)
    – http://www.itaa-net.org/ta/
  • Behavior is an outgrowth of information stored in the subconscious mind that has been learned by interacting with others. (Scarpaci, p.123)
Transactional Analysis

- Educational TA is both preventive and restorative.
- TA concepts are developed and used with people of all ages and stages of development in their various social settings.
- The aim is to increase personal autonomy, to support people in developing their own personal and professional philosophies and to enable optimum psychological health and growth.

TA Key Philosophical Concepts

1. Effective educators offer empathic acceptance of all human beings as people together with respect for their dignity. These qualities are at the heart of successful learning relationships.
2. People at any age and stage can learn to take responsibility for their own decisions and actions.
3. Educational difficulties can be addressed effectively with co-operative goodwill and a coherent theoretical framework that makes sense of the human dynamics involved.

Retrieved from: http://www.itaa-net.org/ta/

TA Fundamental Ideas

1. There are three ego-states (Child, Parent, and Adult)
2. Problems may occur if child is trapped in the Parent or the Child ego-state.
3. The Four Life Positions can happen to any one.
4. There is a basic need of human beings to feel capable and accepted.
5. The best way treat others so that they feel accepted and capable is by stroking.
6. Analyze transactions as an outgrowth of information stored in the child's subconscious.
7. To increase the Adult ego-state and regulate the Child and Parent ego-states is the primary goal of transactional analysis.

(Scardaci, page 125)

Games People Play

- Berne defined certain socially dysfunctional behavioral patterns as “games.”
- These repetitive, devious transactions are principally intended to obtain strokes but instead they reinforce negative feelings and self-concepts, and mask the direct expression of thoughts and emotions.
- Berne tagged these games with such instantly recognizable names as “Why Don’t You, Yes But,” “Now I’ve Got You, You SOB,” and “I’m Only Trying to Help You.” Berne’s book Games People Play achieved wide popular success in the early 60’s.


Resources

- Detailed History and Description of Transactional Analysis – http://www.ericberne.com/transactional_analysis_description.htm
- http://www.ta-tutor.com/