



Center on  
**GREAT TEACHERS  
& LEADERS**  
at American Institutes for Research ■



# Incorporating Social and Personal Competencies Into Classroom Instruction and Educator Effectiveness

## Module 1: Student-Centered Discipline



# Importance of Student-Centered Discipline



**% Agree**

Students and teachers at my school try to decide together what the class rules will be. **41%**

If you get in trouble at this school, you have a chance to tell your side of the story. **50%**

If you break the rules, adults at this school will help you learn from your mistake. **49%**

Students at this school are punished equally when they break the same school rule. **45%**

Adults in this school apply the same rules to all students equally. **50%**

*Source:* Tennessee Department of Education, 2013-14

# 10 Teaching Practices That Promote SEL



Social Teaching Practices



## Student-Centered Discipline

Student-centered discipline refers to the types of classroom management strategies teachers use in their classrooms.





# Introduction to Student-Centered Discipline



**Click Here**  
to download the  
handouts for  
Module 1.



# Objectives for This Module



- Learn how student-centered discipline influences student social, personal, and academic behaviors.
- Identify strategies to help students regulate their own behavior.
- Develop next steps to implement student-centered discipline.



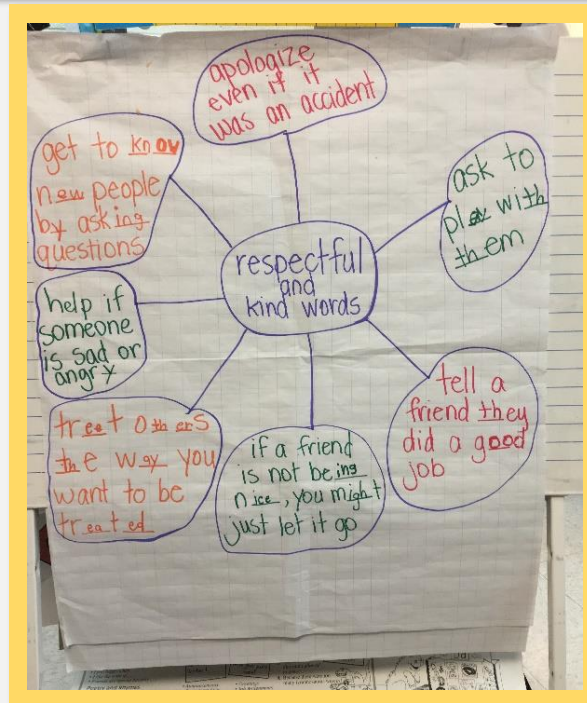


# Benefits for Students



Students can:

- Articulate reasons for classroom procedures.
- Exhibit positive classroom behavior.
- Regulate their emotions.
- Monitor and reflect on personal and academic behavior.
- Engage in self-management strategies.
- Make responsible academic, social, and personal decisions.





# Alignment to TEAM Evaluation



## 1. Expectations

- Students take initiative and follow through with their own work.

## 2. Managing Student Behavior

- Teacher and students establish clear rules for learning and behavior.
- The teacher overlooks inconsequential behavior.

## 3. Respectful Culture

- Teacher-student interactions demonstrate caring and respect for one another.
- Positive relationships and interdependence characterize the classroom.

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# Self-Assessment and Self-Reflection



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How well do I implement student-centered discipline?

How do students respond when I implement student-centered discipline?



See Handout 1





# See It in Action



Elementary Example



Secondary Example



See Handout 2



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# Exploring Student-Centered Discipline



# Exploring Student-Centered Discipline



## Components of Classroom Discipline

1. Developing self-discipline
2. Preventing problem behaviors
3. Correcting problem behaviors



# Student-Centered Discipline



[View this short video about striving for balance and power in student-centered discipline.](#)



# General Principles



- Be clear, concise, and consistent.
- Focus on the behavior, not the student.
- Involve students in making and enforcing rules.
- Align the consequences with the behaviors.
- Know who you and your students are.
- Don't take it personally.
- Don't enact discipline when students are emotionally charged.

*Source:* National School Climate Center, n.d.



Click to learn more from the  
National School Climate Center



# Student-Centered Disciplinary Practices



1. Teaching Self-Control
2. Self-Discipline
3. Advisory Periods
4. Restorative Practices
5. Correcting Misbehavior through Self-Discipline



See Handout 3

# Teaching Self-Control



- Maintain an orderly, predictable learning environment.



## Self-Control

Our ability to regulate automated responses

Source



Click to view this source from  
AFT by Daniel Willingham.

# Self-Discipline



Developing self-discipline

1.



2.

3.

## Self-Discipline

Making choices for how to behave and taking responsibility for those choices

4.

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# Advisory/Classroom Meetings

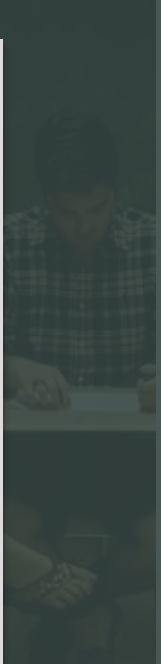


- Create a safe and respectful



## Advisory/Classroom Meetings

Advisories provide students and teachers with an opportunity to build community



# Restorative Practices



Formal and informal practices

Restorative Practices



## Restorative Practices

Bring together victims and offenders, as well as their communities of care

Southern  
Institute



Click to learn more about restorative practices.



# Correcting Misbehavior – Student Problem Solving



To correct misbehavior, you can help students:



- Explore what problem behavior is and why it occurred.
- Discuss why the behavior is a concern.
- Identify ways to avoid repeating the behavior.
- Help students learn self-management skills.



*Source:* Bear, 2010





# Correcting Misbehavior – Adult Problem Solving



- Reflect on the classroom and school structures and practices
- Implement evidence-based programs and practices
- Engage families
- Help students successfully implement their action plans
- Model good social and personal skills

*Source:* Bear, 2010; Education Development Center, 2012





# Reflect and Plan for the Future



1. Set a goal.
2. Find more information.
3. Involve your students.
4. Document and share your progress.



See Handout 3



# Module Evaluation



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[To complete a  
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