



Dixiplina Pozitivu iha Aula ne'ebé Inkluzivu no iha Ambiente Di'ak hodi Aprende

**Matadalan ba Mestre Sira no Ema ne'ebé
fó Formasaun ba Mestre Sira**

Matadalan hodi Kria Ambiente Ne'ebé
Inkluzivu no Di'ak hodi Aprende
Livru Espesiál 1



Positive Discipline in the Inclusive, Learning-friendly Classroom:

A Guide for Teachers and Teacher Educators

Embracing diversity: Toolkit for creating
inclusive, learning-friendly environments
Specialized Booklet 1

UNESCO Inclusive Learning-Friendly Environments

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Sira**

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Aprende - Livru Espesial 1**

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“ Livru ne'e dedika ba Peskiza Sekretáriu Jerál Nasoins Unidas nian kona-ba Violénsia kontra Labarik (Rezolusaun 57/190 UNGA nian) ne'ebé bazeia ba labarik sira nia direitu nu'udar ema atu bele livre husi violénsia iha forma hotu-hotu. Livru ne'e iha objetivu atu promove asaun ne'ebé bele prevene no hamenus violénsia kontra labarik iha eskola sira no fatin hotu-hotu edukasaun nian. ”

Liafuan Dahuluk

Kastigu fíziku hanesan parte normal ida ba esperiénsia alunu sira nian iha eskola iha nasaun bara-barak, no mós sai hanesan forma abuzu ida. Kastigu fíziku hanesan bainhira iha intensaun atu uza violénsia kontra labarik sira, no akontese beibeik. Iha nasaun barak iha mundu, lei proteje mestre sira ne'ebé baku labarik. Maibé, la iha evidénsia ne'ebé hatudu katak kastigu fíziku efetivu, liuliu ba tempu naruk, no mós bele halo labarik sente moe, kulpada, hanoin barak, hirus, no lakon ninia independénsia no preokupasaun hodi kuidadu ema seluk. Buat sira ne'e hotu bele aumenta tan problema oi-oin ba mestre sira, ema ne'ebé kuidadu labarik, no labarik sira seluk.

Razaun ida tanba saida mak kastigu fíziku eziste nafatin katak mestre sira la komprende katak ida ne'e la'ós 'dixiplina'. Kastigu fíziku koko atu hapara labarik nia hahalok at ruma, maibé tékniku sira dixiplina pozitivu nian hanorin hahalok foun ne'ebé di'ak, la ho violénsia. Razaun boot ida tan katak formasaun ba mestre sira la hanorin tanba saida mak labarik sira hatudu hahalok at ruma, no oinsá bele dixiplina sira bazeia ba hahalok ida ne'e. Dala barak, bainhira labarik ida sente katak nia la hetan nesesidade ne'ebé tuir ninia hanoin nia presiza, dala barak nia hatudu hahalok at. Mestre balun bele ko'alia maka'as demais, baku, ka uza kastigu seluk ruma ne'ebé halo moe labarik, tanba sira sente frustradu ba labarik nia hahalok at, no nia la konsege dixiplina labarik ne'e, tanba falta kbiit hodi hasoru hahalok at sira ne'ebé labarik hatudu. gia ne'e bele ajuda mestre sira no sira nia profesór sira, no aumenta ba publikasaun UNESCO nian, 'Simu Diversidade'. "Gia hodi kria Ambiente Aprende nian ne'ebé Inkluzivu" Livru ne'e spesiál ba mestre sira, xefe eskola sira, no funsionáriu sira eskola nian hodi maneja estudante sira iha aula laran, liu husi dalan la uza violénsia hodi hasoru dezafiu kona-ba hahalok at, tuir fali dalan pozitivu no ativu. Livru ne'e hatudu katak alternativu konkretu iha, para lalika uza kastigu hanesan baku, baku ho ai, buti, ameasa, subornu, hakilar, ezije, tolok, haruka labarik kaer servisu todan, no seluk-seluk tan ne'ebé halo labarik sente moe.

Rezultadu gia ne'e sai husi kontribuisaun barak. Ezbosu primeiru halo no reviza husi George Attig, husi Institution of Nutrition, Mahidol University, nia uluk serve nu'udar konsultór ba UNESCO kona-ba edukasaun inkluzivu no gender, no mos konsultór ba UNICEF East Asia and Pacific Regional Office (EAPRO) no mós Save the Children kona-ba Dezenvolve Eskola hodi Kuidadu Labarik sira ho Di'ak. gia ne'e mós iha kontribuisaun husi mestre sira seluk husi mundu tomak. UNESCO Bangkok agradese ba ema hodi nia kontribuisaun. Kontribuisaun hotu-hotu hanoin didi'ak antes hatama iha gia ne'e, no mós iha gia ILFE nian. Kordinasaun husi Ochirkhuyag Gankhuyag, nu'udar Programme Assistant iha UNESCO Asia and Pacific Regional Bureau for Education. Sheldon Shaeffer Director, UNESCO Asia and Pacific Regional Bureau for Education

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Diskrisaun Jerál

Ita nia Dezafiu

Labarik sira moris mai iha mundu ne'e vulneravel no la bele sai boot se la ho ita-nia tulun. Nu'udar profesór, ita-nia serbisu atu kuidadu no hanorin sira oinsá atu moris ho di'ak. Ida ne'e la'ós serbisu ida ne'ebé fasil, Loron balun, ita nia aula halo ita sai kontente, sai hanesan fatin ida ne'ebé ita-nia estudante sira, no ita hotu, bele aprende. Maibé, iha loron seluk balun, ita bele sente nervozu no deskonfia ita-nia abilidade atu hala'o ita-nia serbisu. Sai nu'udar profesór hanesan serbisu importante liu iha ita nia moris.

Ami mós hatene katak ita-boot sira hanoin loos ba ita-boot sira nia estudante sira. Maibé, labarik sira la moris mai ho manual ruma ka esplikaun! La hanesan inan-aman sia, ita nu'udar profesór responsavel ba labarik barak iha tempu hanesan, la'ós ida ka rua de'it, no sira hotu úniku no ida-idak iha maneira pesoál. Dala ruma, sira-nia hahalok la tuir buat ne'ebé ita hanoin sira atu halo. Dala ruma ita foin bele hatene oinsá halo jestaun ba aula ida, maka tinan ramata no ita simu estudante foun fali ba lubuk ida seluk ne'ebé oin seluk.

Profesóra hotu-hotu espera katak sira-nia estudante sira bele hetan buat hotu ne'ebé di'ak iha sira nia moris, no tenke preokupa-an hodi haburas korajen iha estudante sira no hasai sira nia estima-an. Maibé, bainhira ita-nia estudante sira lakohi rona ita, lakohi halo buat ne'ebé ita husu, nega ita , la liga ita, ne'e halo ita bele sai hirus no frustradu lailais. Bainhira ida-ne'e akontese, di'ak liu antes ida-ne'e akontese, fila fali mai dokumentu id- ne'e atu bele tulun ita. Dokumentu ida-ne'e sei fó ba ita dalan atu hasoru dezafiu ida-ne'e ho pozitivu no ativu hodi prevene hahalok at molok hahú, liu husi hasoru dezafiu ne'ebé ita la espera, no fó korajen ba ita nia estudante sira atu rona no koopera aprende hamutuk iha aula laran ne'ebé inkluzivu no iha ambiente di'ak hodi aprende. Instrumentu dixiplina pozitivu sira ne'ebé apresenta ona iha ne'e maka alternativu konkretu ba kastigu hanesan; basa, ku'u, ameasa, hakilar, tolok, haruka estudante kaer servisu todan, no seluk-seluk tan ne'ebé halo labarik moe.

Saida maka "aula ne'ebé inkluzivu, no iha ambiente di'ak hodi aprende?"

Bainhira ita tama iha ita-nia aula, ita haree labarik sira ne'ebé ita atu hanorin. Maibé, ita presiza hanoin mós katak dala ruma la'ós de'it sira ne'ebé merese atu mai iha ita-nia aula, karik iha mós balun ne'ebé labele involve iha ita nia aula tanba sira labele mai eskola. Sei iha seluk tan, ne'ebé maski hola prezensa fíziku iha eskola, maibé karik sira sente sira la involve, karik la partisipa loloos iha aula, no tan ne'e sira bele hatudu hahalok la di'ak. Aula ne'ebé iha ambiente di'ak atu aprende no inkluzivu, (ILFC) tenke simu, hadomi, no edukada labarik sira hotu la depende ba sira nia kualidade bazeia ba jéneru, fíziku, intelektuál, sosiál, emocionál, linguístiku, ka karaterístika seluk-seluk tan.

Karik sira labarik ne'ebé matenek liu, ka labarik aleijadu bazeia ba fíziku ka aprendizajen, karik sira uma la iha no halo uma iha estrada ibun de'it, ka labarik serbisu na'in, labarik husi area rural ka labarik husi ema ne'ebé la'o rai, labarik sira husi minoria bazeia ba linguístika, étniku, ka cultural, labarik sira ne'ebé kona ho moras HIV/SIDA, ka labarik sira husi area ka grupu dezvantajen ruma seluk. Aula ILFC ida katak profesór komprende katak diversidade iha aula laran iha valor, no foti medida hodi garantia katak labarik mane no feto sira hotu mai eskola. Maibé, dezafiu la'ós de'it atu labarik sira hotu tama iha ita-nia aula. Iha dezafiu seluk tan.

Dezafiu sira seluk kona-ba oinsá bele hasoru sira nia sira nia nesesidade aprende nian no hahalok ne'ebé diferente atu nune'e sira iha vontade atu kontinua iha aula laran. Aula hotu-hotu diferente bazeia ba tipu labarik ne'ebé tuir ita-nia aula no sira nia maneira spesífiku ne'ebé sira aprende. Ita presiza hanoin ba saida-saida mak labarik ida-idak presiza atu aprende, oinsá nia aprende di'ak liu, no oinsá ita, nu'udar profesór, bele kria relasaun ne'ebé pozitivu ho labarik ida-idak atu nune'e sira iha vontade atu aprende ho ativu husi ita. Importante mós katak ita presiza deskobre oinsá halo labarik sira hotu hakarak aprende hamutuk ho di'ak. Labarik nia hahalok no maneira aprende nian diferente tanba fatór hanesan ambiente ne'ebé sira hela ba, sira nia personalidade rasik, nesesidade psikolójiku ka fatór hanesan kondisaun ne'ebé kona nia bainhira nia moris mai. Dala barak, bainhira labarik ida sente katak labele hasoru ninia nesesidade, hanesan nesesidade ba atensaun, karik nia hahalok bele sai at.

Tanba ne'e, ita presiza komprende tanba sá labarik sira hatudu hahalok hanesan sira hatudu, atu nune'e ita bele koko atu prevene hahalok at molok ida-ne'e akontese no uza dalan oi-oin atu hatudu dalan di'ak ba sira atu iha maneira ne'ebé pozitivu. Ho ida ne'e, aula bele sai fatin inkluzivu ida, simu ema hotu, fatin ne'ebé fó ksolok ba labarik sira atu aprende, no sai fatin ne'ebé hahalok at akontese uitoan de'it. Nune'e, ita bele gasta tempu barak liu atu hanorin no aprende hamutuk ho ita nia estudante sira, duké resolve problema hahalok oi-oin.

Foufoun, idea ida-ne'e ita bele haree difisil liu. Ita boot sira balun karik servisu iha aula ne'ebé boot, ka karik hanorin iha aula ne'ebé iha estudante ne'ebé iha tinan diferente,

no karik hanoin "Oinsá ha'u bele uza métodu hanorin no dixiplina oi-oin atu tuir labarik sira ida-idak nia nesesidade bainhira ha'u iha labarik 60 resin iha ha'u nia aula laran?" Bai-bain frustrasaun ne'ebé kona ita iha situasaun ida ne'e, no razaun katak ita-nia kapasidade ne'ebé menus atu resolve buat sira ne'e bele halo ita atu sai hirus ba ita-nia estudante sira no uza kastigu atu koko hapara hahalok at, hanesan uza kastigu fíziku ka forma kastigu emocionál ne'ebé halo moe labarik. Bainhira ita frustradu hela, ita bele haluha katak labarik sira hatudu hahalok at tanba razaun oi-oin.

Razaun sira ne'e balun karik pesoál bazeia ba estudante ida-idak; seluk karik rezultadu husi maneira ema hanorin sira, hanesan bainhira sira baruk ho lisaun ka rona de'it mestre ko'alia; sei iha tan seluk ne'ebé mai husi fatór external relasiona ho família no comunidade ne'ebé bele halo estudante ne'e sai frustradu no triste. No mós, iha kazu balun, liuliu ba profesór foun, kazu ida bele interpreta hanesan problema dixiplina ida, maibé tuir situasaun, problema la'ós dixiplina. Porezemplu: Bainhira ita interpreta labarik ida nia pergunta hanesan kontra autoridade sira ka mestre nia matenek, maibé iha realidade, labarik so iha difikuldade atu forma pergunta ho di'ak no ho respeito ne'ebé normal. Bainhira ita identifika sala problema ida, ida ne'e bele halo estudante sira sai hirus, no fó sai ba problema dixiplina nian.

Dala barak, ita bele sente katak di'ak liu hola solusaun "dalan lailais", liu husi kastigu, atu koko no hapara labarik nia hahalok at, maibé la'ós atu hadi'a labarik nia hahalok at. Maibé hanoin took ida ne'e: ita la presiza uza kastigu bainhira ita kria kondisaun aprendizajen ne'ebé organizadu, ne'ebé estudante sira interesa no ativu atu aprende. Objektivu husi 'aula ne'ebé inkluzivu no iha ambiente di'ak hodi aprende' maka estudante sira tenke ativu. Bainhira estudante sira ativu no haksolok atu aprende maka hahalok aat menus liu. Sira hakarak atu hola prezensa nafatin iha ne'ebá, no sira sei halo buat ne'ebé presiza atu hela iha ne'ebá.

Tanba saida presiza dokumentu ne'e?

Dokumentu ida ne'e atu ajuda ita boot sira atu alkansa ita boot sira nia objetivu. Karik ita nu'udar profesór ida ho esperiénsia barak ona, maibé ita boot hakarak atu uza métodu dixiplina pozitivu, no presiza tulun atu halo ida ne'e. Karik ita boot tuir hela universidade profesór nian no aprende hela ba oinsá atu manea estudante sira ho efetivu. Karik ita boot hanorin profesór sira kona-ba dixiplina pozitivu iha programa 'pre-service no in-service'. Dokumentu ida ne'e bele mós tulun ita boot sira ne'ebé serbisu iha eskola ne'ebé komesa ona troka medida hanorin nian ba medida ne'e foka ba labarik sira, iha ambiente di'ak hodi aprende. Iha nasaun barak, eskola hanesan ne'e fó naran 'Eskola foku ba labarik', ne'ebé tenke inklui labarik sira hotu-hotu iha eskola, no prevene violénsia kontra labarik hanesan prinsípiu primeiru eskola nian, maibé, dala barak, tenke esforsa tékniku profesór sira nian atu alkansa ida ne'e. Ita boot sira balun karik hanorin aula ida ho alunu barak. Aula ida

ne'ebé 'boot' la iha número espesífiku ruma, maibé ita bele dehan katak aula sai ona 'boot' bainhira ita rasik nu'udar profesór sente katak aula 'boot'. Por ezemplu: iha jerál, aula ida ho alunu 50, ita bele dehan katak aula ne'e boot. Maibé, se profesór ida toman hanorin aula ho alunu 25 de'it, se aumenta tan alunu ba 35, profesór bele sente katak aula sai boot ona.

Instrumentu no rekursu iha dokumentu ida ne'e bele ajuda ita boot atu maneia estudante sira, naran katak número ki'ik ka boot iha aula, no ajuda mós atu hasoru dezafiu hahalok estudante nian sai uitoan liu.

Importante liu, dokumentu ida ne'e bele ajuda ita boot sira iha nasaun sira ne'ebé Ministériu Edukasaun lori polítika foun kona-ba kastigu fíziku iha eskola. Atu apoia polítika sira ne'e, publikasaun barak fó hanoin katak labele uza kastigu fíziku, tanba ne'e garantia labarik sira hotu nia direitus humanus atu simu edukasaun ida báziku ne'ebé seguru, di'ak, no iha ambiente partisipatoriu, hanesan hatete iha Konvensaun Nasoins Unidas nian kona-ba Direitus Labarik nian (CRC). Maibé, mestre barak laiha asesu natoon ba rekursu ne'ebé nesesidade atu uza dixiplina pozitivu no la uza violénsia kontra labarik iha eskola no aula laran. Dokumentu ida ne'e hanesan instrumentu di'ak ida ba ita boot sira ne'ebé involve iha prosesu reforma polítika, ba profesór ho esperiénsia ka profesór ne'ebé foin tama iha profisaun hanorin nian, no mós ba ita boot sira ne'ebé hanoin katak uza kastigu fíziku ladi'ak. Dokumentu ida ne'e mak hanesan rekursu ne'ebé it abele uza hodi aprende konaba dixiplina positivu no halo iha ita nia klase laran.

Saida mak ita sei aprende?

Esperiénsia hatudu ona katak preokupasaun ida ne'ebé boot liu ba profesór katak sira sente sira nia kapasidade la natoon atu maneia estudante sira nia hahalok. Ida ne'e la'ós buat foun ida mai ita. Maski rekomendasaun barak maka iha, maibé la iha formula ida ne'ebé fó ba ita kapasidade ne'ebé ita presiza atu foti serbisu importante ne'e. Kapasidade presiza aprende no hadi'ak iha tempu naruk. Maski ida ne'e, profesór sira hotu hatene katak kapasidade no estratéjia di'ak ne'ebé bele halo aula ne'ebé barullu sai hakmatek. Profesór sira ne'ebé uza métodu Aula Aprende ho Di'ak no Inkluzivu, ne'ebé labarik sira hotu ativu atu aprende no estuda bele gasta tempu naruk hodi hanorin, tanba la presiza gasta tempu naruk ba dixiplina.

Dokumentu ida ne'e fahe ba seksaun 5. Seksaun ida-idak iha instrumentu ne'ebé ita bele uza hodi kria ambiente aprende ne'ebé ativu no pozitivu nian ba ita nia alunu sira. Ho instrumentu sira ne'e, ita bele hatudu sira hahalok di'ak, duké fali iha reasaun dixiplina bainhira sira hatudu hahalok at. Instrumentu sira ne'e dezenvolve husi profesór no especialista sira liu husi esperiénsia, no iha duni susesu iha aula laran ba alunu sira ki'ik no boot hotu. Ita boot sira bele mós haree ba lista referénsia ne'ebé aneksa iha dokumentu ida ne'e hodi buka tan informasaun. Referénsia sira ne'e di'ak loos atu buka ideia foun no ami agradese ba autór sira. Iha seksaun ida ne'e, ita boot sira aprende ona kona-ba dezafiu sira

ne'ebé ita enfrenta bainhira ita hanorin, saida mak Aula Aprende ho Di'ak no Inkluzivu ", no objetivu ba ida ne'e saida. Iha seksaun sira ne'ebé tuir mai, ita sei haree ba prosesu dixiplina pozitivu. Prosesu ida ne'e iha fatór 4, no ida-idak iha seksaun espesífiku iha dokumentu ida ne'e.

(a) *komprensaun diferença entre dixiplina no kastigu.* Iha seksaun ida ne'e, ita sei aprende kona-ba saida mak 'kastigu' no saida mak 'dixiplina', oinsá kastigu fíziku nia rezultadu, no poder dixiplina pozitivu nian.

(b) *Relasaun entre profesór no nia alunu ne'ebé pozitivu no suportivu,* ne'ebé iha komprensaun no hanoin ba malu. Iha seksaun ida ne'e, ita sei aprende tanba saida mak alunu sira hatudu hahalok hanesan sira hatudu, no tanba saida sira hatudu hahalok la di'ak. Ita sei aprende kona-ba ita nia alunu sira nia moris husi sira nia perspetiva, oinsá kontestu sira nia moris bele afeta sira nia hahalok, oinsá ita interpreta sira nia hahalok, no mós katak família importante atu dezenvolve labarik ida nia hahalok. Ita mós sei aprende kona-ba estratéjia balun ne'ebé ita bele uza hodi fó korajen ba alunu sira.

(c) *Kria ambiente aprende nian ne'ebé pozitivu no suportivu ba ita rasik no ita nia alunu sira.* Hahalok ne'ebé apropiadu tenke dezenvolve iha ambiente aprende nian ne'e organizadu no maneia ho di'ak. Iha seksaun ida ne'e, ita sei aprende kona-ba oinsá maneia aula nia ambiente fíziku para sai konfortavel hodi aprende no promove hahalok di'ak, maski aula bele boot ka ki'ik. Ita mós sei aprende kona-ba halo rotina no padraun baf hahalok ba alunu sira, no mós oinsá bele involve inan-aman sira atu maneia labarik sira nia hahalok. Tanba ita nu'udar professor sai matadalan ba alunu sira, ita mós sei aprende liután kona-ba ita nia jeitu maneia labarik sira no oinsá bele hadi'ak, no mós dalan pozitivu atu esforsa ita nia alunu sira.

(d) *Komprensaun kona-ba dalan di'ak atu hapara hahalok at bainhira foin komesa,* no mós oinsá *prevene.* Dala ruma, labarik sira hotu-hotu hatudu hahalok at. Bainhira sira koko limita ba sira nia hahalok, ida ne'e importante a sira atu aprende oinsá kontrola-an. Iha seksaun ikus, ita sei aprende dalan oi-oin atu hasoru hahalok difisil, inklui oinsá bele *prevene* no oinsá bele resolve konflitu. Ita mós sei aprende tékniku dixiplina balun espesífiku ba alunu sira nia idade, no mós ba labarik sira ne'ebé iha nesesidade espesiál.

Komprensaun diferensa entre kastigu no dixiplina.

Ita sei aprende:

- Labarik husi tempu pasadu ate agora
- Saida maka "kastigu"
- Perigu husi kastigu fíziku
- Saida maka "dixiplina"
- Saida mak dixiplina pozitivu no oinsá ida ne'e la'o.

Labarik sira husi tempu pasadu ate agora

Pasadu

"Labarik sira agora gosta buat luxu, sira la hatudu hahalok ne'e apropiadu, hakribi autoridade, sira la respeitu sira nia boot sira, no sira gosta halo barullu iha fatin hakmatek. Labarik sira sente katak sira mak manda, la serve fali iha uma laran. Sira la hamriik bainhira ema boot tama iha uma laran. Sira haksasuk malu ho sira nia inan-aman, ko'alia barak iha bainaka sira nia oin, han ho kaan-teen iha mesa, tuur arbiru, no manda sira nia profesór sira."

Deklarasaun ida ne'e husi Socrates, Matenek nain ida kona-ba filozofia husi Atena ne'ebé moris iha 469-399 BC (besik 2500 tinan kotuk liu) . Ita hanoin katak agora iha ona mudansa ka lae?

Presente : Kazu Ramon nian

"Ha'u sei la ba profesór ne'ebá nia aula ! Ha'u la presiza halo buat ne'ebé o haruka ha'u atu halo!"

"Ha'u loloos la presiza tuir aula ne'e- ha'u nia mae dehan ha'u tenke tuir fali eskola esepesiál ida, tanba sira dehan ha'u la hatene aprende tanba ha'u kona ho kondisaun ADHD." (ADHD hanesan kondisaun mental ida ne'ebé labarik ida labele konsentra ba tempu naruk.) Ha'u loloos labele tuir aula ne'e: Ha'u nia mama dehan ha'u loloos tuir eskola esepesiál ida. Sira dehan ha'u iha aleijadu ba aprende nian.

Nia halai tun iha korredór no xoke arbiru ba labarik no profesór sira, tama iha aula iha dadeer no hatete ba ema hotu buat ne'ebé nia lakohi halo, hakilar no halai iha aula laran konforme nia hakarak. Nia bolu kolega sira hanesan membru grupu beik ten, no nia ko'alia barak kona-ba nia maluk sira iha aula 6 halo buat aat, ne'ebé mestre sira mós la esperiénsia bainhira sira sei ki'ik.

Ida ne'e ha'u nia estudante ne'ebé ha'u tenke tulun. "Ramon." Ha'u sente hirus ba nia hahalok. Ha'u hakarak atu odi nia, maibé barak liu mak ha'u frustradu ho nia, ha'u falta kapasidade, sistema mós la tulun... ha'u sai husi eskola iha loron ne'ebá ho matan been, no sente nervozu tanba labarik ida ne'e.

Ita boot halo saida iha situasaun ida ne'e?

Kazu Ramon nian, maski difikuldade boot ida, ne'e komún liu. Ita kuaze hotu-hotu esperiénsia ona estudante balun ne'ebé kestiona ita-nia autoridade no inkomoda ita nia aula no estudante sira seluk iha maneira oioin. Ramon presiza liu dixiplina, maibé alternativu saida-saida mak iha?

Atividade Reflesaun: Dixiplina saida mak ITA BO'OT hetan?

Hanoin fila fali bainhira ita sei iha eskola primeira Karik ita ka ita nia maluk sira husi eskola hatudu hahalok aat hanesan Ramon. Métodu dixiplina saida maka ita-nia mestre uza? Hakerek métodu hirak ne'e iha tabela okos ne'e. Tuir mai, hakerek saida maka ita sente kona-ba métodu hirak ne'e, no mós se métodu hirak ne'e efetivu ba tempu naruk ka lae. Tuir ita-nia hanoin, ita ho ita nia maluk sira sente oinsá? Ita ka ita-nia maluk sira iha mudansa ruma iha hahalok ka lae?

Tuir mai, konsidera, "Karik ha'u iha alunu ida hanesan Ramon, saida maka ha'u sei halo, no tanbasá?" Ita hanoin katak ida ne'e sei efetivu atu hapara hahalok aat iha futuru? Hakerek mós ita nia hanoin kona-ba métodu sira ne'e. Ita nia métodu atu hanesan ho ita nia mestre nian ka lae?

	Métodu dixiplina	Tanbasá uza métodu ne'e?	Métodu ne'e efetivu nafatin, liuliu ba tempu naruk? Oinsá labarik nia sentimentu?
Ita nia mestre nia asaun			
Ita nia asaun			

Iha aula sira iha nasaun barak, Ramon sei hetan kastigu fíziku ba nia hahalok aat, barak maka hanesan hetan baku hodi ai ka buat seluk. Métodu saida maka ita nia mestre uza? Métodu saida maka ita rasik sei uza?

Depoizde kompleta tabela iha leten, haree took ita nia resposta. Ba pergunta "Tanbasá uza métodu ne'e?" Karik ita hatán, "kastigu labarik ba nia hahalok aat" ka "hapara ninia hahalok aat". Ba pergunta, "métodu ne'e sempre efetivu, liuliu ba tempu naruk?" Se ita-boot sira hanoin didi'ak, karik barak hatán 'lae'. Tanba depoizde kastigu, labarik barak nia hahalok sai aat fila fali. Ida-ne'e tanba saida? Tanba iha diferença boot entre 'kastigu' no 'dixiplina'.

Signifika kastigu nian

Kastigu maka asaun ida ne'ebé obriga ba ema ida tanba nia kontra regulamentu ka halo buat ne'ebé la di'ak. Kastigu nia objetivu atu kontrola hahalok ho maneira negativu. Two types of punishment are typically used with children:

1. Punishment involving negative verbal reprimands and disapproval; this type of punishment is also known as negative discipline.
2. Punishment involving severe physical or emotional pain, as in corporal punishment.

Bai-bain uza tipu kastigu rua ba labarik sira:

1. Kastigu involve haksi'ak no halo moe labarik; tipu kastigu ida ne'e nu'udar dixiplina negativu.
2. Kastigu involve halo kanek labarik nia fíziku ka emocionál nu'udar kastigu korporál.

Infelizmente, forma kastigu rua ne'e hotu foka ba hahalok aat no karik ladún ajuda hahalok labarik nian sai di'ak iha futuru. Alende ida ne'e, labarik aprende katak ema adultu maka superior no uza forsa verbal, fíziku ka emocionál mak bele aseita liuliu uza hasoru ba ema ne'ebé ki'ik liu no fraku liu. Lisaun ida ne'e karik bele fó dalan ba akontesimentu labarik sira hatún malu ka uza violénsia iha eskola, iha ne'ebé labarik ne'ebé boot liu obriga labarik sira ne'ebé ki'ik liu atu fó osan sira, fó hahán, halo traballa-da-casa no sasán valor seluk tan.

Aliende ida ne'e, duké dada labarik hodi kontrola husi laran, kastigu hanesan ne'e halo labarik sira hirus, sente kanek, no ta'uk. Ida ne'e mós bele kauza moe, sente sala, neon susar, sai agresivu, menus independénsia, lakohi kuidadu ba ema seluk, no halo problema boot ba profesór sira no ema ne'ebé tau matan no mós ba labarik seluk.

Kastigu verbal no maneja hirus.

Dixiplina negativu maka forma kastigu ida ho intensaun atu kontrola labarik sira nia hahalok, maibé dala barak ida ne'e involve komandu verbal badak de'it no la uza kastigu todan, hanesan baku ka halo moe labarik. Profesór sira ne'ebé la uza kastigu fíziku dala ruma uza

fali aproximasaun dixiplina negativu. Maibé hanesan kastigu korporál, ida ne'e mós halo labarik sira sai hirus no agresivu, ka menus estima-an. Estratéjia negativu inklui;

Komandu; "Tuur nonook!" "Hakerek dala 100, ha'u sei la gasta tempu ba serbisu ne'ebé la vale'.

Hato'o bandu ho maneira hirus; "Labele halo ida ne'e!" "O sei hetan kastigu aat liu fali duké o hanoin!"

Hato'o kritika; "Ida ne'e maka di'ak liu ne'ebé o bele halo?"

Hato'o ameasa; "Se o la para ko'alia, ha'u sei haruka o ba iha diretór eskola nia eskritóriu!

Hato'o hodi hatún labarik; "Bainhira maka o bele aprende hakerek ho di'ak?"

Atividade ho asaun: "LABELE" - Ha'u uza laifuan negativu barak ka lae?

Naturalmente ita hotu hatete "la bele" hodi manda estudante sira ho forma dixiplina negativu: "Labele koalio iha aula laran. La bele halai haleu iha aula laran". Ita rasik dala ruma la hatene dala hira maka ita fó orden negativu sira ne'e; orden negativu hirak ne'e naturalmente mosu deit: maibé ita nia estudante sira hatene. Se karik ita hakarak buka hatene dala hira ita fó orden "labele", hili estudante ida iha ita nia aula laran (ka husu mestre ida nia ajuda) no fó ba nia kaixa ida ho fatuk ki'ik iha laran ka sipu no hena no bornal ida. Husu ba estudante atu rona ita durante semana ida. Bainhira de'it estudante rona ita fó orden "labele", husu nia atu foti sai fatuk ka sipu ida husi kaixa no tau iha bornal laran. Iha semana ikus, konta fatuk ka sipu hira mak iha bornal laran. Surpreza ba ita?

Duké fó hela deit orden "la bele" (maske dala ruma nesesaria), aprende atu koalio fali iha maneira pozitivu hodi hatete loloos hahalok ne'ebé ita hakarak labarik sira hatudu. Duké hatete "la bele halai iha aula laran" porezemplu, koko atu hatete "La'o iha aula laran" ida ne'e hatete loloos saida maka ita hakarak ita nia estudante atu halo. Dala ruma ita bele fó razaun ba regulasaun, liuliu bainhira ita hateten ida ne'e iha tempu primeiru(dahuluk). Esplika regra sira bele dehan hanesan ne'e: "Iha aula laran ita presiza la'o de'it. Se ita halai, ita bele xoke kadeira no bele hakanek ita nia an; depois ita tenke ba dotór."

Dixiplina Korporál

Atu fó dixiplina ba estudante hanesan Ramon, mestre barak dala ruma bele uza kastigu ne'ebé maka'as. Tipu rua kastigu ne'ebé maka'as bele uza keta-ketak ka hamutuk mak kastigu fíziku no kastigu emosaun. Tipu rua ne'e hanesan forma violénsia kontra labarik

ne'ebé viola sira nia direitu hanesan humanu ba respeita, dignidade, igualdade iha lei, no protesauñ husi forma violénsia hotu.

Kastigu fíziku, no mós ameasa kastigu fíziku, mosu bainhira mestre ida, inan-aman, ka ema ne'ebé tau matan ba labarik iha intensaun atu halo kanek fíziku ka kria situasasun ne'ebé susar ba labarik, bai-bain atu hapara labarik ida nia hahalok aat, atu kondena nia ba buat ne'ebé nia halo no atu prevene hahalok ne'e repete bei-beik.

Kastigu fíziku sai ba beibeik la legal legal no la dezenvolve di'ak "aprendizajen". Buat ne'ebé ita bolu 'kastiku korperál bele diferente husi kultura ida ba kultura seluk, ka iha kultura ida nia laran, no beleinklui, porezemplu:

- ❖ Baku labarik ho liman ka objetu (hanesan rota, sintu, sikoti, sapatu, livru, regoa nst.)
- ❖ Tebe, ka'er maka'as ka tuda labarik
- ❖ Ku'u ka rakut fuuk
- ❖ Obriga labarik atu hamri'ik iha fatin ne'ebé lakonfortabel
- ❖ Obriga labarik atu hala'o exesisio fíziku ne'ebé barak liu ka obriga halo servisu todan.
- ❖ Sunu ka hakanek labarik, no
- ❖ Obriga labarik atu han sasán ne'ebé la'ós hahán (hanesan sabaun)

Kastigu Corporál signifika atu halo kanek fíziku no kastigu emosional signifika atu halo moe labarik no hakanek psikologia. Atu hanesan ho kastigu verbal negativu, maibé kastigu ne'e todan liu tan, ida-ne'e bele inklui goza iha publiku, soe piadas, ameasa, bolunaran aat, hakilar, no manda, ka asaun sira seluk ne'ebé hamoe, hanesan la fó ropa ka hahan ka obriga sira atu hamriik iha posisaun ne'be laiha dignidade hodi ema hotu atu haree no fó komentario

Kastigu fíziku mak buat ne'ebé ita bele hare, maibé kastigu emocionál susar atu identifika. Maski nune'e, kastigu labarik ho habai iha loron, hodi estraga labarik nia dignidade liu husi goza, ka la fó ropa ka hahán, ne'e estraga ho rezultadu ne'ebé hanesan ho forma kastigu fíziku oi-oin.

Nune'e mos, laiha liña ne'ebé klaru entre kastigu fisikal no kastigu emosional. Dalabarak, labarik sira sente kastigu fíziku hanesan mos desfamah ka hatun dignidade ema nian. Iha dokumentu ne'e, tan ne'e, ami uja termus "kastigu isin" nune'e bele inklui kastigu fíziku no kastigu emosional.

Atividade ho Asaun: Ne'e mak kastigu Corporál?

Le'e peskija actual tuir mai ne'e. hanoin - no diskute ho kolega sira - maski ezemplu ida ne'e hanesan kastigu fíziku no sentensa ne'ebé hanesan lisaun ba labarik sira.

Lisaun Shireen nian

Estudante ida naran Shireen mak loron-loron ba eskola no iha parte barak nia gosta tebes; so de'it lisaun ida mak nia la gosta. Loron ida ne'ebé mak nia tauk/la gosta liu mak loron teste soletra nian. Ba letra idak-idak ne'ebé maka nia ka nia kolega sira soletra la los maka sira-nia mestre haruka sira sa'e ba foho ki'ik oan iha sira nia eskola sorin no lori tuun fali fatuk lima. Fatuk hirak ne'e maka hodi halo ona moru haleu eskola. Shireen la komprende oinsá lori fatuk ne'e bele ajuda atu soletra, maibé nia tenke halao servisu todan ida-ne'e . Dala ruma bainhira nia halo hotu nia roupa sai fo'er los no nia hetan kastigu iha uma.

Oinsá kastigu fíziku bai-bain no tanba sa?

Hanoin fila-fali ita nia edukasaun rasik. Ita ka ita nia kolega dala ruma hetan kastigu fíziku ka emotionál? Karik ita bo'ot hataan "sim(loos)" tanba kastigu fíziku ne'e hanesan kastigu ne'ebé akontese bebeik iha mundu tomak. Nasaun 15 de'it husi nasaun 190 resin mak iha bandu ba kastigu fíziku ba labarik. Iha nasaun sira seluk, inan-aman no ema tau matan ba labarik, hanesan mestre sira, defende nafatin "direitu" atu baku no hamoe ka hatuun labarik.

Maski ita barak kondena violénsia, liuliu violénsia kontra ema adultu, mas ema uitoan deit iha mundu mak fó atensaun seriu ba violénsia kontra labarik. Tanba sá?

Iha fiar tradisaun no kulturál ne'ebé durante tempu naruk iha sosiadade barak, uza nafatin kastigu korperál. "Tenki uza kastigu fíziku, hodi labarik halo kumpre" ne'e popular tebes. Seluk fiar katak kastigu fíziku mak:

1. efetivu;
2. prevene labarik sira atu monu ba hahalok ladi'ak;
3. hanorin sira aprende buat ne'ebé loos no buat ne'ebé sala;
4. hametin respeitu, no
5. ida ne'e diferente husi abuzu fíziku.

Maibe peskiza hatudu katak kastigu fíziku la haklo hirak ne'e, de faktu katak kastigu fíziku hanesan forma violénsia kontra labarik.

Tuir mai haree buat balun ne'ebé loos no falsu kona-ba kastigu korporál: Ita rona karik ema ruma esplikasaun balun hanesan tuir mai hodi justifika sira nia uza kastigu korperál? Ita mós dala ruma halo hanesan ne'e?, ka dala ruma hanoin hanesan ne'e? Koko atu onestu de'it.

Mitu No. 1: Ne'e akontese mai ha'u no ha'u la kanek ida

Faktu: sira bele iha duni sentimentu tauk, hirus, ladun fiar tanba hetan baku husi Inan-aman ka mestre. Ema ne'ebé uza razaun ne'e baibain uza atu hamenus sentidu sala tanba sirauza kastigu fíziku ba sira nia oan. Iha sira-nia hanoin sira defende sira-nia asaun violénsia kontra sira nia oan. Maíbe, sira nia asaun hatudu katak kastigu fíziku ne'ebé sira halo iha duni impaktu negativu, faktu, ida ne'e halo kontuniasaun sirkulu violénsia ba labarik sira ohin loron, ho resultadu katak labarik sira ohin loron mós sei uza nafatin violénsia ba gerasaun sira ne'ebé tuir mai(foun). razaun ne'e sala tanba buat barak ne'ebé forma husi gerasaun tuan agora la uza ona. Ezemplu, faktu hatudu katak adultu balun la hetan vasinasaun bainhira sira ki'ik, la signifika sira sei prefere ida ne'e ba sira nia oan rasik.

Mitu No. 2 "Laiha buat seluk ne'ebé hetan susesu!" ka "Sira mak soran ha'u!"

Faktu: Dixiplina positive presisa haburas konfiansa no respeito entre labarik ho nia mestre. Karik hakanek labarik, ne'e pratika ne'ebé ita halo tanba baruk atu buka dalan seluk. Ida ne'e hatudu katak ita faila atu halo buat ne'ebé nesesariu atu ajuda labrik sira aprende no rai iha sira-nia laran hahalok ne'ebé di'ak. Se ita uza bei-beik kastigu korperál, presiza tempu naruk no esforsu maka'as ba métodu foun atu iha susesu. Se ita uza bei-beik ona hakilar, ameasa ka kastigu fíziku ba ita-nia estudante sira, ida ne'e susar atu hetan resultadu relasaun konfiansa iha tempu badak. Karik ida ne'e mak kria fali sentimentu katak laiha buat seluk tan mak bele iha susesu, ka labarik sira "soran" atu hetan baku. Maibé, problema mak aproximasaun dixiplina la'os labarik nia hahalok ladi'ak. Koko justifika katak katak labarik soran atu hetan violénsia ne'e intensaun atu halo ita la sente sala. Ita fó sala fali ba vitima. Hanoin tok, ita baibain baku ita nia xefi, funcionário, espouza ka kolega bainhira iha difikuldade ho nia? Hein katak lae!

Mitu No.3: kastigu fíziku mak iha susesu. Métodu seluk la'e.

Faktu: Halo ita nia estudante sira hatudu hahalok di'ak liu husi ameasa kastigu la hanesan ho dixiplina. Kastigu fíziku ne'e iha funsaun di'ak bainhira ita haree fatór balun de'it no iha tempu badak. Kastigu fíziku hanorin labarik atu halo tuir ita-nia hateten, maibé vale so bainhira ita besik sira. Ida ne'e iha rezultadu hanorin labarik sira atu bosok kona-ba sira nia hahalok ladi'ak atu la hetan baku ka kastigu ne'ebé halo sira moe. Bainhira laiha konfiansa, ida ne'e estraga relasaun entre mestre ho labarik. Labarik sai hirus, tanba sa ema ne'ebé loloos tenke hanorin no taumatan ba sira maka hanehan, baku ka insulta fali sira. Maski asaun kastigu fíziku ida de'it bele efetivu, maibé ida ne'e sentimentu tauk ne'ebé temporaria ba labarik ida atu halo tuir.

Mitu No. 4: "Kastigu korporál hanorin obediénsia"

Faktu: Iha pasadu karik, pratika hanorin labarik hodi labele kestiona nia bo'ot sira, maibé tempu moderna ona. Mestre barak adopta dadaun tékniku aprendisajen ne'ebé fó korajen ba labarik sira atu hanoin ba sira nia an rasik, atu husu pergunta, no atu aprende katak buka solusaun ho kontente hanesan dalan diak diak atu estuda. Maibé, kastigu fíziku hapara labarik atu husu pergunta, hanoin kritiku no atinji sira-nia objetivu rasik. Buat sira ne'e nu'udar kualidade ne'be adultu no labarik presiza atu iha sosiadade ne'ebé dinamika, kompetativu, no muda beibeik. Obriga obdencia liu husi amesa kastigu fíziku hamate labarik nia iniativu no kreatividade (no mós adultu).

Mitu No. 5: ha'u halo ida ne'e hanesan razaun ikus . Ha'u la iha ona opsaun seluk.

Faktu: Ita uza razaun ida ne'e no hatudu ita-nia estudante katak uza violénsia hanesan solusaun ikus no ida ne'e justifika. Maibé ida ne'e la loos. Hanesan mós ho ezemplu tuir mai; mane ida baku nia feen 'nu'udar solusaun ikus' iha justifikasaun ka lae? Ita labele aseita ida-ne'e ba ita nia estudante sira. Alende ida-ne'e, normal ba inan-aman no mestre sira atu uza kastigu fíziku iha instante ba dahuluk la'os hanesan solusaun ikus no ba sala kiik-oan de'it ne'ebé labarik halo.

Mitu no. 6: Ne'e hanesan dalan ida deit mak ajuda Ha'u atu kontrola labarik iha Ha'u nia aula . Ha'u iha estudante barak liu!

Faktu: razaun ida ne'e normal entre mestre sira ne'ebé hanorin iha aula bo'ot, dala ruma ho estudantes 100 resin iha aula ida. Ida ne'e sempre mosu tanba aula la iha regulamentu ka rutina; labarik sira la hatene saida mak sira tenke halo no konsekuensia ba sira nia hahalok ladiak; no mestre la gasta tempu atu hari'i relasaun diak ho labarik sira atu nune'e sira bele iha vontade atu sai di'ak. Ida ne'e dala ruma haree husi ninia tipu jestaun aula ne'ebé mestre mak manda (otoriter); "Ha'u mak mestre, no ita sei halo buat hotu tuir Ha'u nia hakarak!" Nu'udar dalan ida atu koko mantein kontrola, mestre mos bele uza kastigu fíziku la'os deit atu hapara hahalok la di'ak iha labarik ida, maibé kuda mos atu hatauk iha labarik seluk nia laran. Nune'e, Hein katak sira sei la halo hahalok ladiak mos (maibe sira halo nafatin). Hanesan Mitu 4 iha leten, hametin obediénsia delek(semple halo tuir de'it) liu husi amesa violénsia fíziku la enkoraja labarik sira atu aprende husi mestre so de'it atu tauk mestre. Nudar rezultadu katak; sira lakohi aprende, ne'ebé halo ita-nia servisu sai todan tan, no sira la aprende di'ak, ne'ebé refleto ita nia servisu nu'udar profesór.

Mitu No. 7: "Kastigu korperál mak parte ida husi ita nia kultura"

Faktu: Kastigu fíziku dala ruma konsidera nu'udar parte ida husi ita-nia sosiedade, no ema bele haree idea ba promosaun alternativu ba kastigu fíziku mak hanesan "osidental" ne'ebé la konsidera valor Aziátiku. Sosiedade Asiátiku depende ba hirarkia bazeia ba idade, no ideia mak ema fonsa'e sira presisa respeita, sirve, no halo tuir ema bo'ot inklui mestre sira. Maski kastigu fíziku namkari iha Asia maibé laiha ligasaun spesífiku entre sistema fiar tradisaun no violénsia kontra labarik liu husi kastigu korperál. Ne'e duni, valor rua husi sosiedade Asia mak; mantein harmonia sociál no aprende atu uza abilidade mentál hodi dixiplina isin, liuliu atu mantein kontrola-an iha situasaun ladi'ak (sabraut) nia laran. Ne'e duni, violénsia kontra labarik KONTRA valores aziátiku. Ida ne'e tanba estraga armonia sosiál iha aula laran liu husi estraga relasaun entre profesór- estudante no estudante-estudante, no bele estraga relasaun ba futuro. Estraga labarik sira nia estima an no konfidénsia, no hanorin katak la iha problema lakona kontrola ba ita-nia an rasik hodi hatuun fali ema seluk. Duké uza fali kastigu korperál, bele uza fali lisan husi tradisaun nu'udar alternativu forma dixiplina hodi la uza violénsia. Ezemplu ida maka ema adultu hatudu hahalok ne'ebé di'ak i depois sira-nia oan sira halo tuir. Fiar kulturál no individuál ne'ebé justifíka kastigu korperál bele troka ka muda iha tempu badak nia laran.

Kastigu korporál ne'e iha funsaun ka lae? Saida mak konsekuénsia husi kastigu isin?

Kastigu korporál eziste nafatin tanba mestre sira fiar katak ida ne'e maka funsiona di'ak no efetivu. Maibé tebes ka lae?. Peskiza ne'ebé ho durasaun liu dékada rua hatudu ona katak rezultadu pozitivu husi kastigu fíziku mak kumpre ne'ebé lalais de'it. Maibé nia konsekuénsia negativu sira aas liu fali rezultadu pozitivu. Uzu kastigu fíziku kuaze nunca hetan rezultadu ne'ebé di'ak, ne'ebé pozitivu, ne'ebé troka duni estudante sira-nia hahalok. Iha kontraria katak ida ne'e bele iha konsekuénsia negativu ba labarik no ba ita.

- Bainhira ita uza kastigu fíziku ita lahatene oinsá nia rezultadu. Inklui tristeza, dignidade tun, hirus, hahalok agresivu, hakarak atu kontra, mehi aat no soe be la hatene tuir, falta respeitu ba autoridade, depresaun ne'ebé aas, ansi, hemu droga, abuzu sexual, abuzu labarik, labarik ne'ebé nakar no fó kontinuasaun ba kastigu fíziku. Iha prazu naruk, labarik sira ne'ebé hetan kastigu fíziku hatudu hahalok anti-sosiál no sira lalais monu ba hahalok violénsia, hanesan kria kontinuasaun ba abuzu fíziku husi jersaun ida ba jersaun tuir mai. Liu husi uza violénsia ita hanorin violénsia.
- Nu'udar mestre, ita iha responsabilidade ba estudante sira atu ajuda sira nia prosesu dezvoltamentu. Kastigu fíziku bele iha impaktu bo'ot ba labarik ida nia

dezenvolvmentu no rezulta problema iha ninia edukasaun, sosiál, entre-ema no abilidade atu adata ba situaun saida de'it.. Ezemplu; peskiza hatudu ona katak vitima balun husi kastigu fíziku ezije labarik balun atu sai husi eskola tanba sira tauk atu hetan baku no oin-monu. Bainhira sira sai tiha husi eskola sira hili konsume ka fa'an droga ka atividade seluk ne'ebé la aseita iha sosiedade.

- Maski ita bele iha susesu hapara hahalok ladi'ak temporáriu de'it, maibé se ita uza kastigu fíziku nafatin, la haburas hahalok apropriadu husi labarik ne'e. Tanba sá? Labarik la hatene ka la aprende saida mak nia tenke halo; hahalok saida mak nia presisa adota, llabarik aprende so de'it atu para buat ne'ebé nia halo. Ida ne'e hanesan mos atu hatete ba ita-bo'ot sira atu la bele uza kastigu korperál, maibé la hanorin alternativu dixiplina ne'eb'e bele uza.
- Uza kastigu korperál bele iha rezultadu ne'ebé kontra ita-nia objetivu- bele reforsa tan labarik nia hahalok ladi'ak. Ezemplu; bainhira dada atensaun husi mestre no estudante sira, karik ida ne'e mak labarik hanesan Ramos buka- buka atensaun.
- Kastigu korperál dala barak kria ódiu no neon-aat, halo relasaun diak entre mestre/estudantes no estudante/estudante, no fiar malu, sai susar liu tan atu buras iha futuro. Ida ne'e halo ita-nia servisu sai susar, menus benefisiu no hamosu sentidu frustradu maka'as. Ita lakohi hanorin ita-nia estudante sira. Ita nia estudante sira bele sente ita nia sentimentu ladi'ak no lakohi tama iha aula .
- Labarik ne'ebé sai vitima ba kastigu fíziku bele hetan kanek ne'ebé presisa konsulta médiku, estraga permanente ka bele hamosu mate. Ameasa atu uza kastigu fíziku mós bele kauza estraga ba labarik; ezemplu, bainhira mestre ameasa atu uza ai, no foti sa'e ai, la ho intensaun mestre sukit sai labarik nia matan. (insidente ida ne'e atualmente akontese).

Signifika Dixiplina

Liafuan dixiplina dala barak uza sala, dala barak konsidera hanesan mós kastigu. Tuir mestre barak nia hanoin, dixiplina siknifika hanesan kastigu. "Labarik ne'e persiza dixiplina" igual ho "labarik ne'e persiza basa ka baku ho ai". Ida ne'e LA LOOS!

Dixiplina maka pratika hanorin ka treina ema atu halo tuir regulamentu ka kodigu ba hahalok ba tempu badak no tempu naruk.

Maski kastigu siknifika katak atu **kontrola** labarik sira nia hahalok, dixiplina siknifika atu **dezenvolve** labarik sira nia hahalok, liuliu ba hahalok ka komportamentu. Ida ne'e siknifika katak atu hanorin labarik sira atu kontrola-an no fiar an. Ita presiza foka liu ba

saida mak ita hakarak labarik atu aprende no labarik nia abilidade atu aprende. Ida ne'e hanesan bazeida hodi gia labarik sira oinsá atu hetan harmonia iha sira-nia an rasik no iha relasaun di'ak ho ema seluk. Obejtuviu dixiplina atu labarik sira komporende sira nia hahalok, foti inisiativa, foti responsabilidade ba sira nia asaun sira no respeita sira-nia an no mós ema seluk. Sira bele internaliza prosesu hanoin no hahalok ne'ebé pozitivu no hela ho sira ba sira-nia moris tomak. Ezemplu, bainhira ita hanoin kona-ba "ema ne'ebé hatene dixiplina", ita hanoin ema ne'e se? Olimpiade ginastiku ida, ema ida ne'ebé mak hapara ona ninia abitua ne'ebé la diak hanesan fuma, kalma nafatin iha situasaun barulhu. Buat hirak ne'e hotu persiza abilidade kontrola-an, ne'ebé mak objetivu husi dixiplina.

Dixiplina forma labarik nia hahalok no tulun sira atu aprende kontrola-an bainhira dixiplina enkoraja labarik, la'os buat ne'ebé mak hakaneke, kastigu ne'ebé la iha signifika. Se karik ita nudar inan-aman ka ita nia kolega ne'ebé iha oan, hanoin fila fali ba labarik tinan ida ka tinan rua. Oinsá hanorin nia basa liman, lao ka kolia? Ita ka ita nia kolega bai-bain uza téknika hanorin hanesan hatudu ezemplu ("modelu") no mós fó gaba no oportunidade atu pratika; la'os hakilar, baku, insulta ka ameasa. Enkorajamentu ne'e maka tipu ida husi estima katak estimula labarik sira atu sevisu, aprende no realize. Ida ne'e hari'i estima an tanba labarik aprende katak nia rasik mak manan ita-nia gaba ka presente seluk. Labarik bele hili atu manan ka la manan presente ne'e. Ida ne'e fó sira sentidu katak sira mak kontrola sira-nia moris, ida ne'e nu'udar xave importante ba sira nia dignidade saudavel. Alende ida ne'e, labele fó enkorajamentu ba hahalok ne'ebé ladi'ak - hanesan la liga hahalok ho objetivu manan atensaun de'it, hahalok hanesan hirus no tama aula tarde. Lori tempu, tékniku sira-ne'e hanorin labarik atu kontrola-an bainhira koko atu hetan atensaun hodi halo hahalok aat. Nia aprende katak nia bele hetan atensaun so de'it bainhira kalma ka tama tuir oras; ne'e katak bainhira ita observa nia hatudu hahalok ne'ebé di'ak.

Mai ita fila fali dala ida tan ba Ramon no oinsá ninia mestre dixiplina nia no aprende husi nia.

Estudu Kazu: Mudansa iha Ramon

Semana foun hahu'u hanesan semana uluk. Ramon kontinua nafatin disturba ema hotu-hotu, hahalok arbiru no halo ema ida-idak atu sai bulak. Maibé Ha'u hanoin barak kona-ba Ramon iha fin da semana tomak. Ha'u komesa hanoin oinsá nia halo Ha'u sente, no emosaun maka'as ne'ebé hamosu mak hirus no xateia. Bazeia ba livru Dixiplina Koperativa, oinsá ita sente bainhira estudante ida komportumentu la apropriu fó ba ita sugestaun kona-ba estudante ne'e ninia abjectivu ba hatudu hahalok aat. Kuandu ita komprende razaun estudante ida halo hahalok hanesan nia halo, halo fasil ba ita atu buka dalan hasoru nia.

Sentimentu hirus sugestaun katak estudante buka poder, no xateia sugestaun katak estudante buka atensaun. Bainhira Ha'u hanoin kona-ba ne'e, Ha'u komprende ona katak

Ramon nia hahalok xateia ne'e barak liu halo iha kolega no ema adultu sira nia oin ho lian maka'as no arbiru loos, nia halo ida ne'e atu hetan atensaun.

Hetan tiha ami-nia atensaun, nia buka poder liu husi la halo tuir buat ne'ebé ami husu, ne'e halo ami sai hirus tebes. Depois, ha'u rekuinese katak ha'u mak fó kontrolu aula nian ba Ramon. Ha'u labele fó sala nia; hotu tiha, ha'u mak responsavel ba ha'u nia asaun rasik. Ha'u hahu'u komprende katak maski ha'u labele kontrola nia maibé Ha'u bele kontrola saida mak ha'u halo no hateten. Planu no atitude foun ida kria ona.

Ha'u deside ona iha kuarta dadeer katak Ramon bele halo saida de'it, ha'u sei la fó atensaun ba atensaun ne'ebé nia hahalok ezije ha'u atu fó. Ha'u nega de'it nia. Bainhira nia tama aula tarde minutu sanulu, Ha'u finje hanesan nia la tama. Ha'u fó surat tahan ida ba ha'u-nia maluk, (teachers aide) husu nia atu hakerek buat hotu ne'ebé Ramon halo maibé la para nia.

Ramon halo kuaze buat hotu ne'ebé posivel iha aula nia laran. Nia halai tun sa'e, book estudante seluk nia fuuk, tau ha'u-nia maluk nia ókulu (teachers aide), hakat dala ida to'o odamatan, finje atu sai ba li'ur no sa'e kadeira. Ami la ko'alia buat ida.

Estudante sira iha aula haree ha'u hanesan ema bulak. Ha'u esplika ba sira katak ami-nia servisu ne'e imporante demais no labele hetan interompe husi ema ne'ebé laiha interese atu aprende, nune'e ami hala'o ba oin hanesan bai-bain. Ha'u kontente loos ho ha'u nia alunus, maski dala ruama hamnasa ba Ramon dala-ida /dala-rua maibé depois, nega nia totalmente, maski nia koko atu inkmoda sira.

Ramon nia hahalok sai aat liu tan. Durante periode, Ramon husu hela de'it ba ha'u atu ba haris fatin, atu ba edifisiu visi xefi eskola nian, no ba seguransa nia fatin. Ha'u kontinua ignora nia.

Depois, akontese buat furak ida. Duké sai ba liur, nia tuur. Iha tempu aula atu remata ha'u fó lisensa ba estudante ida-idak atu sai, nia hamriik no hateten "ha'u bele ba mos, Sra. Berg?" Nia hein no hein nafatin enkuantu ha'u bolu estudante sira seluk nia naran, nia husu atu sai maibé la la'o sai to'o ha'u fó lisensa. Ha'u hanoin saida mak sei akontese loron tuir mai. Sei iha mudansa ruma ka ha'u tenke tahan Ramon nia hahalok aat ne'ebé halo ha'u frustradu frustradu ?

Iha kinta, Ramon mai tuir tempu, lori surat tahan, kaderno ho lapiz. Nia tuur ho nonook no foti liman atu husu pergunta, nia la husik nia kadeira ka ko'alia la ho lisensa. Nia book an no haree ba mai, maibé Ha'u hatene katak nia difisil loos atu tuur metin iha nia fatin. Nia la halo servisu ne'ebé fó ba nia, maibé ha'u sente Ramon nia servisu mak kontrola ba nia hahalok.

Saida maka ha'u aprende? La suficiente ba ita atu konta ho buat ne'ebé ita halo tiha ona "buat ne'ebé ita sempre halo". Se ha'u kontinua nafatin estratejia ne'e uluk ha'u hanoin dalan loos, Ha'u hatene katak la iha tan mudansa ba Ramon nia hahalok. Ha'u hatene katak mestre sia balun fiar katak estudante sira tenke halo hahalok ne'ebé apropiadu tanba ita mak hateten, maibé realidade hatudu katak estudante barak sei la bele. Nu'udar adultu, ita iha responsabilidade atu muda buat ne'ebé ita halo atu kompleta nesesidade estudante sira-nian hotu. La'os de'it ba sira ne'ebé sei tuur metin, hatudu hahalok di'ak, ka komprende lisaun primera vez ita esplika ba sira.

Ramon hanorin ha'u katak labele halo estudante sira halo buat ruma, maibé ha'u bele muda kondisaun iha ha'u nia aula hodi influensia sira nia desizaun. Bibliutekáriu eskola nian hateten mai Ha'u dala ida katak hanorin loloos nian hahu'u bainhira estudante ida hetan problema.

Ita mós labele kontrola buat hotu-hotu, no klaru ita labele kontrola ema seluk, maibé ita iha poder ruma iha aula laran. Poder ne'e katak ita, nu'udar ema profesionál, bele foti asaun atu hasoru situasaun difisil. Ha'u-nia komprensaun ba pontu ida ne'e halo diferensia boot ba Ramon

Tabela tuir mai, halo sumariu ba fatór ne'ebé di'ak bainhira uza dixiplina pozitivu, duké halo fali aula laran nakonu ho kastigu de'it. Fatór ne'ebé-ne'ebé dixiplina nian mak Ramon nia mestra uza hodi dixiplina nia? Fatór ne'ebé mak bai-bain uza iha ita-nia aula ?.

Dixiplina mak:	Kastigu mak:
Fo alternative pozitivu ba labarik	Hateten deit buat ne'ebé labele halo
Apresia ka gaba ba sira nia haka'as an no hahalok diak	Reasaun ladiak hasoru hahalok ne'ebé ladiak
bainhira labarik halo tuir regulamentu tanba sira mak diskute no hetan agrementu	bainhira labarik halo tuir regulamentu tanba hanehan no selu ho osan(sogok)
Konsisten no fó dalan nafatin	Kontrola, hamoe, hase
Pozitivu no labarik sira nia respeita	Negativu no la respeitu labarik
la ho violénsia fíziku no verbal	Violénsia fíziku, trata no agresivu.
Konsekuénsia lójiku ne'ebé direitamente relaciona ho hahalok at	Konsekuensia ne'ebé laiha relasaun no ilogika ba hahalok ne'ebé at
bainhira labarik tenke husu deskulpa (selu) se sira nia hahalok afeita negativamente ba ema seluk.	bainhira kastigu labarik ida tanba nia baku nia kolega duké hatudu oinsá atu selu (husu deskulpa)
Komprende ba abilidade individual, prezisa, sirkumtansias no padraun desevolvementu	La apropiadu ba padraun dezevolvementu labarik nia moris, sirkumtansia individual, abilidade no nesesidade la tau ba konsedersaun.

Hanorin labarik atu internaliza dixiplina ba an rasik.	hanorin labarik atu halo hahalok diak iha deit bainhira sira hetan kastigu.
Rona no sai modelu	Kuntinua nafatin hase labarik ho hahalok at uitoan ne'ebé kauza sira atu la rona ita.
Konsedera sala hanesan oportunidade atu aprende	Obriga labarik atu halo tuir regulamentu ne'ebé la logika.
Hadiak labarik nia hahalok. Nunka hateten ba labarik-ita (o) nia hahalok ne'e at.	Kritika labarik, hodi nia hahalok; ita istupidu, ita sala ona.

Dixiplina Pozitivu iha Aula Laran

Labarik sira presisa eduka para sira komprende no tuir regulamentu sociál. Maibé la'os nesesaria, no bele iha impaktu aat, bainhira ita basa ka abuza estudante ida. Evidénsia hatudu katak labarik feto no mane responde ho di'ak bainhira uza aproximasaun pozitivu inklui negosiasaun no sistema rekompensa, duké kastigu liu husi abuzu verbal (ho liafuan), fízikal no emosional.

Lee skenariu ne'e'bé tuir mai no koko identifika dalan pozitivu no negativu ne'ebé mestra uza atu regula estudante ida nia hahalok aat.

Senáriu 1

Lek nudar mestra aula 4, nia tama ba aula prontu atu hahu'u hanorin matematika. Bainhira nia hahu'u lisaun, nia estudante sira kontinua ko'alia ba malu no la rona nia. Nia ko'alia maka'as "Halo favor hotu-hotu nonook. Ita komesa dadaun ita nia lisaun agora". Estudante ida-idak komesa nonook so Chai mak lae. Chai sei nafatin ko'alia ba nia kolega kona-ba joga bola ne'ebé nia haree iha televizaun horikalan. Lek hakilar " Chai tanba sa labele nonook? Hamri'ik iha sala nia sikun no hateke ba parede. O sei hetan katigu boot! Hein de'it to'o aula remata! Xefi eskola liu husi aula oin no husu, "Mestra hakarak Ha'u hatudu nia se mak lider iha ne'e? Chai tanis no ba hamriik iha sala sikun, tauk ba nia destinu ne'e no hakarak sai husi neba. Kariik aban nia la tama eskola.

Senáriu 2

Lek nu'udar mestra aula 4, nia la'o tama ba aula laran prontu atu hanorin lisaun matemátika. Bainhira nia tama nia hateten, "Halo favor ema hotu nonook agora. Ita sei komesa ita nia lisaun matemátika no ema hotu-hotu presiza rona ho di'ak." Depois estudante sira nonook, mestra Lek rona Chai koalia nafatin ba nia kolega. Lek husu "Se mak sei ko'alia nafatin? Karik ema ruma iha ne'e haluha regra sira aula nian?" Xefi escola liu husi aula oin no rona

komentario Lek, ho hirus nia husu se iha prolema ruma, se nune'e, nia hatene oinsá hasoru lalais. Lek agradese ba nia no hateten nia bele tau matan ba situasaun aula.

Depois xefi eskola sai tiha, Lek haree ba Chai no husu "Tanba sá xefi hateten hanesan ne'e? Chai iha ideia ruma?" Ho sentimentu sala Chai hatan "Ohin Ha'u sei nafatin ko'alia bainhira ita haruka ema hotu atu nonook" Lek husu, "Bainhira mak ita hotu bele ko'alia la ho disturba ema seluk no sira iha oportunidade atu aprende?" Chai hateten, "Bainhira aula remata." Lek aseita no husu Chai atu hatan pergunta ida, 100 fahe ba rua sai hira. Nia hatan 50. Lek hamnasa no hateten "Di'ak tebes." Chai rona makaas durante aula no la ko'alia ba nia kolega to'o aula remata.

Senáriu 3

Lek nudar mestra aula 4 tama ba aula laran prontu atu hanorin lisaun matemátika. Bainhira nia tama nia hateten, "Halo favor ema hotu nonook agora" Ita sei komesa ita nia lisaun matemátika no ema hotu-hotu presiza rona ho di'ak." Depois estudante sira nonook, mestra Lek rona Chai ko'alia nafatin ba nia kolega. Lek foti kaderneta infasaun no hakerek "Failla atu halo tuir regulamentu aula nian" no nia husu ba Chai atu hakerek nia naran, aula, mestra nia naran, oras no data, "Chai, ha'u sei tau kaderneta infrasaun ne'e iha o-nia meza. " Karik ida ne'e rai nafatin iha ne'e to'o aula remata, bele soe tiha. Se Chai kontinua ko'alia la ho lisensa, Ha'u foti ida ne'e no lori ba edificiu ba xefi atu hare. Bainhira aula remata, Chai soe tiha deklarasaun.

Se tékniku dixiplina negativu, ida ne'e bele dis korajen no halo estudante sira frustradu. Se uza tékniku pozitivu, bele ajuda estudante sira adata no mantein hahalok ne'ebé di'ak.

Iha Senáriu 1 no 2 iha leten, situasaun negativu entre Lek no Chai ita bele hare. Ita bele identifika? Resposta: Iha Senáriu 1 Lek no xefi eskola hatudu hirus ne'ebé maka'as. Sira ameasa Chai; "O hein deit to'o aula remata", "Mestra hakarak ha'u hatudu nia se mak lider iha ne'e?" Lek mos kastigu Chai la ho razaun no la iha resultadu di'ak, haruka Chai hamriik no fila oin ba parede. Iha Senáriu 2, Lek soe piadas uitoan ba Chai; "Karik ema ruma iha ne'e haluha regra sira iha aula". Oinsá sente Chai depoizde ida-ne'e?

Iha Senáriu 2 no 3 inklui ezemplu dixiplina pozitivu entre mestra Lek no Chai. Iha Senáriu 2, Mestra Lek tama iha aula laran no husu ba hahalok espesifiku ne'ebé atu akontese (nonook), no mós razaun tanba saida (komesa lisaun matemátika no ema hotu-hotu tenke rona ho di'ak).

Resposta ba xefi eskola-nia komentáriu, Lek husu pergunta "Tanba sá xefi eskola ko'alia hanesan ne'e?" Pergunta ne'e tulun Chai hanoin razaun saida ba xefi eskola nia asaun, oinsá nia hahalok bele halo xefe, mestra Lek no nia kolega seluk la gosta. Lek mos aseita katak Chai loos kona-ba bainhira mak óras loloos atu koalio ho kolega sira. Nia mós reforsa hahalok di'ak bainhira nia fó oportunidade ba Chai atu hatan pergunta matemátika ida ne'ebé

simples no mestra orgullu nia no hamnasa. Situasaun hanesan ne'e hatudu ba Chai katak Mestra Lek sei gosta nia nafatin. Nia hahalok mak problema la'ós nia, nia an rasik.

Iha Senáriu 3, Mestra Lek jeitu ne'ebé diak mós firme bainhira nia hasoru Chai nia hahalok la di'ak. Ida ne'e fó oportunidade ba Chai atu sai responsavel ba ninia hahalok rasik no saida maka sei akontese iha futuru.

Prinsipiu Hitu ba Dixiplina Pozitivu ba Labarik

1. Respeita labarik nia dignidade
2. Dezenvolve hahalok pro-sosiál (bersosial), dixiplina-an no karakter.
3. Masimiza labarik nia partisipasaun ne'ebé ativu
4. Respeita labarik nia nesesidade dezenvolvementu nian no qualidade moris
5. Respeitu motivaun labarik nian no hanoin kona-ba moris
6. Garantia justisa (igualidade no laiha discriminasun)
7. Promove solidariedade

Etapa Dixiplina Pozitivu

Kastigu fíziku ne'e hanesan asaun ida de'it, dixiplina pozitivu mak prosesu iha pasu haat ne'ebé rekoñese no rekompensa hahalok apropriadu hanesan tuir mai ne'e;

1. **Hahalok ne'ebé apropriadu deskreve**, hanesan "Favor hotu-hotu nonook"
2. **Fo razaun klaru hanesan**: "Ita atu hahu'u ita nia lisaun matemátika no ema hotu-hotu tenke rona ho di'ak." Ne'e signifika katak nonook lalais sei hatudu respeitu ba ema seluk. Ne'e hanesan ezemplu diak ida atu trata ema seluk hanesan ita mós hakarak sira atu trata ita.
3. **Husu rekuinesementu**: "Hatene tanba sá nonook ne'e importante tebes?" Ka hanesan Chai nia kazu, "Bainhira mak ita hotu bele ko'alia la ho disturba ema seluk no sira nia oportunidade atu aprende lisaun?"
4. **Hahalok ne'ebé di'ak reforsa nafatin**: kontaktu matan, aseita, hamnasa, aumenta minutu lima ba tempu halimar antes lisaun remata, pontu kréditu balun, no estudante nia susesu reforsa nian iha aula laran ka eskola-oin (rekoñese sosiál mak rekompensa di'ak liu). Bainhira uza rekompensa ne'e, tenke fó lalais. Bele kiik-oan, maibé buat ruma halo estudante sente orgullu.

Prosesu ne'e efetivu ba labarik ida-idak. Nune'e mós ba ita boot-sira ne'ebé servisu iha aula ne'ebé boot, ne'e mós bele efetivu ba labarik sira iha grupu. "Matenek" ne'e atu atrai labarik sira sente sira hola parte ba "ekipa ne'ebé manan." (aula tomak) no orgullu labarik ida-idak nia haka'as an atu sai membru ekipa ne'ebé di'ak.

Lembra: observa estudante sira bainhira halo buat di'ak no orgullu ba sira lalais. Ida ne'e mak sentru ba dixiplina pozitivu.

Nota: Dixiplina pozitivu bele failha bainhira:

1. Estudante ida, ka klase tomak, la hetan rekompensa lalais.
2. Tau enfasia ba papel duké hahalok. Ezemplu; "Di'ak atu taka ibun no para ko'alia" duké "Furak bainhira ita konsedera ema seluk no nonook lalais".
3. Tau enfasia ba buat ne'ebé estudante halo nafatin ne'ebé sala, duké nia hahalok ne'ebé loos.

Bainhira uza dixiplina pozitivu, koko atu tau iha hanoin rasio 4:1 Atrai estudante ida, ka aula ida, halo buat ruma ne'ebé di'ak dala haat ba dala ida-idak ne'ebé ita hetan sira halo buat ruma sala. Sai konsistente. Uza rasio haat-ba-ida ho konsistente, ita hatudu ona ba ita-nia estudante sira kata ita serius duni kona-ba atrai sira halo buat ruma ne'ebé los no gaba kedas sira. Atu haree se ita atinji duni rasio ne'e, prepara diaria ida, no bainhira aula remata, ka loron remata, hanoin fila fali dala hira ita atrai ita nia estudante sira komporta di'ak kompara ba dala hira ita hetan sira halo buat ruma ne'ebé sala. Ita mos bele husu ajuda mestre seluk ka teachers aide monitoriza ita halo hanesan ne'e, to'o tempu gava sai beibeik no kritika sai menus.

Mestre sira ne'ebé uza dixiplina pozitivu fiar ba sira nia estudante sira-nia abilidade, no komúnika ba estudante sira ho maneira laran luan no respeito. Bainhira mestre sira hakarak atu observa sira nia estudante sira no responde ho dalan ne'ebé enkoraje hahalok pozitivu, sira ajuda sira nia estudante sira sai responsavel ba sira nia hahalok rasik, no reduz sira nia hahalok ladi'ak.

Atividade Refleksaun: Aprende no Implementa Lisaun Pozitivu

Loro-loron iha oportunidade barak ba mestre no estudante sira komunika ba malu ho pozitivu. Hanoin situaun akontese foin dadauk ne'ebé ita ho ita-nia estudante sira respeita malu ho pozitivu, karik durante instrusaun ba individual, deskreve ita nia experiencia iha espasu tuir mai. Oinsá ita bele uza imformasaun ne'e atu servisu ho di'ak ho ita nia estudantes seluk no hadook uza dixiplina negativu.

Saida mak ita nia estudante halo?

Saida mak ita ko'alia ka halo?

Oinsá ita nia estudante responde?
Oinsá ita-nia sentimentu? (oinsá ita nia sentimentu iha tempu hirak ne'e)
Oinsá ita bele uza experiensia ne'e ho labarik seluk?

Hadook-an husi kestaun dixiplina

Sesaun ne'e kona-ba kestaun dixiplina- deicide katak atu kontrola estudante ida nia hahalok tanba ita la tahan nia hahalok aat, ka dezenvolve estudante sira-nia hahalok ba sira-nia benefisiu. Kestaun ne'e refere ba ideia la loos ne'ebé haktuir dixiplina no kastigu iha signifika hanesan, katak asaun ne'ebé infrenta hanesan, ne'bé resultadu mos sei sai hanesan. Atu hadook an husi kestaun ne'e no halakon konfuzoan, ita aprende ona kona-ba diferensia entre kastigu no dixiplina, no konsekuénsia natural ba kastigu versu dixiplina pozitivu, no prosesu dixiplina nian. Hein katak ita deskovre ona buat foun barak, dezenvolve ideia di'ak balun no aprende ona kona-ba oinsá ita-nia asaun dixiplinaria afeitu ba labarik nia hahalok no enkoraja (ka estraga) labarik nia dezenvolvimentu iha tempu naruk. Tuir mai iha exercisiu ikus ne'ebé atu avalia ita nia kuinesimentu kona-ba diferensia entre dixiplina pozitivu no negativu.

Atividade ho asaun: Dixiplina negativu ka pozitivu

Asaun dixiplinaria ida ne'ebé iha tabela tuir mai ne'e, ida ne'ebé mak pozitivu no ne'ebé mak negativu? Favor tau marka (J) iha kuluna ida ne'ebé apropiadu. Tuir mai, tau marka iha

kuluna ikus ba asaun ida-idak ne'ebé ita dala ruma uza ona, ka bele uza, atu kurije labarik ida nia hahalok la diak. Onestu de'it!!

Aksaun	(J) Asaun mak Pozitivu	(J) Asaun mak Negativu	Ita dala ruma uza (halao) ona asaun ne'e? los ka lae
1. Husu estudantes nia atensaun antes hahu klase			
2. Uza instrusaun direita (koalia lolos saida mak sei akontese)			
3. halo asumsi, kria opiniaun molok hatene lolos.			
4. halo akuzasaun la ho prova			
5. hamri'ik no la'o haleu klase laran			
6. uza forsa fíziku			
7. manda			
8. halo asaun tuir dalan ne'ebé ita hakarak labarik atu halo tuir (sai modelu)			
9. (generalizing) hateten ba hotu-hotu kona-ba labarik nia hahalok.			
10. Kompara labarik ida ho labarik seluk iha publiku			
11. Hariku ita nia ambiente klase nian			
12. antisipa problema			
13. ezije katak ita mak los no halo asaun hanesan ema boot			
14. estabiliza klaru no nafatin haforsa regulamentu			

Resposta: Asaun ne'ebé marka ona hanesan; 1,2,5, 8,11,12 and 14 mak pozitivu.

Asaun ne'ebé marka ona hanesa; 3,4,6,7,9,10,13 mak negative.

Oinsá ita tau valor (marka)? Métodu pozitivu no negativu hira mak ita uza ona?

Haburas relasaun pozitivu entre estudantes no mestre

Saida (buat ne'ebé) mak ita sei aprende:

- ❖ Baze ba mestre no estudante nia Relasaun
- ❖ Tanba sa labarik halo hahalok hanesan sira halo
- ❖ Tanba sa labarik halo hahalok ladiak
- ❖ Estuda kona-ba ita nia estudante husi laran
- ❖ Komprensaun ba ita nia estudantes sira nia moris
- ❖ Komunikaun entre inan-aman no mestre
- ❖ Estratejia ba enkoragen

Baze ba mestre no estudante nia relasaun

Mestre ne'ebé uza dixiplina pozitivu respeitu, haburas, no suporta sira nia estudante sira. sira komprende tanba sa labarik sira halo aksaun-ka hahalok la diak-hanesan sira halo, hanesan mos oinsá labarik sira haree ba sira nia an, dalan ne'ebé bele kauza hahalok ladiak. Mestre mos enfatiza labarik nia abilidade no ho sira nia situasaun moris. Espetativa mestre nian ba estudantes sira realistiku, konsedera labarik tuir realidade labarik ne'e nian, no la'os tuir ba buat ne'ebé labarik atu sai hanesan iha futuru. Mestre komprende katak hahalok ladiak ne'e hanesan eventu aprende ne'ebé konstrutivu ba labarik no mestre no ida ne'e mak parte ne'ebé importante no natural ba dezenvolvimentu labarik nian. Ida ne'e la'os ameasa ba autoridade mestre nian.

Tanba harii relasaun pozitivu bazia ba komprensaun no enfatie estudante sei tau fiar iha mestre no atu valorize sira nia akordu. Hanesan estudante ida responde ba relasaun ne'ebé pozitivu no mos dixiplina ne'ebé konsisténsia, hahalok ladiak menus no kualidade relasaun nian dezenvolve ba oin. Ikus liu kona-ba ida ne'e, Mestre ne'ebé diak mak ida ne'ebé sai modelu ba labarik no ne'ebé maka labarik sira hakarak imita tuir no gaba.

Tanba sa Labarik halo hahalok hanesan sira halo (Halo) eskolla

Señora Samina, mestra siensia naturais klase 4 nian, bai-bain iha problema hela deit ho estudante naran Hari. Sira fó sala malu hela deit. Saida deit mak mestra Samina hakarak Hari atu halo-hanesan tama klase tuir horas, ka hatama nia trabalho de casa lor-loron-Hari la halo tuir hela deit. Buat ne'ebé nia la rekuinese, no ikus mai mestre seluk hare, ida ne'e mak mestra Samina sempre hateten buat ne'ebé nia hakarak Hari atu halo hanesan pergunta ida; ezemplu, "Hari halo favor ita mai tama klase tuir horas?" no Hari sempre hateten "lae!"

Laiha ema ida no laiha situasaun ida bele obriga labarik ida halo hahalok iha dalan ne'ebé los. Ba mestra Samina, nia konvida Hari atu adopta hahalok diak, maibé Hari sempre reseita nia konvite. Tanba sa? Hahalok ne'e bazeia ba opsaun, no ita nia estudante hili hahalok saida mak sira hakarak adopta. Ita labele obriga sira, tanba ne'e mak kastigu la servisu ba iha tempu naruk. maski nune'e, hanesan Ramon nia mestra aprende iha seksaun uluk, ita iha poder atu influensia estudante ida nia desizaun kona-ba nia hahalok oinsá mak nia atu halo. Maibe, mudansa ne'e tenke hahu husi ita, Mestre. Hanesan Ramon nia mestra, uluk nia presiza aprende oinsá atu halao interasaun ho Ramon nune'e mos ho nia estudante seluk mos, atu nune'e Ramon hakarak hili hahalok apropriadu no halo tuir regulamentu klase nian.

Ita hasoru obstaklu ne'ebé hanesan. Ita nia papel mak identifika razaun ba opsaun ladiak sira ne'e, no mos atu dezenvolve estratejia atu ajuda estudantes atu hili buat ne'ebé diak ba sira nia hahalok. Hanesan ita aprende tiha ona iha seksaun primeiru iha dokumentu ne'e, labarik aprende no halo hahalok hanesan rezultadu husi fator jersaun (hereditas) no ambiente ne'ebé sira hela ba no sira nia nesesidade pesoál no psikolójiku. Ita labele muda sira nia hahalok ne'ebé tun husi sira nia jersaun no ita mos iha limitasaun atu kontrola sira nia ambiente tomak, liuliu se ita la servisu diak ho inan-aman no lider comunidade sira. Los duni, se ita komprende katak ita nia estudantes ida-idak halo desizaun kona-ba oinsá sira atu halo hahalok ita hetan estratejia atu influensa sira. Lembra; hahalok mak buat ne'ebé bele komprende no iha objektivu. Ita nia estudantes halo hahalok ruma ne'e ho objektivu, maski sira la realiza iha ne'e Bainhira ita bele komesa haree mundu ka ita nia klase deit liu husi sira nia matan, ita bele responde ba sira ho rasionalidade, konfidensia no efetivu.

Atividade ho Asaun: estudante ida, hahalok diferente.

Hili estudante ida ne'ebé nia hahalok halo ita sente taridu no frustadu husi ita nia klase. haree estudante ne'e regulamente durante semana ida, liuliu la'os iha ita nia klase laran/iha liur. Nia halo iha klase seluk ho mestre seluk ka ho estudante seluk hanesan nia halo iha ita nia klase? Se karik nia halo hahalok diferente uitoan iha situasaun oi-oin iha eskola, ita hanoin, tanba sa nia hili halo hahalok hanesan ida ne'ebé nia halo iha ita nia klase laran? Konsunta ho mestre ne'ebé la iha problema ho estudante ne'e ninia hahalok. Saida deit mak sira halo diferente husi ita? ita forma ita nia rekerementu hanesan pergunta (hanesan ho mestra Samina nia preukupasaun iha leten)? Ita kastigu ona nia no tanba ne'e nia lakohi mai tama klase? Mestre seluk fó ba nia opsaun no husik nia atu simu konsekuénsia? Oinsá ita servisu ba oin atu ajuda nia sai responsavel ba nia hahalok iha dalan pozitivu?

Se ita fiar katak estudante ida -idak halo opsaun/fihir ba sira nia hahalok, ita mos presiza aplika aprosimasaun ida ne'e ba ita nia reasaun rasik no servisu ho estudante iha klase laran no iha fatin hotu-hotu. Ita tenke husu ba ita nia an rasik kona-ba opsaun ne'ebé

ita halo kona-ba aksaun, no tanba sa ita fihir ida ne'e, hafoin hola kuidadu boot kona-ba oinsá ekspresa ita nia an iha lia fuan no jestu.

Nesesidade ba pertense

Objektivu ikus ba estudante nia hahalok mak atu kumpri neseseidade ba pertense. Hakarak atu sai nain/pertense ida ne'e maka neseseidade fundamental, hakarak ida ne'ebé mai husi labarik no ema adultu hanesan. Ida-idak kontinua nafatin luta atu hetan no mantein fatin ida ne'ebé signifikadu, fatin ne'ebé bele pertense. Iha ita nia seleksaun ita hili fiar, sentimentu, no hahalok ne'ebé ita fiar sei lori signifikadu mai ita. Estudante barak liu gasta horas barak nia laran iha loron ida iha eskola, tanba ne'e sira nia abilidade atu hetan fatin iha grupu iha klase no iha eskola mak importansia ne'ebé boot. No mos métodu saida deit mak estudante ida-idak hili atu uza hodi alkansa objektivu atu sai nain/pertense, liu husi tuir hahalok ne'ebé diak ka ladiak, métodu ida ne'e fihir uluk ona iha moris no sai estilu moris nian ne'ebé karateriza ema.

This is why you are a very important actor in helping each child to choose a method that is socially acceptable. It will last a lifetime! Students need to satisfy three C's in order to experience a sense of belonging.³⁶ They need to feel Capable of completing tasks in a manner that meets the needs of the classroom and school; They need to feel they can Connect successfully with teachers and classmates; and They need to know they Contribute to the group in a significant way.

Tanba ne'e mak ita hanesan atór importante hodi ajuda labarik ida-idak atu hili métodu ida ne'ebé aseita iha sosiedade. Ida ne'e sei dura ba moris tomak!

Estudante presiza satisfeitu C's tolu atu nune'e bele esperiensiya sensu pertense.

- ❖ Sira presiza sente IHA ABILIDADE (CAPABLE) atu halo kompletu sira nia servisu iha maneira ne'ebé fornese neseseidade klase no eskola nian.
- ❖ Sira presiza atu sente KONEKSAUN (CONNECTION) ne'ebé susesu ho mestre no belun klase nian.
- ❖ Sira presiza hatene katak sira kontribui (CONTRIBUTE) ba grupu liu husi dalan signifikadu.

Iha fatores tolu ne'ebé afeito ba estudantes sira nia abilidade atu satisfeitu ba C's tolu ne'e rekere ita nia aksaun, maka;

1. Qualidade husi mestre no estudantes nia relasaun, ne'ebé baseia ba fiar malu, respeitu malu, no komprensaun (la'os tauk);
2. Klima klase nian ne'ebé metin ba susesu (ezemplu; labarik hotu sente katak sira inklui, iha valor no nune'e sira bele servisu hamutuk iha klase ho diak no efetivu)
3. Estruktura klase nian ne'ebé maka apropiadu (oinsá maneia, topik ne'e iha seksaun tuir mai).

Se ita hetan dalan atu satisfaitu be C's tolu tuir ideas tolu ne'e, ita bele kumpri ita nia estudante nia nesesidade atu pertense atu nune'e prevene hahalok ladiak ne'ebé dala ruma bele mosu bainhira sira haka'as an atu hetan nesesidade ne'e. Ita mos sai diak atu fó inspirasaun ba estudante atu iha hahalok diak no estudante ne'ebé pasivu atu partisipa ativu iha ita nia klase. Iha kazu hotu, ita nia instrumentu ida ne'ebé forsa liu maka enkorajementu, la ho ida ne'e ita nia estudantes la bele dezenvolve instrumentu atu susesu no hetan sira nia sensu sai ba pertense.

Tanba sa labarik halo hahalok la diak

Labele hakfodak; ita nia estudantes laiha intensaun atu hamosu hahalok ladiak. Iha faktu, labarik sempre halo hahalok ladiak tanba razaun ruma. Razaun komun balun ne'ebé kontribui ba hamosu hahalok ladiak mak;

- ❖ Servisu karik fasil liu ka difisil liu ba estudantes
- ❖ Servisu la interesante no halo estudantes sai baruk.
- ❖ Métodu hanorin nian dala ruma la par ho jeitu aprende estudantes nian
- ❖ Estudantes dala ruma la preparadu
- ❖ Espetativa dala ruma la klaru no la tuir razaun.
- ❖ Estudantes falta abilidade sosial, labele halo komunikasaun diak ho ita no sira nia kolega ka iha fiar an ne'ebé menus

Rasaun sira ne'e hotu bele kauza estudantes laiha koragen, no estudantes ne'ebé hahalok ladiak ne'e mak hanesan estudantes ne'ebé falta koragen. Sira la fiar katak sira bele pertense liu husi dalan diak. Tanba ne'e sira buka liu husi hahalok ladiak.

Aumenta tan ba razaun sira iha leten ne'e, bele mos fiar katak estudantes halo hahalok ladiak atu to'o sira nia objektivu, liuliu:

1. Atensaun
2. autoridade (poder)
3. vingansa
4. hadook husi failansu ka falta

Hanoin fila fali kona-ba estudante ne'ebé halo ita frustradu no neon susar. Atu aprende(hetan) razaun husi hahalok ladiak ne'e, husu ita nia an oinsá ita nia sentimentu bainhira estudante ne'e halo hahalok ladiak. Ezemplu ita sente disturba bainhira estudante ne'e la obedese, estudante hanesan ne'e dala ruma buka atensaun (hanesan Ramon). Ita sente hirus? entaun poder mak nudar labarik nia objektivu ikus. Ita sente laran moras ho estudantes nia hahalok? entaun estudante nia objektivu mak vingansa. Frustradu ba ideia to'o hakarak atu hapara hanesan mestre? entaun estudante fiar katak sira falta (la adekua)

no halo hahalok ladiak hodi konfirma hato'o sira nia sentimentu. Mai ita haree objektivu ida-idak ho diak no saida mak bele halo ba sira.

Buka Atensaun

Labarik saudavel ida-idak presiza atensaun, no dala barak hahalok ladiak ne'e akontese husi labarik nia nesesidade ba atensaun. Objektivu importante husi hanorin mak atu fornese atensaun ne'ebé labarik sira presiza hodi dezenvolve respeita an ne'ebé saudavel. maski nune'e, estudantes balun hili hahalok ladiak atu hetan atensaun liu tan. Sira hakarak sai sentru atensaun no nafatin disturba ita no sira nia kolega iha klase laran atu dada ema nia atensaun. Sira presiza maneira ruma atu komfirma sira nia ezistensia no signifikadu. "hey haree mai Ha'u! Ha'u iha ne'e no Ha'u mak importante!" Se karik estudantes labele hetan atensaun liu husi rezultadu diak no kooperasaun, sira sei hetan ida ne'e liu husi dalan saida deit ne'ebé sira bele. Sira bele disturba klase, maibé sira hatene katak sira sei hetan atensaun ne'ebé sira espera.

La fó atensaun iha situasaun hanesan ne'e bai-bain hapara hahalok ladiak, hanesan ramon nia kazu. maibé bainhira mestre ida dezaraska nafatin ho hahalok ne'ebé atu buka atensaun, ignora ne'e dala ruma nafatin la suficiente. Lolos, sai ignora ne'e karik razaun duni ba problema.

Estudantes sira ne'ebé dala barak buka atensaun ne'ebé la nesesaria, dala ruma provoka ita atu sai ema ibun boot ka uza dixiplina negative seluk. maibé se ita lembra katak estuantes nia objektivu mak atu hetan atensaun, fasil atu komprende katak ibun boot ne'e so deit enkoraja liu ba hahalok ladiak. Iha labarik nia hanoin, atensaun husi mestre ida ne'ebé hirus diak liu tan duké laiha atensaun hotu kedas. Se ita hateten deit estudantes nia hahalok ladiak, sira sei halo hahalok ladiak hodi hetan atensaun.

Tuir mai ne'e lista ida kona-ba asaun dixiplinaria ne'ebé ita bele uza atu gia estudantes ne'ebé halo hahalok ladiak hodi buka atensaun.

- Fo atensaun bainhira sira halo hahalok diak, orgullu ba sira bainhira sira la buka atensaun no hahalok ladiak
- Ignora hahalok ladiak ne'e se bele, fó atensaun pozitivu ba labarik durante tempu diak.
- hanorin sira atu husu atensaun, (ezemplu; halo karta "favor atensaun mai Ha'u" ne'ebé sira bele foti sa'e bainhira sira iha pergunta).
- Haree ba sira ho matan metin maibé labele koalita.
- Hamriik besik duké dook (sira la usa hahalok ne'ebé buka atensaun se ita hamriik besik sira).
- Targetu - para - halo aksaun, ne'e katak targetu ba estudantes hodi naran, identifika hahalok ne'ebé atu halakon, husu ba estudantes saida mak nia tenke halo

iha momentu ne'e, husik nia halo desizaun saida mak nia atu halo iha tempu tuir mai no nia konsekuénsia. Ezemplu lé Senáriu 3, entre Lek no Chai iha kapitulu kotuk.

- Halo buat ne'ebé estudante la espera, hanesan hamate ahi, toka muzika, halo ita nia lian ki'ik, troka ita nia lian, koalia ba parede.
- Hakfodok estudante hanesan; husu pergunta direita, husu favor, fó opsaun, troka atividade

Prinsipiu jerál atu responde ba estudantes sira ne'ebé buka atensaun mak;

Nunka fó atensaun ne'ebé sira husu, maski ba hahalok ne'ebé serve. Ajuda estudantes atu sai motivador ba an, nune'e. fó atensaun liu husi dalan ne'ebé sira la espera. Observe ho Fo komentario bainhira sira uza hahalok diak.

Poder

Labarik sira nafatin buka hatene oinsá sira nia forsa; kazu Ramon mak ezemplu diak ba ida ne'e. Estudantes balun sente katak sira sai parte importante klase nian bainhira sira sai ema ne'ebé kontrola hotu (jagoan iha klase, loko an no haloan) Estudante ne'ebé buka poder sente katak sira sai importante so deit bainhira sira dezafia sira nia autoridade, kontra regulamentu no la halo tuir instrusaun. Sira fiar sala katak klase sira nian mesak bainhira sira iha kontrola. Sira sei kontra ita atu haree to'o iha ne'ebé ita nia forsa hasoru sira ka sira halo to'o deit atu halo kontente ita, durante sira hatene ita lakohi kontinua hirus.

Ita nia responde natural durante luta ba poder ne'e mak atu sente provokadu no hirus. Tentasaun mak hapara luta ne'e liu husi uza forma kastigu fíziku balun, maibé ida ne'e vale deit ba tempu badak. Durante luta ba poder ita presiza halo asaun ho laran diak maibé metin. Koalia bele halo diak uitoan deit, no ida ne'e kontribui ba luta ba poder. Ita presiza deside saida mak ita sei halo, la'os ba buat ida ne'ebé provoka estudante atu halo. Matadalan jerál ne'ebé atu haree ba estudante ne'ebé buka poder mak hadook husi konflitu. Lembra; presiza ema nain rua haksasuk malu. Kalma, oferese opsaun no husik konsekuensia estudantes hatudu nia hahalok mosu. Ita bele manan sira nia kooperazaun liu husi hetan sira nia ajuda. Ezemplu " diak, ita lakohi tama klase ho horas. maibé favor ita bele ajuda Ha'u bolu naran bainhira estudantes sira to'o mai?" Duké husik nia buka poder liu ita, ita tau estudante iha pozisaun responsabilidade no fó ba nia poder lejítima.

Vingansa

Servisu ho labarik ne'ebé iha objektivu hanesan vingansa presiza pasiensia. Estudante ida ne'ebé hakanek nia maluk seluk, no ita ,sente katak nia hetan ona baku ka ema hakanek sira (maske ne'e realidade ka imagina deit), no sira tenke halo vingansa. Sira sente mal-tratadu, halakon, triste, nune'e intende ka la intende buka duni vingansa. Vingansa bele hamosu ho

fizikal, verbal, ka pasivu liu husi la iha aksaun. Ida ne'e mos bele hamosu nonok, hanesan hateke ho odio no jestu. Estudante mos bele buka atu halo vingansa ba ita la direktamente hanesan halo askaun aat ba estudante seluk no hakerek iha meja.

Bainhira la hapara estudante ida halo vingansa, sira estabele sirklu moras liu husi sira iha relasaun ho ema seluk liu husi hakanek no hetan kanek. Lembra katak estudante ne'ebé buka vingansa ne'e iha duni problema no diskorajen klean liu. Atu halakon toman buka vingansa, ita presiza hadook sentimentu kanek no ita nunca halo fila fali. Labele buka ita nia vingansa rasik. Diak liu hari'i relasaun ne'ebé fó suporta, konfidensia ho estudante hodi dezenvolve nia respeita an. Ida ne'e bele sai fasil atu halao liu husi tau estudante sira iha situasaun ne'ebé sira labele lakon. Bainhira estudante ida iha opiniaun diak ba nia an, nia nunca halo hahalok ladiak atu buka vingansa. No mos hanorin estudante ne'e no ita nia estudantes hotu oinsá atu espresa sira nia sentimentu ho propriu. Duké halo vingansa atu hakanek fizikal ka emosional, hanorin labarik "atu espresa" atu koalio ba malu oinsá sira sente moras no koko atu determina kauza no oinsá atu prevene problema iha futuru.

Hadook husi failansu no la adekuadu

Estudantes balun tauk atu faila ka sente sira la adekua no la bele halo tuir sira an, sira nia inan-aman ka halo tuir espetativa husi sira nia mestre. Sentimentu la adekua ida ne'e mak akontese iha labarik ne'ebé la iha koragen. Iha lia fuan seluk hateten, bainhira nia sente ladiak nia hahalok ladiak. Sira sei la koko atu halo diak iha ita nia klase se sira sente sira maka beik. Fasil liu atu rende duké atu koko no faila dala ida tan. Atu kompensa ba sira nia sentimentu ne'ebé la adekua sira bele hili retira hahalok ne'ebé hamosu la adekuadu. "Ha'u la bele halo matematika ida ne'e". "Ha'u ladiak iha Siensia". "Livru ida ne'e difisil los mai Ha'u" tipo dixiplina negativu, hanesan hamnasa no goza, ("ita la bele halo diak liu tan!"), halo estudantes sira sente la iha valor. Alternativu ba estudante ne'ebé sente nia la adekua, lapopular, hirus ten bele halo, foti-an,ibun boot, ka baku malu. Sira mos sai bukaliador atu tenta estudantes sira seluk sente tauk no la sente diak.

Bainhira ita nia estudantes sente la adekuadu, ita iha servisu ne'ebé difisil. Hahu husi buat ne'ebé sira iha (la'os husi buat ne'ebé sira atu sai iha futuru), dezenvolve espetativa realistik, hapara kritika ba sira nia servisu, fó koragen ba sira nia haka'as an maski uitoan, la bele sente taridu atu gaba ba saida mak sira hetan, maski kiik. Ho intensaun aranja sira ba susesu iha servisu ne'ebé fasil no buka oportunidade atu gaba sira nia hahalok no esforsu pozitivu. Lembra; labarik la'os hanesan adultu ne'ebé ki'ik ho juizu lalos, sira halo sala tanba sira iha prosesu aprendizajen .

APRENDE kona-ba ITA NIA ESTUDANTE

Atu hari'i relasaun entre ita no ita nia estudante ne'ebé diak, ho konfidensia, promove hahalok diak no prevene hahalok la diak bele iha obstaklu no dezafiu. maibé ida ne'e bele mosu buat diak mos, hanesan halo ita nia prosesu hanorin sai furak liu no hadiak aprendizajen estudante nian. Sira nia atinji ne'ebé pozitivu refléta diak oinsá ita performa/hatudu no diak oinsá ita nia estudante sira haree ita hanesan sira nia modelu.

Ita iha estudante barak liu iha ita nia klase laran ka numeru ne'ebé mak ita bele maneia, ita nia dezafiu maka atu aprende barak liu tan se posivel kona-ba ita nia estudante ida-idak. Ba imi sira ne'ebé servisu iha klase bo'ot, fofoun foka ita nia esforsu ba estudante sira ne'ebé presiza atensaun espesial, dala ruma tanba agora sira nia hahalok la diak ka tanba ita hanoin katak sira nia personalidade ka sira nia familia tau sira iha risiko husi hahalok la diak. Foka ita nia esforsu iha komprensaun oinsá sira bele haree sira nia an, nomos kona-ba fator esternal - karik iha sira nia familia - ne'ebé dala ruma afekta sira nia hahalok.

Hanoin katak: Estudante ida-idak maka individual ida. Estudante ida-idak lori sira nia istoria ne'ebé diferente, responde ho maneira ne'ebé diferente no aprende husi mundu, no mehi ne'ebé diferente ba futuru. Uza tempu atu aprende kona-ba ita nia estudante hanesan individual no konhese sira nia familia, ita hatudu katak ita tau importansia ba sira no respeita sira nia uniku.

Iha ambiente ne'ebé maka iha respeito, estudante hotu-hotu sente seguru no valor. Mestre sira iha amizade no kria relasaun ho estudante sira, maibé mestre maka sempre ema adultu ida. fó atensaun ne'ebé prudente ba estudante sira nia servisu hodi hatudu interese no respeito. Duké hatete deit "servisu diak", hateten ba estudante sira tanba sa servisu ne'e diak.

Mestre ida presiza hatene interese no mehi husi estudante ida-idak nomos saida mak sira hatene no bele halo. Ida ne'e importante katak ita dezenvolve atividades balun hodi buka hatene ita nia estudante sira. Iha atividades 3 ne'ebé mestre sira uza ona ho susesu. Ita bele hanoin atividades seluk tan?

Atividade ho Asaun: Se mak Ha'u?

Bainhira, tinan eskola nian komesa, halo ita nia estudante sira prenze karta ida hanesan tuir mai ne'e. Uza informasaun ne'e hodi koalio ho ita nia estudante sira, dezenvolve planu lisaun, no dezeinha atividades aprendizajem. Iha tempu ikus ba semestre ida, husu ita nia estudante sira atu prenze tan karta ne'e, depois haree ba mudansa balun, partikularmente saida mak estudante sira fiar hanesan nia halo diak ka la diak, nomos bainhira sira kontente

ka la konfortabel iha klase laran. Uza informasaun ne'e, atividades aprendizajen saida maka ita nia estudante sira bele halo ne'ebé bele hadiak sira nia fiar an no halo ita nia klase sai fatin ida ne'ebé maka kontente liu iha prosesu aprendizajem?

Se ita mestre ida ne'ebé maka bele akompanha ita nia estudante sira iha tinan barak, rai karta hirak ne'e iha fatin ida, no haree fila fali ba sira nia mudansa. haree fila fali ita nia planu lisaun no atividades atu tuir sira nia nesesidade. Se ita mak servisu iha eskola ho mestre sira ne'ebé hanorin materia ne'ebé diferente, fahe ita nia informasaun ho sira no enkoraja sira atu uza plano lisaun bainhira prepara sira nia lisaun.

Estudante nia naran _____
Ha'u nia naran bolu _____
Buat ida ne'ebé ita presiza hatene kona-ba ha'u maka _____

Ha'u hakarak servisu ho _____
Ha'u diak liu iha parte _____
Ha'u la diak liu iha parte _____
Ha'u kontente iha klase laran bainhira _____

Ha'u la konfortabel iha klase laran bainhira _____

Atividade ho Asaun: Tempo Fahe Iistoria

Marka tempu 10 to'o 15 minutos durante loron ida, ka minimum dala ida iha semana ida, ba ita nia estudante sira atu fahe sira nia istoria iha grupu ki'ik oan. Sira bele fahe oinsá sira nia sentimentu, buat ne'ebé aat no buat ne'ebé diak ne'ebé akontese iha sira nia moris. Grupu bele hili atu fahe informasaun sira sente importante ho mestre ka iha klase.

Atividades fahe istoria seluk ne'ebé hanesan bele inklui mos husu labarik sira atu rai iha diariu privadu no fahe istoria belun ho ita no estudante seluk. Bainhira hanorin sira atu hakerek kompozisaun, husu sira atu hakerek ida kona-ba saida maka akontese iha sira nia moris, hakerek diak no aat hotu.

Ba estudante sira ne'ebé maka esperiensa liuliu situasaun difisil, koko estratejia enkorajementu balu ne'ebé deskreve ona iha kapitlu ida ne'e nia ikus. Gava sira bainhira posivel no apropriadu. Husu se iha buat espesial ruma kona-ba sira hakarak halo no aprende.

Atividade ho Asaun: Enxe iha fatin mamuk

Dezenvolve formulariu ka papel servisu ida ho ense iha fatin mamuk hanesan

Depoizde eskola dalabarak Ha'u _____
Ha'u nia hahan favoritu maka _____
Ha'u nia atividade favoritu maka _____
Ha'u nia materiais favoritu maka _____
Ha'u hakarak sai hanesan _____
Ha'u hakarak sai _____ bainhira Ha'u remata eskola

Iha klase laran ne'ebé iha estudante foun barak, ita bele uza atividade ida ne'e iha primeiru ba tinan eskola nian hanesan oportunidade ba estudante sira atu konhese malu, liuliu iha klase laran ne'ebé iha labarik ne'ebé ho diferensia makdalak no abilidade. Iha surat tahan ida ho informasaun ne'e, aumenta koluna ida iha sorin kuana surat tahan ne'e, maibé husik mamuk deit. Depoizde ita nia estudante sira remata prence sira nia fatin mamuk ne'e, husu sira atu buka estudante seluk ho responde ne'ebé hanesan ba estetimentu ida-idak no hakerek estudante ida-idak nia naran iha koluna laran.

KOMPRENDE KONTESTU HUSI ITA NIA ESTUDANTE SIRA NIA MORIS

Bainhira ita komprende tanba sa ita nia estudante sira nia hahalok la diak, hanesan liu husi objetivu 4 iha leten, ita bele fasil liu hili instrumentu dixiplina pozitivu ida ne'ebé sei hamenus ka prevene hahalok la diak hotu-hotu. Maibe, objetivu 4 ne'ebé diskute ona iha leten kona-ba deit labarik sira koko kompleta sira nia nesesidade emosional no psykological. Buat ne'ebé falta mak komprende kontestu husi labarik idai-dak mai.

Ita la'os mesak deit ne'ebé afeita labarik sira nia hahalok. Labarik ida-idak maka mai husi ambiente aprendizajen tomak. Ambiente ne'e la'os inklui deit ita nia klase laran ka eskola, maibé inklui mos labarik, labarik sira nia familia no labarik sira nia comunidade. Ezemplu, dala hira ita rona, "nia hahalok hanesan deit nia aman" ka "nia hahalok hanesan deit nia maun bo'ot?" Atu komprende ambiente tomak dala ruma bele hamosu dezafiu ba imi hotu, liuliu ba ita boot sira ne'ebé mak baibain servisu deit iha ita nia klase laran ka eskola.

Oinsá ita nia estudante ida nia hahalok iha ita nia klase laran bele refleto sira nia frustrasaun iha sira nia an rasik, iha nia moris lor-loron, ka bainhira nia hetan situasaun

seluk ne'ebé difikuldade iha eskola laran ka eskola liur. Ita presiza kuidadu atu interpreta labarik sira nia hahalok. Saida maka ami hanoin maka hahalok la diak nunka bele sai problema dixiplinariu ida; ezemplu, dala ruma labarik ida buka atensaun liu tan husi ita tanba labarik ne'e la hetan atensaun iha uma. Dala ruma ida ne'e reasaun ka frustrasaun labarik nian ba problema iha uma ka iha fatin seluk ne'ebé lori tama iha klase laran. Ne'e laos labarik nia hahalok mak problema, ne'e situasaun ne'ebé labarik ne'e hasoru.

Frustrasaun ida ne'e bele mos ajuda atu esplika mudansa aat iha hahalok labarik nian ne'ebé bai-bain nia la halo hahalok ladiak. Dalaruma, se ita dixiplina labarik tanba nia hahalok ladiak, ita halo sala. Ita dala ruma bele duun labarik ba buat ruma ne'ebé laos nia failansu no ita mos bele halo labarik konfuzsaun liu tan. Iha kazu ne'e, kastigu la iha afeitu diak, no ida ne'e bele estraga desenvolvimento ba sira nia hahalok

Atu gia labarik nia hahalok iha dalan pozitivu, ita presiza kompriende ninia ambiente aprendizajen tomak no fatores hirak ne'ebé bele afeitua nia hahalok iha nivel pesoál, nivel familia, no nivel comunidade. Bainhira labarik ida halo hahalok aat, ita presiza hanoin kona-ba fatores hirak ne'e liu tan tuir objeitu haat (4) ne'ebé ita diskuti tiha ona iha leten. Ita presiza husu ba ita nia an se labarik iha difikuldade ho situasaun klase ka karik iha buat ruma husi liur ne'ebé bele kausa problema. Finalmente, resolve problema laos ho ita deit. Ita mos presiza forma parseiru forte ida ho inan-aman, lider comunidade, no organizasaun lokal atu identifika no resolve kondisaun ruma ne'ebé susar liu ne'ebé labarik ida hasoru no mos kondisaun ne'ebé labarik nia hahalok aat ne'e refleto ba.

Tuir mai ne'e lista fatores nian ne'ebé dala ruma bele afeitua estudantes nia hakarak atu atende no realize iha ita nia klase ka lae, no nia bele halo hahalok aat ka lae. No mos buat hirak ne'ebé inklui mak asaun ruma ne'ebé bele halo atu koko resolve fatores hirak ne'e, no liuliu asaun ne'ebé involve partisipasaun husi familia no comunidade. Lista ida ne'e laos kompletu. Koalia ho ita nia kolega sira kona-ba fatores seluk saida mak iha ita nia comunidade ne'ebé bele afeitua ita nia estudantes sira nia hahalok no asaun saida maka bele halo atu resolve bainhira sira fó mai problema.

Labarik

Presiza servisu. Labarik sira ne'ebé sente katak sira tenke iha uma, ka fatin seluk, tulun sira nia familia atu hetan osan ka atu buka moris karik lakohi atu hela iha ita nia klase no bele usa hahalok aat atu sai husi ita nia klase. Sira nia interese maka atu fornese assistensia kedas ba sira nia familia duké hanoin kona-ba sira nia edukasaun hanesan dalan naruk atu asegura osan ba sira nia familia iha futuru. Ba labarik sira ne'e, ita presiza hatudu oinsá sira nia aprendizajen no hahalok diak bele hadiak duni sira nia probabilidade servisu nian. Ita mos bele fó sira oportunidade atu buka osan no atu estuda hamutuk, ezemplu; Iha

eskola, programa treinamentu kapasidade ba ema nia moris, iha sira nia produitu ne'ebé sira halo bele fa'an no osan ne'ebé sira hetan fó ba labarik sira. Estratejia diak seluk tan maka konvida inan-aman no membru comunidade ne'ebé ema respeito ho konhesementu no kapasidade especiaispešial atu sai "ema rekursu" iha klase laran. Sira bele hanorin labarik kona-ba sira nia espesialidade, oinsá ida ne'e halo relasaun ho saida mak sira aprende iha klase no sira fó valor ba edukasaun ba tempu naruk.

No mos, labarik balun- no liuliu labarik feto sira - karik iha kna'ar uma nian atu halo molok ba eskola, hanesan; kous alin sira, hamos uma laran, hili ai-sunu, prepara hahan, no hakiak animal. Nune'e, sira karik iha tempu uitoan liu atu halo trabalho da casa, no karik mai eskola tarde, no karik dukur iha klase. Ida ne'e laos problema hahalok, maibé responde ba sira nia situaun familia nian. Entaun, dixiplina dala ruma la hadiak labarik nia hahalok. Diak liu, estratejia seluk sei presiza duni atu koko no tulun labarik servisu iha uma no estuda hotu, hanesan fó atensaun liu tan durante iha klase, la fó ka fó uitoan deit trabalho da casa, no se fó karik bele fó tempu atu kompleta iha eskola, enkoraje estudante sira atu tulun malu bainhira halo trabalho da casa (halo kolega aprende nian), no fó tempu tan ba aula privada iha uma se bele.

Moras no hamlaha. Labarik sira labele aprende diak se karik sira moras, hamlaha, ka malnutrisaun. Bai-bain labarik sira ne'e mai husi familia kiak sira ne'ebé luta ba nesidade basiku atu bele moris. Moras no hamlaha hamenus labarik sira nia tempu atensaun no afeita teb-tebes labarik nia nivel susesu. Nivel susesu tun bele lori sentimentu la adekua ba failansu, ne'ebé bele lori ba hahalok aat. Asaun ne'ebé presiza atu tulun labarik sira ne'e, laos iha klase laran deit, maibé ba husi eskola to'o comunidade. Asaun primeiru maka establisa programa atu fó hahan iha eskola ba aprendizajen ne'ebé fó snak/merenda no han meidia regularmente no ho nutrisaun. Partikularmente, Ida ne'e bele fó benefisiu ba labarik feto sira. Grupu feto comunidade ka organizasaun lokal seluk bele prepara han meudia ka merenda. No mos, ita presiza servisu hamutuk ho saude lokal atu estabilisa programa tratamantu ne'ebé regular ba saude, dental no ezame nutrisaun.

Tauk violénsia. Tauk violénsia bainhira ba no fila husi eskola, no mos iha eskola no iha klase laran (iha forma kastigu fíziku ka obriga) bele kausa labarik sira atu hasai an no la partisipa iha klase. Ida ne'e mos hatun sira nia respeita an no kausa sira atu sente la adekua. Asaun saida maka ita bele halo atu kompriende diak liu tan nia situaun eskola nian? Asisti labarik no membru comunidade atu halo mapa iha ne'ebé maka violénsia mosu iha eskola no mos baihira sira fila ba uma. Ita mos bele servisu ho lider comunidade no inan-aman sira atu establese atividade "Taumatan ba labarik", iha ne'ebé profesóres, inan-aman, ka membru comunidade ne'ebé responsabel bele tau matan ba area ne'ebé iha violénsia aas ka potensial iha eskola nia laran ka iha liur. Ida ne'e bele inklui lao ho labarik ba area seguru bainhira presiza. Ita mos bele husu ita nia estudante sira atu kompleta kestionariu anonimu/naran laek ne'ebé husu sira kona-ba sira hetan tiha ona kastigu fíziku ka obriga no konta istoria kona-ba abusu ne'e. Ita nia eskola mos sei presiza regulamentu ne'ebé metin no

reforsamentu ba kontra violénsia ba labarik, inklui uza kastigu fíziku, no kodigu konduta ne'ebé diak ba profesóres sira no ekipa eskola nian.

Deficiente no nesesidade espeisial. Labarik sira ne'ebé iha deficiente ka iha presiza espeisial, bai-bain la iha eskola, liuliu bainhira ita nia sistema eskola no edukasaun la iha regulamentu ka programa hodi inklui labarik ne'ebé ho difikuldade atu aprende husi moras fíziku ka emosional. Maibe, labarik sira hanesan ne'e iha eskola duni no karik iha ita nia klase. Sira hanesan iha deficiente maibé susar atu hatene. Hanesan sira ne'ebé la iha abilidade atu haree no rona no ba labarik ne'ebé iha sira hotu ne'ebé nakar hanesan Ramon. Se karik estragus sira ne'e mestre la identifika, labarik nia hahalok hanesan la iha atensaun, hatudu aprendizajen minimu liu ka aktu oin seluk iha klase, dala ruma idenfika sala, nudar hahalok aat. Eskola presiza iha programa ne'ebé diak atu identifika lalais kondisaun sira hanesan ne'e no fó assistensia ba estudants sira, nune'e sira bele aprende no partisipa maximu iha klase laran. Ita nia estudantes bele halo ezame ba sira nia an kona-ba rona no hare.

Familia no comunidade

Familia no comunidade tenke iha pozisaun primeru ba protesau no tau kuidadu labarik ida, ba komprende problema ne'ebé labarik hasoru no ba halo asaun atu destinarou problema sira ne'e ho maneira sustentavel. Dalan ne'ebé efetivu liu atu prevene hahalok aat maka liu husi familia no comunidade ne'ebé tau matan ne'ebé diak, metin no produtivu. Tuir mai ne'e mak konsiderasaun boot asosia ho familia no comunidade ne'ebé bele determina se karik ita nia estudante sira atende eskola ka oinsá sira nia hahalok. ***Iha fatores balun husi familia ka comunidade iha ita nia comunidade, nasaun ka kultura ne'ebé bele afeita labarik nia partisipasaun no hahalok iha eskola?***

Kiak no valores praktika edukasaun nian. Ida ne'e iha relasaun direitamente ba "nesesidade atu servisu" fatores iha leten, kiak sempre afeita ba labarik ida nia lalaok no hahalok iha eskola. Tanba sira nia problema ho finanseiru, familia ne'ebé kiak dalabarak susar atu fó nesesidade baziku ba moris. Nune'e labarik tenke ajuda familia atu buka osan no dala ruma tanba sira gasta tempu halo ida ne'e, sira estraga sira nia edukasaun no moris futuro. Ida ne'e akontese bainhira familia sira la sente katak edukasaun iha folin liu iha sira nia moris loron-loron. Tanba ne'e, sira la komprende tanba sa sira nia oan sira tenke ba eskola no la interese ba oinsá sira nia oan nia hahalok iha eskola (ka dala ruma iha uma mos). Inan-aman mos bele sente katak eskola lokal la fornese edukasaun ho qualidade ne'ebé diak, no kbiit ne'ebé sira nia labarik sira sei aprende iha servisu maka folin liu duké ida ne'ebé sira aprende iha klase.

Kausa abut ba kiak maka ekonomia, entaun estratejia efektivu (atu hetan labarik kiak sira, lori sira ba eskola, no tulun sira atu aprende ho ativu) dala barak tenke bazeia ba insentivus ekonomia ba tempu badak no tempu naruk nian ba labarik no ninia familia.

Tau matan ne'ebé la adekua. Tanba sira iha nesesidade atu buka osan, inan-aman balun iha deit tempu uitoan atu kuidadu sira nia oan. Dala ruma sira tenke sai husi uma ba tempu badak ka naruk. Resultadu husi ne'e, sira fó nia oan ba ema seluk ka avo atu hakiak. Inan-aman hanesan ne'e, karik la iha kuinesimentu, esperiensi ka rekursu atu fornese kuidadu ne'ebé diak ba labarik ne'ebé bele lori sira ba hetan moras ka hamlaha. Sira mos karik sei la fó valor ba edukasaun bainhira osan ne'ebé presiza mak menus liu. No labarik nia asaun iha klase la importante. Asaun balun saida maka bele halo atu tulun labarik sira ne'e?

- ❖ Iha loron espesiál konvida inan-aman no ema tau matan ba labarik atu mai iha labarik nia eskola. Hatudu ba sira labarik nia servisu, no diskursu (koalia la formal) no fó sesaun aprende ne'ebé partisipativu kona-ba hasa'e labarik nia saude diak no hahalok liu husi taumatan diak.
- ❖ Hanesan iha leten, konvida mos inan-aman no ema taumatan ba labarik ho matenek espesiál atu koalia kona-ba sira nia abilidade ho ita nia klase. Nune'e sira mos bele aprende katak sira nia matenek ne'e iha valor ba sira nia oan.
- ❖ Fo koragen nafatin ba konferensia entre "mestre no inan-aman ka ema taumatan ba labarik" hodi halo diskusaun ba progresu aprendizajem labarik nian no oinsá taumatan diak bele hasa'e labarik nia aprendijazen, respeita an no hahalok.
- ❖ Buka materiais taumatan ba labarik nian husi ajensia governo nian no organizasaun non governmental (ONG), liuliu informasaun kona-ba saude no nutrisaun. Uza sasan sira ne'e iha programa saude eskola nian ka edukasaun moris familia nian ho labarik, no bai-bain fó livru ba sira lori ba uma no sira lee ba sira nia membru familia.
- ❖ Estabelese programa treinamentu ba inan-aman nian hodi eskola no organizasaun lokal seluk bele tulun inan-aman no ema ne'ebé tau matan ba labarik atu hadiak sira nia pratika nudar inan aman no ema ne'ebé tau matan ba labarik

Dezenvolve parseiro ho ajensia sosial lokal ne'ebé ajuda ema, no refere labarik ne'ebé hetan difikuldade espesial iha sirkumstansia familia nian.

Familia no comunidade: Estratejia ida mai husi Thailandia

Iha Thailandia, eskola hakmatek ba labarik (child-friendly) uza informasaun kona-ba rezultadu apredizajem labarik nian no moris sira nia familia nian hodi identifika labarik sira ne'ebé; ladun matenek; falta eskola bei-beik; laiha interese atu aprende; karik sei la remata eskola, tanba sira nia familia iha osan uitoan deit no fó valor liu ba sira nia servisu duké edukasaun. Eskola bele fó labarik sira hanesan ne'e, fó liu prioridade ba treinamentu ba servisu hanesan iha area suku hena (sutura), halo kabas, suku, karpinteru, produsaun ba

agrikultura, no treinu komputador. Treinamentu sira hanesan ne'e aumenta rendementu no labarik sira bainhira sira iha eskola no fó oportunidade atu hetan skill ne'ebé sira bele uza iha sira nia moris tomak. Treinamentu mos hamosu sira nia dignidade, fiar-an, no sente matenek. Labarik servisu nain balun hetan ona presente iha nivel nasional no internasional relasaun ho sira nia servisu. Iha eskola balun, membru familia nian hanesan mos "mestre" hanorin labarik

Patisipasaun hanesan ne'e, hasa'e valor eskola nian iha inan-aman no comunidade nia matan, liu husi hasa'e produktu lokal no hametin valor hodi mantein importansia kultura tradisaun nian. Ida ne'e mos hasae komunikasaun entre inan-aman ho oan sira kona-ba oan sira nia servisu ho sira nia hahalok iha eskola hanesan mos labarik sira nia futuru no edukasaun bele lori ba familia. **Estratejia ida ne'ebé hanesan bele sai hanesan parte ida iha kurikulum ita nia eskola nian ?**

Konflitu. Inan-aman balun monu ba argumentu kona-ba osan no problema seluk (hanesan lanu no abuzu droga), bele hakilar ka uza violénsia ba sira nia oan, hanesan lori ba violénsia no abuzu hanesan mos hamosu sensu la adekua nian iha labarik. ida ne'e bele kontribui ba labarik sira la tama eskola no hahalok ladiak, no fó koragen ba labarik atu halai husi uma no eskola. Durante krizi ekonomia Asia nian iha tinan 1997, ezemplu, labarik mane Thailandia ida monu iha nia inan-aman nia klaran no hetan abuzu fíziku. . Nia moris iha uma kiak los, no lakleur nia komesa lakon iha klase no laiha interese atu partisipa iha klase. Nia mos la halo kompleta ninia servisu ekola nian. Nia mestre la kastigu nia maibé husu nia atu konta nia moris iha uma, no nia hateten sai nia situasaun. Nia hateten katak nia la komprende tanba sa nia hetan tata; nia laiha buat ida atu halo hodi responde ba problema osan nia familia nian. Depois nia konta hotu, mestre gava labarik ne'e no fó ba nia oportunitade atu halakon no fó ba ba nia "oportunitade atu hetan taumatan ho domin" (tender loving care) no atensaun uitoan tan. Bainhira iha possibilidade mestre mos husu nia ajuda antes ka depois eskola nune'e nia bele iha klase duké iha uma ne'ebé ho ambiente destrutivo. Ho lalais nia hahalok muda no nia hahu iha interese ba nia estuda. Depois nia inan-aman resolve tiha sira nia diferensia, sira mos haree katak nia halo diak iha eskola, no sira tau matan ho diak ba nia durante konferensia inan-aman ho mestre nian.

Diskriminasaun. Labarik sira ne'ebé mai husi familia ne'ebé iha diferente barak ho comunidade iha termu lingua, relijiaun, ka kultura seluk, labarik sira ne'e iha risku boot atu hetan trata malu, goza no risku seluk tan. Nomos labarik sira ne'ebé afeita ona HIV/AIDS iha risku . Atitudu negativu no diskriminasi ba labarik sira dala ruma problema maka boot liu atu inklui labarik sira hanesan ne'e iha eskola. No atitudu negativu no diskriminasi mak problema atu fó tempu sira atu partisipa ho igual, aktivu no kontente iha prosesu aprendizajem. Atitudu negativu bele hetan iha parte hotu: inan-aman, mebru comunidade, eskola no mestre, funsionario governu nian no ho labarik sira ne'ebé hetan diskriminasaun. Labarik sira hanesan ne'e bele dezenvolve sira nia an la ho diak, subar no hadook an husi

relasaun/interaskaun sosial. Ba labarik sira hanesan ne'e, ita presiza fó hanoin espesial kona-ba reduz diskriminasaun no habelar valor diversidade nian.

- Servisu hamutuk no inan-aman no membru komunidadade hodi aumenta lisaun iha klase no materiais hodi representa diversidade lingua no kultura komunidadade nian. Ida ne'e bele ajuda atu garantia katak komunidadade sei hetan material iha relasaun ho realidade no benefisiu no ne'e bele fó korajen atu ba eskola no servisu hamutuk ho diak.
- Uza istoria local, istoria oral, istoria tradisional, múzika no poizia hodi dezenvolve lisaun klase nian.
- Ba labarik sira ne'ebé la bele kolia lingua ne'ebé mestre usa fó instrusaun iha ita nia klase laran, ita presiza servisu hamutuk ho mestre ne'ebé hatene lingua liu ida ka ema ida ne'ebé bele koalia lingua ne'ebé labarik bele koalia (inklui familia no komunidadade) atu dezenvolve kurikulum kona-ba lingua aprendijajen ne'ebé apropriadu iha ita nia klase.

Hodi reduz trata, ita sei presiza atu halo asuan ruma, hanesan ;

- Fo ezersísio nune'e ajuda labarik hodi Kma'an no reduz tensaun;
- Hasa'e atividades ne'ebé labarik sira servisu hamutuk klase nian(labarik ajuda malu atu aprende)
- Hasae labarik sira nia haka'as an liu husi fó ba estudantes hotu forsa, hanesan; husik sira atu halo regulamentu klase nian no foti responsabilidade iha komitiva estudantes nian.
- Aumenta reponsabilidade iha klase hanesan forma komite no servisu besik liu tan ho inan-aman no komunidadade local.
- Desemvolve estratejia labarik ida ba seluk (child to child / peer mediation) atu hasoru konflitu, hanesan hanorin skill resolusaun konflitu hanesan negosiasaun no mediasaun (iha diskusaun tuir mai) no;
- Husik ita nia estudantes sira atu identifika asaun dixiplinaria saida mak fó ba sira ne'ebé halo ladiak ba labarik seluk.

Iha kurikulum laran, mestre bele uza drama no boneka (wayang) atu explora disturbasaun (bullying) no hetan informasaun kona-ba se halo barak ka lae, no saída mak kausa ba disturbasaun ida ne'e. Hanesan mos atu buka solusaun bainhira asaun ne'e akontese

iha eskola no iha liur. Ezemplu mestre husi Guyana (rai seluk iha Sed de Amerikana) halo boneka (wayang) no dezenvolve drama badak hodi hatudu trata husi etniku *racial bullying*. Sira mos dezenvolve etapa ne'ebé sira bele foti atu ajuda labarik ne'ebé akontese situasaun hanesan ne'e.

Diskusaun no debate ba problema ne'ebé sensitivu ne'e mos bele uza ho labarik sira iha istora no role play hodi husik labarik koko atu koalia sai 'Lae!' haka'as (tegas) hanesan mos atu hetan liafuan ne'ebé los atu uza hodi kontra hahalok ladiak(trata) no abuzus.

Aprende (estuda) kona-ba ita nia estudantes nia familia

Iha eskola barak iha rai Asia no rai Pasífiku nian, mestre mak dezenvolve estudantes sira nia profile hodi aprende kona-ba estudantes nia familia. Estudante ida nia profile:

- ❖ Ajuda mestre atu hatene razaun tanba sa labele mai eskola, bele nakar iha klase ka iha risku atu hasai husi eskola.
- ❖ Hatudu diversidade estudantes nian iha comunidade, ezemplu kona-ba sira nia karateristika ida-idak nian no sira nia familia nian.
- ❖ Ajuda atu planu ba programa atu halakon fator ne'e hasai estudantes sira husi eskola no fó koragen ba hahalok ladiak.

Bele uza etapa tuir mai hodi kria estudantes ida nia profile.

Etapa 1: koalia hamutuk ho ita nia kolega sira kona-ba maioria hahalok ladiak ne'ebé husi ita nia estudantes sira no fator familia ka comunidade nian ne'ebé bele kauza hahalok ladiak ne'e (hanesan sira ne'ebé halo ona diskusaun iha leten). No mos inklui fatores ruma ne'ebé ita hanon bele kauza labarik atu falta ka mai eskola tarde.

Etapa 2: uza fatores sira ne'e kria lista pergunta ne'ebé, depois hatan, bele fó ba ita komprensaun ruma kona-ba tanba sa labarik ida nakar iha klase. Tuir mai ezemplu kona-ba lista pergunta ne'ebé uza ona iha eskola ne'ebé hakmatek iha Filipina no Thailandia hodi komprende situasaun labarik ne'ebé mai husi moris ne'ebé diferente no iha abilidade diferente no komprende labarik ida ne'ebé aprende la ho diak no bele sente la adekua. ***Ita bele dezenvolve ita nia lista pergunta rasik bazeia ba obstaklu (rintangang) ne'ebé ita sente bai-bain mos iha ita nia comunidade.***

Diskriminasaun

- ❖ Labarik mak feto ka mane?
- ❖ Labarik nia tinan hira?
- ❖ Saida mak labarik nia nasionalidade no etniku
- ❖ Labarik nia relijaun saida?
- ❖ Labarik nia lingua lolos ne'e saida?

- ❖ Labarik hela iha ne'ebé, no besik eskola? (distansia no durasaun oras lao ba eskola)
- ❖ Transporte saida mak labarik uza? no ne'e seguru?

Nivel fatores labarik niak

- ❖ Labarik ne'e servisu iha uma laran ka iha liur atu ajuda familia buka osan?
- ❖ Oinsá ho labarik nia saude no nutrisaun?
- ❖ Labarik iha disabilidade ne'ebé afeitu labarik nia asesu ba facilidade eskola nian ka ninia hahalok iha klase laran,

Taumatán: konflitu

- ❖ Labarik nia inan-aman tinan hira?
- ❖ Labarik nia inan no aman sei moris hotu; se lae ida ne'ebé mak mate ona?
- ❖ Nivel edukasaun saida mak inan-aman iha?
- ❖ Membru ruma husi nia familia mak sai husi eskola (pernah)? Tanba sa?
- ❖ Labarik nia inan-aman sei diak ba malu (sei kazada)
- ❖ Labarik hela ho se?
- ❖ Ema nain hira mak hela hamutuk ho labarik iha uma?
- ❖ Labarik nain hira mak hela hamutuk ho nia (espesiál labarik ne'ebe kiik)
- ❖ Se mak tau matan lolos ba alin sira ne'e?
- ❖ Labarik nia inan ka aman ba servisu dook agora ka iha uluk?

Kiak no valor praktiku ba edukasaun nian

- ❖ Labarik nia inan-aman nia servisu lor-loron mak saida?
- ❖ Familia iha rai husi ne'ebé sira hetan osan (ezemplo to'os): karik los, rai hira, boot ka kiik?
- ❖ Familia aluga rai husi ema seluk atu hetan osan: karik los rai hira?
- ❖ Rendementu hira mak familia hetan iha fulan-fulan
- ❖ Familia impresta osan atu ajuda sira nia servisu/moris? Karik los, hira? Dala hira? No bainhira?
- ❖ Família ne'e membru ba grupu ne'ebé dezenvolve komunidadade?

Etapa 3: dezenvolve formulario ida hodi hetan resposta ba pergunta sira ne'e. formulario bele mos lista pergunta iha leten ho respota ne'ebé sira fo, ka ida ne'e bele formal liu hanesan profile estudantes nian. Bainhira formulario kompletu ona, bele:

(a) haruka ba labarik nia uma atu enxe no haruka ba fila fali ba eskola ka lider komudade;

(b) enxe husi mestre ida bainhira visita ba uma.

(c) enxe bazeia ba dadalia ho labarik sira rasik ka sira nia inan-aman iha momentu sira mai eskola atu hasoru sira nia oan iha eskola atu fila ba uma, iha konferensia inan-aman no mestre nian ka durante enkontru asosiasaun inan-aman no mestre nian.

Etapa 4: depois formulario kompletu no haruka fali ona ba eskola. Kria 'estuda kazu' ho detalhes ba estudante ida-idak ne'ebé inklui resposta ba pergunta sira iha leten. Estuda Kazu ida ne'e sei ajuda ita hodi identifika, halo relasaun, no analiza fatores ne'e bele afeita labarik nia hahalok no aprende.

Etapa 5: depois estuda kazu sira ne'e kompletu, haree fila fali ho detalhe hodi haree fatores saida mak bele afeita labarik ida-idak nia abilidade atu aprende ho diak iha ita nia klase hanesan mos sira nia hahalok. Subliña fatores sira ne'e hodi nune'e ita bele uza sira hodi ajuda sira dezenvolve asaun positivu hodi hasoru kauza ba labarik la mai eskola ka halo hahalo ladiak iha klase. Fatore mak bele hanesan diferensia kultural ne'ebé kausa sentimentu diskriminasaun, kiak, taumatan la diak, la iha asesu ba rekursos, saúde/nutrisaun la diak. Servisu ativamente ho kolega, komité manajementu eskola, inan-aman, lider comunidade, no organizasaun hodi planu, implementa, monitor, no evalua asaun ida-idak.

Estudante ida nia familia: kazu Aye nian

Labarik nia naran Aye mai husi grupu etniku ne'ebé hela iha Tailandia Norte bolu Hmong. Nia tinan 9. Nia aman mate ona. Nia inan tinan 30 no la kaben fali ho mane seluk. Aye nia inan unalfabetismo - la bele lee no hakerek ni-nia lingua. Nia servisu bai-bain mak to'os nain, kuda haree iha rai ne'ebé klot. Aye nia avo feto taumatan ba Aye no ni-nia alin mane ho tinan 5 ne'ebé seidak eskola. Aye nia familia ne'e kiak, hetan rendementu menus husi 500 baht (dolar iha Thailand) fulan-fulan. Durante laos tempu kuda hare, Aye nia inan muda ba servisu iha Bangkok hanesan servisu nain. Aye nia familia la involve iha grupu comunidade dezenvolvimentu ho la iha asesu ba rekursu comunidade. Aye nia falta eskola balun hetan konsedera tanba nia presiza atu ajuda nia inan no nia avo feto, nia falta balun mak nia moras. Nia bai-bain afeita husi moras todan respiratori (acute respiratory inction(ARI)) no iha nutrisaun la diak. Bainhira Aye iha klase nia beibeik toba no la hatama nia trabalho de casa tuir tempu. Dala barak nia preukupadu los no la interese ba nia lisaun no klase.

Nota: ba imi hotu ne'ebé servisu/hanorin iha klase boot, komesa ho harii estudantes nia profile ba estudantes uitoan ne'ebé presiza atensaun espesial, sira aprende la ho diak ka halo hahalok ladiak agora ka ita suspeita sira katak situasaun individual no kumunidade mak lori sira ba risku hahalok ladiak.

Komunikasaun entre mestre no Aman-inan

Atu hari relasaun positivu entre estudantes no mestre ne'ebé enkoraje hahalok diak no prevene hahalok la diak, nune'e mos involve inan-aman iha sira nia oan nia edukasaun. Fatores rua ne'ebé lori estudantes sira iha risku no sai husi eskola mak laiha involvimentu inan-aman nian no menus espetativa inan-aman nian. Involvementu inan-aman nian iha afeitu positivu ba

labarik sira nia susesu no resultado mak estudante ida nia susesu iha eskola. Benefisiu balun husi involmentu familia nian mak:

- ❖ estudante simu barak, la depende ba sira nia estatutu sosio-ekonomiku, etniku no rasa ka estatutu edukasaun inan aman nian.
- ❖ Estudante iha atendentu ne'ebé diak
- ❖ Estudante kompleta trabalho de casa iha uma regularmente
- ❖ Estudantes hatudu liu hahalok no attitude pozitivu

Maski nune'e, ita tenke hatudu ita nia interese ida ba labarik nune'e bele hetan involmentu inan-aman nian iha edukasaun sira nia oan nian. Resultado husi Peskiza hanesan katak inan-aman uza matenek mestre nian kona-ba labarik nia personalidade partikular atu desidi se sira hakarak involve iha oan nia edukasaun. Sira interese barak atu rona kommentariu kona-ba labarik ida se sira sente mestre ne'e hatene saida mak espasiál iha labarik ne'e. ida ne'e razaun ida ne'ebé importante mos tanba sa tenke hatene labarik no nia familia no ne'e krítiku liu iha relasaun entre mestre no inan-aman. Sá tan, espesiál ba labarik ne'ebé halo be-beik hahalok la diak iha klase. Konferensia inan-aman,- mestre- estudantes dalabarak hapara hahalok ne'be halo eskola kontra familia no inan aman kontra mestre.

Baibain, konferensia inan-aman-mestre-estudantes ne'e halao ho lista ba razaun haat (4):

- a. atu diskuti isu akadémiku ne'ebé husu husi eskola, hanesan aprendijajen labarik nian (diak ka mukit) ka atu husu assistensia inan-aman nian iha klase ka eskola.
- b. atu diskuti atendentu labarik ka problema dixiplinaria labarik nian
- c. atu diskuti problema ne'ebé lori husi inan-aman rasik
- d. hodi hala'o konferensia regular hanesan tau ona iha kalendariu eskola nian.

Dala barak, mestre ne'ebé esperiensia barak sempre dezenvolve sira nia estilu no prosedur rasik hodi hala'o konferensia hanesan ne'e, maski nune'e ba mestre foun sira importante atu dezenvolve planu ba konferensia. Planu ne'e presiza inklui rekursu saida mak sei presza, limitasaun saida mak bele afeita prosesu konferensia ne'ebé la'o diak no oinsá atu evita no problema importante saida mak existe ne'ebé baibain estudantes hotu hotu Laos deit estudantes espesifiku.

Rekursu sira ne'e bele inklui:

- ❖ Se mak presiza atende, ho sira nia orario saida
- ❖ Fatin saida mak bele usa
- ❖ Se inan-aman ida sei lori ho oan kiikoan, saida mak ita atu fó ba alin ne'e durante konferensia hodi halo sira preukupadu

- ❖ Informasaun saida mak ita bele usa husi atendumtu, mestre seluk ne'ebé bele ajuda iha dadalia ho inan-aman ne'ebé ita bele husu antes konferensia?
- ❖ Mestre balun halo "relatóriu kona-ba hahalok" hodi hakerek hahalok la diak no sira uza ida ne'e iha diskusaun ho inan-aman.

Relatóriu ida ne'e mos bele uza atu identifika se labarik nia hahalok la diak ne'e bei-beik no iha maneira saida. File ida ne'e inklui:

- a) labarik nia naran
- b) Data no horas mak situasaun
- c) Deskripsaun badak kona-ba situasaun
- d) Asaun ne'ebé halo
- e) Naran ema ida ne'ebé simu relatóriu ida neeno mos horas no metode hato'o relatorio (hakerek ka koalio).
- f) Naran ema ne'ebé sasin ba hahalok ne'e
- g) Naran ema ne'ebé kompleta relatóriu ida ne'e no data
- h) kontribusaun ruma no/ka mudansa ne'ebé bele afeita labarik ne'e nia hahalok no
- i) Asinatura husi direktor eskola nian, mestre ne'ebé sai sasin, inan ka aman no mos data.

Limitasaun importante inklui sira ne'ebé halo susar ba prosesu konferensia, no ida ne'ebé ita koko atu resolve molok konvida inan-aman sira. Limitasaun hirak ne'e presiza inklui tuir mai ne'e. Ita bele aumenta seluk tan

- ◆ Iha ema ruma ne'ebé bele tau matan ba ita nia klase se ita presiza atu halo konferensia iha tempu lora?
- ◆ Oinsá ita kontaktu ba familia ne'ebé la iha telefone?
- ◆ Oinsá se inan-aman ne'ebé fahe malu ona lakohi mai iha konferensia ne'ebé hanesan?
- ◆ Inan-aman balun karik la iha transporte ka tenke servisu. Aranjamentu saida maka ita bele halo atu fasilita inan-aman sira ne'e atu atende konferensia, ita bele ba hasoru sira ka lae?

Pergunta importante bele inklui perguntas hanesan tuir mai ne'e;

- ◆ Estudantes involve iha konferensia ka lae? Oinsá?
- ◆ Oinsá ita involve inan-aman atu resolve problema?
- ◆ Dokumentasaun saida maka presiza liu?
- ◆ Saida mak ita diskute ho inan-aman husi estudante sira ne'ebé matenek liu/ iha kapasidade as, ida ne'ebé susar atu komprende lisaun no ida ne'ebé iha problema kona-ba hahalok?

Konferensia ida ne'ebé iha preparasaun diak laos deit halo ita nia servisu sai fasil, maibé ida ne'e mos hatudu ba inan-aman sira katak ita ema ne'ebé organizadu no uza tempu atu prepara diak atu halo diskusaun kona-ba situasaun labarik nian. Iha preparasaun ba konferensia, iha mos prosedimentu importante inklui:

- ◆ Karta ba inan-aman atu rekere ba konferensia. Rekerimentu presiza ida ne'ebé pozitivu, maski atu diskuti labarik nia hahalok ladiak. (Ezemplu: Johnny maka labarik ida ne'ebé susar atu hanorin. Ita iha tempu livre iha 'data, horas' atu diskuti ba ninia progresu).
- ◆ Lista materia ne'ebé presiza ba konferensia.
- ◆ Lista ema ne'ebé presiza atu hetan konvite ba konferensia, (se presiza).
- ◆ Ajenda ba konferensia ne'e rasik. (Ba estudante ida-idak; fahe ajenda ba sira nia inan-aman bainhira sira mai iha enkontru).
- ◆ Instrumentu atu rekorda resultadu konferensia nian no planu ba follow up.
- ◆ Planu follow up ba estudante individualmente. Se posivel, planu ida ne'e ka pontu importante presiza diskuti ho estudantes sira nia inan-aman, liuliu se karik parte balun husi planu ida ne'e presiza monitorizasaun no idea husi inan-aman.

Nota: Konferensia inan-aman no profesóres nian bele formal ka informal. Ba mestre sira ne'ebé servisu iha klase boot, ne'ebé la iha tempu nato'on atu hasoru malu ho inan-aman hotu, halao konferensia formal ho inan-aman ne'ebé iha difikuldade. Ba estudantes seluk halo diskusaun informal dala ruma iha tempu ne'ebé ema hotu bele mai (ita no inan-aman). Ida ne'e bele inklui enkontru iha klase ka iha kampu eskola nian, hanesan bainhira inan-aman mai atu lori sira nia oan, enkontru iha uma, se ita halo visitasaun uma nian, ka enkontru iha loron eventu espesial ba eskola ka comunidade.

Estratejia hodi fo korajen

Sesaun ida ne'e kona-ba hari relasaun pozitivu ho ita nia estudantes sira, bazeia ba komprendeasaun no empatia. Kondisaun balun ne'ebé importante tebes iha enkorajem estudantes atu hahalok ne'ebé pozitivu nudar parte prosesu hari relasaun maka:

- ◆ **mantein emosaun pozitivu iha klase.** Oinsá trata no halo reasaun ba ita nia estudantes sira sei refleto iha sira nia hahalok.
- ◆ **Fornesementu atensaun** ba estudantes sira atu hasae hahalok pozitivu. Ba estudantes ne'ebé idade boot, atensaun inklui iha konsensia no interese ba sira nia moris iha uma, iha sira nia aktivide eskola nian, no iha atividades seluk ne'ebé sira interese.
- ◆ **Fornesementu konsistensia** iha forma orario ne'ebé regular ba atividade lor-loron no interasaun atu hamenus atividade ne'ebé la espera, esperensia negativu, stres.

- ◆ **Responde** la troka iha situasaun ne'ebé hahalok mak hanesan - situasaun ne'ebé negativu no pozitivu - atu promove relasaun harmonia entre mestre no estudante, no estudantes nia resultadu estuda no hahalok sai diak liu tan.
- ◆ **Sai fleksivel**, partikularmente ho labarik ne'ebé tinan boot liu no foin sae. Rona ba sira nia razaun atu kumpre ka lakumpre ba ita nia hakarak ka regulamentu klase nian no negosia solusaun ida. Ida ne'e hatudu katak ita fó valor ba ita nia estudantes sira nia opiniaun, ne'ebé bele reduz hahalok aat ne'ebé sei mosu iha futuru. No mos, involve estudantes sira atu halo desizaun asociadu tiha ona ho haboot tesi lian moralmente.
- ◆ **La buat ida se halo sala.** Hateten ba ita nia estudantes, " ita sei aprende bainhira ita halo sala. Ha'u halo salan loron-loron, nune'e mai ita halo buat ruma agora!" Ida ne'e kria parseiru aprendizajen , bazeia ba respeitu malu.
- ◆ **Hari'i konfidensia.** Promove koalia pozitivu kona-ba ita nia an. Husu ba ita nia estudantes ida-idak atu koalia kona-ba tuir sira nia hanoin, sira diak iha parte saida. Usa sira nia resposta atu aumenta ita nia lisaun, involve sira atu ajuda ita hanorin?
- ◆ **Foka ba iha susesu iha pasadu.** Ba estudantes ne'ebé bai-bain sente la adekuaudu ka tauk ba failansu gaba nia ba sira nia valor exame ikus nian (la problema se sira exame la diak), no fó korajem ba nia atu halo diak liu tan. Oferese atu fó ba sira tutor no kreditu ba servisu extra nian, no haree tuir ba ida ne'e.
- ◆ **Halo aprendizajen sai signifikadu.** Modifika ita nia métodu instrusaun. Duké hanorin teoria iha forma geometri, fahe ita nia estudantes sira iha grupu no husu sira atu hetan formas barak oi-oin iha eskola no comunidade hanesan sira bele iha minutus 15 nia laran. Grup u ne'ebé manan sei hetan preimo ki'ikoan ida.

Kria ambiente aprendizajen pozitivu no suportivu

Saida (buat ne'ebé) mak ita sei aprende:

- ❖ Importansia manajementu klase
- ❖ Halo ambiente aprendizajen sai konfortavel
- ❖ Dezenvolve orario klase nian
- ❖ Dezenvolve regulamentu klase no involvimentu inan-aman
- ❖ Adopta estilus manajementu kondutivu atu kria hahalok diak
- ❖ Fornesimentu hametin pozitivu

Manajementu ba Klase ne'ebé Inkluzivu no iha Ambiente Di'ak hodi Aprende

Atu ita nia estudantes sira bele dezenvolve sira nia hahalok diak, sira tenke iha ambiente klase ida ne'ebé manajementu diak. Bainhira ita koalia kona-ba manajementu klase, barak husi ita katak hanoin kona-ba kontrola estudantes sira nia hahalok no hanoin oinsá ita sei kontrola klase. Lolos ita nia reasaun ba estudantes sira nia hahalok, ka hahalok aat, tenke sai hanesan asaun ikus iha planu ba manajementu klase. Iha klase ne'ebé manaje diak, assaun ida ne'e, espera katak iha forma teknika dixiplina pozitivu, sei hola tempu uitoan. Atu to'o iha pontu ne'e, ita sei presiza halo manajementu klase ne'ebé iha elementus balun.

Etapa primeiru iha prosesu planeamentu maka atu deside saida maka signifikadu liu ba ita kona-ba "manajementu klase." Bainhira ita uza liafuan "manajementu klase", signifika prosedur, estratejia, no métodu instrusaun ne'ebé profesóres sira uza atu kria ambiente klase ne'ebé promove aprendizajem, no mos atu dezenvolve, no manaje hahalok no atividade aprendizajen estudantes ida-idak nian no grupu estudante iha ambiente ida ne'e. Entaun manajementu klase efetivu kria ambiente ida ne'ebé fasilita ba hanorin ba ita no ba aprende no dezenvolvimentu hahalok estudantes hotu. Manajementu klase la efetivu dala barak kria runguranga; ita nia estudantes sira la hatene saida maka ita espera husi sira, sira la komprende sira nia hahalok tenke sai oinsá, no oinsá atu responde. Sira la hatene limitasaun, no sira la hatene konsekuensia ne'ebé sei mosu ba sira nia hahalok aat. Manajementu klase ne'ebé efetivu maka importante liu no mos difisil liu, kapasidade profesóres foun tenke hatene. maski professores ne'ebé iha ona esperiensa dala barak hasoru estudantes balun ne'ebé hanesan dezafiu ba sira nia kapasidade manajementu ne'ebé sira iha no obriga sira atu aprende maneira foun hodi hasoru situasaun klase. Klase maka fatin ida ne'ebé estudantes sira halibur atu aprende. Kria ambiente klase ida ne'ebé seguru no ordenansa maka kapasidadene'ebé metin ba profesóres ne'ebé optimiza ambiente aprendizajen ba estudantes sira hotu.

Halo ambiente aprendizajen sai konfortavel.

Ita ba tiha ona iha fatin ida ne'ebé barulhu, barulhu ho ema barak no mos barulho ho sasan barak hanesan mobilia. Oinsá ita sente iha tempu primeiru? Depoizde oras balun ita sente iha mundansa ruma? Bainhira ita tama ba salaun barak husi ita karik fo-foun sai hakfodok, maibé bainhira ita hahu ona servisu lolos iha salaun ne'e hodi involve ho ema seluk, karik ita hahu iha sentimentu negativu. Karik ita frustradu ka hirus, ka karik ita muda ba iha kotuk no koko atu hases an husi ema seluk ka monu ba iha sasan ne'ebé iha salaun ne'e

Iha klase iha ne'ebé fatin fisikal la maneja diak, ita nia estudantes mos karik iha sentimentu hanesan. Sira nia hahalok sai aat ne'e karik tanba sira halo reasaun ba sira nia sentimentu frustradu no tauk. Fatin klase ne'ebé organizadu tulun ita atu prevene hahalok aat ne'ebé bele mosu. Ida ne'e mos afeita boot buat ne'ebé bele akaba durante klase.

Hanesan parte hotu iha manajementu klase, oinsá ita organiza ita nia depende ba ita nia hakarak nomos estudantes sira nia hakarak. Buat ne'ebé halo ita sente konfortavel karik la hanesan ho buat ne'ebé halo ita nia estudantes sira sente konfortavel. Bainhira hahu husi tinan, organiza ita nia klase, hafoin husu ita nia estudantes se sira sente konfortavel ba ida ne'e. Diak liu tan, fahe sira ba iha grupu no husu grupu ida-idak atu haree ba iha klase no nia sasan hotu, hafoin dezeńu ka halo mapa sira gosta klase organiza oinsá, liuliu se karik ita nia klase iha estudantes barak. Uza idea husi sira nia mapa hotu ka pinta atu dezeńu ita nia estudantes nia klase pesoál. Koko aranjamentu ba semana ida ka rua, hafoin husu estudantes sira se sira sente konfortavel. Troka aranjamentu klase se sira sente ida ne'ebé foun maka halo sira sente konfortavel liu. No mos, troka, bainhira deit ita haree katak ita nia estudantes sira sai baruk hodi tuur iha klase no aprende.

Iha ne'e iha buat ruma atu hanoin kona-ba bainhira ita no ita nia estudantes sira organiza ita fatin iha klase. Lista ida ne'e laos buat hotu, ita bele hanoin buat seluk tan?

Hare ema hotu-hotu. Ita tenke haree ita nia estudantes sira hotu iha tempu hotu atu bele tau matan ba sira nia servisu no hahalok. Ita mos tenke bele haree odamatan husi ita nia mesa. Ita nia estudantes tenke bele haree ita no area ida ne'ebé ita hanorin la hodi lao haleu ka muda ba mai barak.

Tuur fatin ba ema hotu-hotu. (Hases husi sai barulhu). Iha klase ne'ebé estudantes barak, dala barak fatin la to'o. Atu halo fatin ne'ebé disponivel bele uza didiak, konsidera koko estratejia tolu ne'ebé importante.

Muda fali mobilia ne'ebé la presiza. Uza kadeira laos uza biti. Tau gabeta iha parede ka iha rai ba material ne'ebé estudantes sira la presiza regularmente. Se ita nia klase iha armariu atu tau estudantes sira nia sasan, tau ida ne'e iha liur besik odamatan. Se

posivel, tau ita nia sasan, material ba lisaun no buat seluk tan ne'ebé ita la uza durante klase iha salaun profesóres nian ka iha fatin seluk ne'ebé seguru. Se ita los duni la presiza mesa boot. Husu mesa ki'ikoan ida.

Estratejia segundo sai kreativu iha métodu hanorin no halo klase interativu atu reduz sentimentu barulhu nian. Koko palestra (koalia deit la fó tempu ba estudantes atu halo atividade) iha parte ida deit ba periodu lisaun, hanesan minutu 20 iha oras ida nia laran no foka ba iha topiku ka konseptu importante ida ka rua. (ezemplu, koalia kona-ba formas geometrika), duké, fó informasaun barak dala ida. Ida ne'e maka tempu maximu ne'ebé ita bele hetan ita nia estudantes sira nia atensaun. Hafoin ida ne'e, fahe labarik sira iha grupu ki'ik iha ne'ebé sira bele haree deit ba ema uitoan deit duké haree ema barak. Uza grupu ne'ebé inklui feto no mane se posivel duké mane kontra feto. fó ba grupu ida-idak atividade kompleta malu, hanesan; grupu ida buka objeitu formas sirkulu barak liu tuir sira bele no grupu seluk buka objeitu formas kuadradu barak liu tuir sira bele. Besik klase remata, lori sira mai hamutuk no husik grupu ida-idak apresenta buat ne'ebé sira aprende ona.

Estratejia terceira uza fatin iha klase liur bei-beik se posivel. Kampu eskola nian bele sai hanesan rekursu kapas ba aprendizajen formal. Sira ne'e maka husi klase liur ne'ebé estudantes sira bele esplora hanesan parte ida husi sira nia aprendizajen , no sira bele serve kompleta malu ne'ebé fó ksolok liu tan duké klase ne'ebé barulhu. Sira maka fatin importante ba labarik sira atu dezenvolve kapasidade sosial no matenek. Kampu eskola nian fó ba ita oportunidade atu halo diferensia .labarik sira nia ambiente aprendizajen no atu dezenvolve lisaun importante iha kooperasaun, sensu ba nain, respeita no responsabilide. Area diferente iha kampu eskola bele uza hanesan sentru atividade atu suporta saida maka sira aprende kona-ba material iha klase laran. Iha ezemplu kona-ba formas geometria, bele husu estudantes sira atu esplora kampu eskola no identifika formas geometria barak liu tuir sira bele. Hafoin tuur iha ai-hun okos hakerek hotu buat ne'ebé sira hetan. haree tuir sira nia progresu! Minutu 10 molok klase atu hotu, halibur sira hotu, iha klase laran ka liur atu apresenta buat ne'ebé sira hetan

Mobilia. Se ita nia klase iha fatin adekuaudu, konsidera aranja mesa ba estudantes sira iha formas oi-oin hanesan; sirkulu ka forma 'U' ba diskusaun, tau mesa hamutuk iha grupu kuadradu ba servisu grupu nian, no linha ba foti exame ka servisu individual. Hanoin kona-ba oinsá mak atu muda entre aranjamentu sira ne'e. Area ne'ebé uza bei-beik no "Lina trafiku" (area lao nian hanesan Aisles) presiza fasil ba ema hotu atu hetan. Konsidera uza gabeta ba livrus, mesa, no biti atu kria area espesifiku. Se karik salaun ne'e presiza hafahe ka presiza parede tanatu tau ita nia estudantes nia servisu. Konsidera opsaun baratu hanesan armario kotuk ka quadru ho biti ne'ebé mahar ne'ebé homan ho akadiru tahan ka bambu ne'ebé estudantes sira halo ka estudantes nia familia maka halo. Biti hirak ne'e bele uza atu hafahe klase iha eskola ne'ebé la iha parede haketak.

Sentru. Sentru atividade oferese oportunidade ba estudantes ida ka grupu estudantes atu servisu iha projeitu ka atividades ba koko sira nia kapasidade rasik. Iha klase laran, presiza kria sentru ida atu nune'e iha fatin servisu, fatin atu hatama sasan no material, no fatin ida atu tau instrusaun. Iha klase ne'ebé barulhu, sentru atividade bele tau iha area oi-oin iha kampu eskola nian. Labarik sira tenke lori saida maka sira presiza atu halao atividade.

Materiais intrusaun no rekursu ba hanorin. Livru no materias ba intrusaun seluk tenke rai hela atu sira bele hetan no tau fali ho fasil. Intrumentu hanesan: zis, regua, surat tahan, pinta, no tezora presiza tau iha ne'ebé atu estudantes sira uza hodi la disturba estudantes seluk. Hanesan materiais instrusaun, instrumentu ba hanorin hanesan: quadru ne'ebé bele lori, kavalete, surat tahan boot, no mesa servisu presiza hatama atu sira bele uza maibé laos iha dalan ka iha klase barulhu, sira la tau fatin ne'ebé tenke usa ba buat seluk.

Estudantes sira nia servisu. Kolekta no hatama estudantes sira nia servisu lalais deit bele sai atrapalha se la iha planu. Profesóres balun uza folder privadu atu halo ida ne'e. Presiza kria file ba estudantes ida-idak, no hodi estudantes ida-idak, ba asuntu ida-idak ka ba grupu estudantes nian. Fatin ne'e presiza atu tau mos estudantes sira nia servisu. Fatin ida ne'e bele mos fatin iha parede ka quadru ida ne'ebé estudantes sira nia servisu bele tau hela, tara. Infeita salaun ida ne'e ho estudantes sira nia servisu sei tulun atu aumenta salaun ne'e sai atraktivu no halo ema hakarak tama, maski iha labarik barak iha salaun laran.

Involvementu estudantes. Estudantes bele ajuda iha manajementu fatin ba klase fisikamente. Sira bele tara estudantes sira nia servisu, kria quadru ba buletin, no hasai material instrusaun bainhira klase hotu. Estudantes mos bele ajuda iha resolve problema ba fatin. Bainhira problema ida mosu, hanesan estudantes xoke malu, tuur fatin ne'ebé adekudu la nato'on, husu sira atu sujesta solusaun.

Lembra: Dixiplina ne'ebé diak no kriasaun estudantes nia hahalok pozitivu ne'e bele realiza se ita nia klase no atividade ho estrutura no organizadu to haboot hahalok kooperativu entre ita nia estudantes no ita nia an rasik.

Dezenvolve rotina aula nian

Bainhira ita dezenvolve rotina klase nian, oportunidade ba hahalok la diak sai menus tanba ita nia estudantes sira hatene saida maka ita espera husi sira no saida maka sira espera atu halo. Sira mos tulun ita atu hasess an husi 'sala', ne'ebé maka, sala interpretasaun ba labarik ida nia hahalok hanesan hahalok aat ida; ezemplu: Bainhira labarik ida la hatene katak nia afia nia lapis depoizde lisaun hotu. Duké nia halo durante klase, ka nia la foti liman atu husu lisensa. Satan, se estudantes hatene etapas ne'ebé nesesariu atu halo hotu servisu partikular ruma, sira gosta liu atu kompleta ida ne'e iha maneira ordenadu ida. Dezenvolve

planu ba atividades ne'ebé lao diak iha ita nia fatin fisikamente no ita nia estilu manajementu (ita sei dsikuti ida ne'e iha okos). Se rotina ne'e la efetivu, involve ita nia estudantes atu dezeńu fila fali. Iha ne'e iha rotina klase balun ne'ebé ita no ita nia estudantes sira bele planu. Ita bele hanoin tan ba seluk?

Troka fatin no lao ba mai (movimentu). Dezenvolve planu ba klase tama no sai, no mos, mudansa hari'i klase depende ba buat ne'ebé hanoin ona, hanesan muda husi aranjamentu klase tomak ba halo exame ba grupu ki'ik ba lisaun artes ka sienasia. Nomos planu atu nune'e hatan ita nia estudantes sira nia nesesidade individual, hanesan bainhira sira presiza atu afia sira nia lapis ka atu foti sasan pesoal ba aprendizaje, hanesan sasan ba artes.

Atividade laos kona-ba instrusaun. Knaar ida ne'e inklui atividades hanesan foti ausencia, kolekta permisau, tau matan ba klase atu arumadu nafatin. Bainhira konsidera, estudantes sira bele hola knaar ida ne'e, no especialmente estudantes ne'ebé sente katak presiza liu atensaun. Knaar ne'e balun bele uza mos hanesan atividade instrusaun, hanesan kalkula persentajem estudantes ne'ebé tama iha loron lisaun matematika.

Materiais manajementu no transisaun. Se rotina ne'e dezenvolve ba distribusan, koleksaun, no hatama materia ba hanorin no aprendizajen, estudantes ne'ebé ajuda bele kompleta ne'e lalais. Se material instrusaun ne'e preparadu no organizadu ona, ita bele transisaun/ ka muda entre atividade ho diak no hola tempu uitoan. Bele halo lista material ne'ebé presiza iha horario lor-loron nian nune'e estudantes sira sei hatene saida maka sira presiza no bele prepara ba atividade ida, enkuantu, kolekta no hatama material ba atividade uluk nian.

Servisu iha Grup. Servisu grupu promove aprendizajen kooperativu. Ida ne'e hanorin estudantes sira atu servisu hamutuk, no sira aprende valor servisu ekipu. Membru ida-idakiha grupu laran tenke iha servisu ida, no tempu liu. deskripsaun servisu ida-idak tenke iha oportunidade ida ba servisu ida-idak. Servisu bele mos hanesan sai fasilitador, tau matan ba horas, halo relatorio, halo gravasaun, fó enkorajem ba ema, husu perguntas, maneja material ka tau matan ba knaar.

Dezenvolve regulamentu aula nian hamutuk ho estudantes no inan-aman sira

Klase hotu-hotu presiza regulamentu hodi funsiona ho efetivu. Regulamentu hirak ne'e dala ruma ita bolu, espetativa ka padraun ba hahalok. Tipu regulamentu klase no rotina depende oinsá sira dezenvolve tuir sistema ne'ebé mestre ida fiar. Oinsá ita servisu ho estudantes iha klase inklui estabelizasaun regulamentu no rotina forma liuliu hodi ita nia fiar kona-ba oinsá estudantes sira aprende no ninia hahalok tenke sai oinsá. Ema balun husi ita karik fiar

katak estudantes maka simu matenek ho pasivu, no sira presiza halo tuir sistema no atu haree benefisiu ba sira nia aprendizajen . Nudar resultadu, ita bele enfasia ho makaanspadraun regulamentu no rutina. Ema seluk husi ita karik fiar katak estudante maka ativu, pozitivu, iha motivasaun no resolve problema ho uniku. Ho konsekuensia, ita bele enfasia fó ba ita nia estudantes sira atu fihir. Bainhira ita dezenvolve regulamentu no rutina klase nian ho involvimentu ita nia estudantes sira, ita bele hola metode dalam klaran liu tan ne'ebé maka flexivel atu responde diferensia, no dala barak troka sirkumstansia iha ita nia klase.

Dala barak ita dezenvolve regulamentu hanesan dalam atu antisipa no prevene problema hahalok ka difikuldades ne'ebé karik sei mosu iha manajementu klase. gia jerálmente ba dezenvolvimentu regulamentu inklui tuir mai ne'e:

- ❖ Halo deit regulamentu uitoan atu enfasia hahalok apropiadu; ita no ita nia estudantes sira sei haluha lista naruk. Hatama regulamentu ida ne'e iha klase ba ema hotu-hotu atu hare.
- ❖ Konsidera halo regulamentu ka hari'i espetativa ba kestaun tuir mai ne'e atu kria klase funsiona ho diak:
 - a) Hahu no para periode klase, inklui oinsá toma konta attendensia, no saida maka estudantes sira bele halo ka labele halo durante tempu ida ne'e.
 - b) uza material no ekipamentu.
 - c) Oinsá husu lissensa ba nesesidade ne'ebé la espera (hanesan ba sentina, ka afia lapis).
 - d) Prosedur ba servisu hodi tuur no servisu grupu no
 - e) Oinsá estudantes husu no hatan pergunatas.
- ❖ Hili regulamentu ne'ebé halo klase ordenadu no promove susesu aprendizajen .
- ❖ Hahalok balun, hanesan nata rebusadu, tuur lametin dala ruma la impede aprendizajen , se la barulhu ka halo disturbasaun. La bele dezenvole regulamentu klase ne'ebé ita iha interese, ka la bele realiza,atu obriga ho konsistensia.
- ❖ Halo regulamentu ne'e klaru liu no bele kompriende. Presiza dehan sai hahalok ne'ebé tenke halo: "Tau ita nia liman no ain iha ita nia an rasik" ne'e klaru no iha mensajen pozitivu, duké "la bele istori malu."
- ❖ Hili regulamentu ne'ebé konkorda ba ema hotu-hotu iha eskola. Se estudante aprende katak sira la bele halo hahalok ruma iha ita nia klase, maibé bele halo iha klase seluk sira sei koko atu haree oinsá sira bele hasai hahalok aat ida.
- ❖ Importante tebes, involve ita nia estudantes iha dezenvolve regulamentu klase! Ita bele hahu ho prinsipiu katak 'ita bele halo saida maka ita hakarak iha klase ida ne'e"

Se buat ne'ebé ita halo la mete ho direitu ema seluk nian, hanesan; ita nia kolega eskola no ita nia mestre." Uza aprosimasaun bazeia ba direitu ida ne'e, husu ita nia estudantes sira atu identifika hahalok saida maka bele aseita ho hahalok saida maka labele aseita tanba viola ema seluk nia direitu. Dezenvolve regulamentu atu kumpri direitus hirak ne'e no kastigu ba sira ne'ebé viola regulamentu. Hanoin nafatin katak kastigu hirak ne'e tenke tulun estudantes sira atu aprende no sira tenke relevante ba karateristika hahalok aat nian, ne'ebé, sira iha interese diak liu tan ba labarik no klase. Hafoin husu ita nia estudantes sira atu dezenvolve "konstitusaun klase nian" ka "kuadru politika klase" ne'ebé bele sai disposisaun importante iha klase laran. Husu sira atu asina ida ne'e atu nune'e sira konkorda atu apoia ba regulamentu ida ne'e no sira kontra ida ne'e sira sei kumpri ninia konsekuensia. Hahalok aat menus maka sei mosu se estudantes halo komitmentu atu hado'ok an husi kontra regulamentu no fó hanoin malu, iha hahalo ne'ebé diak.

- ❖ Hare fila fali regulamentu klase regularmente atu haree se iha balun ne'ebé la presiza ona. Se iha, bolu ita nia estudantes sira no husu se sira iha regulamentu balun ne'ebé presiza.

Involvimentu inan-aman.

Regulamentu sai efetivu liu tan bainhira profesóres, inan-aman no estudantes komite atu apoia igualmente. Iha eskola balun, Halo solidu entre parte hirak ne'e hotu. Solidu ida maka konkorda formal simples ida ka kontratu ne'ebé hateten ho klaru responsabilidade espesifiku parte ida-idak nian no parte ida-idak asina. Liafuan solidu ida ne'e bele hola formas tuir mai ne'e. Bele halo diskusaun ho inan-aman iha konferensia primeiru mestre ho inan-aman no mestre ho estudantes nian. Ita bele adapta ida ne'e no uza hanesan dalan ida atu involve ita nia estudantes no sira nia inan-aman iha promosaun hahalok diak klase nian.

Nudar inan-aman/mahein ida, Ha'u sei:

- ❖ Hatudu respeitu no suporta ba Ha'u nia oan, mestre no eskola.
- ❖ suporta politika dixiplina eskola nian no regulamentu labarik nia klase.
- ❖ Fornese fatin hakmatek no naroman ida ba estuda no kontrola kompletasaun trabalho da casa.
- ❖ Partisipa konferensia mestre ho inan-aman, no konferensia formal ka informal mestre, inan-aman no estudantes nian
- ❖ Koalia ho Ha'u nia oan kona-ba ninia atividade eskola nian.

- ❖ Monitoriza labarik bainhira nonton TV, ka atividade seluk ne'ebé bele disturba tempu estuda nian
- ❖ Asiste eskola ka klase nian iha termu ida-idakdala ida.
- ❖ Le'e hamutuk ho Ha'u nia oan ba minutu sanulu ka barak liu loron-loron ka husik Ha'u nia oan le'e ba Ha'u.

Nudar estudante ida Ha'u sei:

- ❖ Koko nafatin atu halo Ha'u nia servisu diak liu.
- ❖ Sai laran diak no prontu atu ajuda Ha'u nia kolega klase.
- ❖ Hatudu respeitu ba Ha'u nia an, Ha'u nia mestre, Ha'u nia eskola, no ema seluk.
- ❖ Halo tuir regulamentu eskola no klase
- ❖ Hatudu respeita ba propriedade hodi la naok ka estraga.
- ❖ Mai iha eskola hodi preparadu ha Ha'u nia trabalho da casa no sasan eskola nian hotu.
- ❖ Fiar katak Ha'u bele no Ha'u sei aprende.
- ❖ Gasta tempu minutu 15 ka barak tan atu estuda ka le'e iha uma.
- ❖ Koalia ho Ha'u nia inan-aman loron-loron kona-ba Ha'u nia atividade eskola nian

Nudar mestre ida Ha'u sei:

- ❖ Hatudu respeita ba labarik ida-idak no nia familia.
- ❖ Halo tempu aprendizajen sai eficiente
- ❖ fornese ambiente seguru no kofortavel ne'ebé kondusivu ba aprendizajen
- ❖ Tulun labarik ida-idak atu buras iha ninia potencial tomak
- ❖ Fornese atividade trabalho da casa signifikadu no apropriadu.
- ❖ Fornese assistensia nesesariu ba inan-aman atu nune'e sira bele tulun ho labarik nia estuda.
- ❖ Kumpri regulamentu eskola no klase ho justu no konsistente.
- ❖ Fornese evaluasaun klaru ba estudantes no inan-aman ba progresu no susesu.
- ❖ Uza atividade espesial iha klase atu halo aprendizajen sai furak.

- ❖ Hatudu hahalok profesional no atitudu pozitivu ida.

Agora, hamutuk, ita servisu hamutuk atu tuir kontratu ida ne'e.

Asinatura:

Inan-aman/data

Estudantes/data

Profesora/data

Padruan ba hahalok no manajementu diak

Regulamentu klase hari'i padraun hahalok nia ba ita nia estudantes sira, maibe, ita nudar mestre mos tenke iha estandario. Depoizde ida ne'e hotu, ita maka modelu importante ba ita nia estudantes sira.

- ❖ Ita tenke hateten ba ita nia estudantes sira oinsá ita espera ema ida-idak nia hahalok iha klase (ita nia estudantes no ita nia an rasik) no diskuti espetativa ida ne'e regularmente.
- ❖ Ita tenke informa ba ita administrador da eskola, mestre seluk, no inan-aman kona-ba ita nia regulamentu klase nian, nune'e sira bele ajuda atu monitor no hases husi konflitu ho sira.
- ❖ Regulamentu ne'ebé ita dezenvolve ho ita nia estudants sira tenke aplika ho konsistensia no hanesan ba estudante sira hotu
- ❖ Ita tenke hatene kona-ba saida maka lao dadauk iha ita nia klase laran ka liur, no ita nia monitorizasaun tenke nonok no preventativu.
- ❖ Ita labele sai hirus no lakon kontrola an, maibé sai modelu ba hahalok diak, no halo tuir regulamentu, ba ita nia estudantes sira.
- ❖ Bainhira dixiplina nesesariu, ida ne'e foka ba estudantes nia hahalok, laos ba estudante. Dignidade estudantes iha nafatin.

- ❖ Ita presiza enkoraje estudantes sira atu monitor ba sira nia hahalok rasik, hanesan hodi rai diariu ba atividades ho ema seluk. Sira mos presiza monitor ba ema seluk nia hahalok ho respeitu.
- ❖ Iha hanorin, ita tenke la bele uza termus ne'ebé la du'un mos. Atividade tenke sai klaru no ho interrompe uitoan se posivel.

Karakteristika balun estudantes sira gosta iha mestre ida, no tenke forma parte importante monitorizasaun ba ita nia hahalok rasik maka:

Fairness (Justu ba ema hotu). Estudantes haree karakteristikada ida ne'e nudar ne'ebé importante liu. Signifika katak sai justu iha atividades hanesan halo dezinasaun, hadia problemas, fó tulun, no hili estudante atu sai assistensia ka partisipa iha atividade espesial.

Humor (Komiku). Abilidade atu responde ho kontente ba estudantes.

Respeitu. Signifika hatudu konsiderasaun ba estudantes sira nia direitu no sentimentu.

Delikadesa/modun diak. Ida ne'e sinal seluk respeitu nian.

Nakloke. Estudantes presiza atu haree mestre hanesan ema real ida. Mestre tenke esplika ho klaru ninia sentimentu no sirkumstansia ne'ebé kauza sentimentu ne'e.

Rona aktivu. Ida ne'e signifika katak responde bainhira estudantes husu. Ita presiza hatudu katak ita rona estudantes sira no fó oportunidade ba nia atu hadiak sira nia komprendeasaun sala ka interpretasaun. Ita bele koko hateten fila fali saida maka koalia ona ka uza sestu isin atu hatudu ita komprende.

Ita bele halo tuir ita nia padraun hahalok nian dala barak depende ba ita nia istilu manajementu rasik iha klase laran.

Atividade ho Asaun: Profile manajementu klase?

Ita nia estilu manajementu klase sei determina diak oinsá ita bele interativu ho ita nia estudantes sira, diak oinsá ita bele hari'i relasaun pozitivu ho sira, no diak oinsá sira sei aprende husi ita. Ida ne'e mos bele afeita ita nia estudantes sira nia hahalok diak ka hahalok aat no oinsá ita dixiplina ita nia estudantes sira katak ita lakohi uza dixiplina negativu maibé uza métodu pozitivu atu tulun ita nia estudantes sira aprende hahalok diak. Atu hahu determinasaun ita nia estilus manajementu, lee afirmasaun iha tabela tuir mai ne'e ho didiak. Hafoin responde se ita konkorda ka la konkorda ho afirmasaun ne'e, ka diak liu se ida ne'e mak lolos buat ne'ebé ita halo.

Karateristika	Konkorda	La konkorda
1. Ha'u fiar klase tenke nonok ba estudantes sira atu aprende.		
2. Ha'u fiar dezeńu kadeira maka aranjamentu estrutura ida (hanesan lina) hamenus hahalok aat no promove aprendizajen		
3. Ha'u la gosta estudantes interompe Ha'u bainhira Ha'u hanorin		
4. Estudantes sira tenke aprende atu tuir dresaun no labele husu tanbasa.		
5. Ha'u nia estudantes sira la dun iha iniativu ba atividade, sira tenke konsentrasaun ba saida mak Ha'u hanorin.		
6. Bainhira estudante halo hahalok aat, Ha'u kastigu no dixiplina nia lalais, la iha diskusaun tan.		
7. Ha'u la simu deskulpa ba hahalok aat, hanesan tama tarde ka la halo trabalho da casa.		
8. Depende ba saida maka ita aprende ona, Ha'u nia klase bele iha aranjamentu oi-oin.		
9. Ha'u preukupa kona-ba saida maka Ha'u nia estudantes sira aprende no oinsá sira aprende.		
10. Ha'u nia estudantes sira hatene katak sira bele disturba Ha'u nia esplikasaun se sira iha perguntas ne'ebé relevante.		
11. Ha'u gaba bainhira ida ne'e hanesan mandatu, no enkoraje estudantes sira atu sai diak liu tan		
12. Ha'u fó projeitu ba estudantes sira hanesan exersisu ba aprendizajen , ka husu sira atu dezenvolve sira nia projeitu rasik, hafoin ami diskuti saida maka sira aprende ona, no saida maka sira presiza aprende tan.		
13. Ha'u esplika bei-beik razaun ba regulamentu no desisaun.		
14. Bainhira estudantes halo hahalok aat, Ha'u koalia mamar ho nia maibé metin. Se presiza dixiplina, Ha'u konsidera sirkumstansia ho kuidadu.		
15. Ha'u fiar katak estudantes aprende diak liu tan bainhira "sira bele halo sira nia asaun rasik," ne'ebé maka, halo saida maka sira sente sira bele halo ho diak		
16. Ha'u nia estudantes sira nia emosaun diak maka importante liu duké kontrola klase. Ida ne'e importante katak Ha'u nia estudantes sira haree Ha'u hanesan sira nia kolega.		
17. Ha'u nia estudantes balun hetan motivaun atu aprende, sira seluk la		

interese.		
18. Ha'u la halo planu uluk saida maka Ha'u sei halo atu dixiplina estudante. Ha'u husik ida ne'e akontese deit.		
19. Ha'u lakohi atu monitor ka haksiak estudante ida tanba se ha'u halo ida ne'e karik ha'u hakanek ninia sentimentu.		
20. Se estudante ida dirturba klase, Ha'u fó ba nia atensaun tan tanba nia presiza duni buat ruma ne'ebé iha valor atu aumenta.		
21. Se estudante ida husu atu sai husi klase, Ha'u nafatin respeita ida ne'e.		
22. Ha'u lakohi obriga regulamentu ruma ba Ha'u nia estudantes.		
23. Tinan-tinan Ha'u uza planu lisaun no atividades ne'ebé hanesan, nune'e Ha'u la presiza prepara tan lisaun ba Ha'u nia klase.		
24. Viajen terenu no projeitu espesial la posivel. Ha'u la iha tempu atu prepara ba sira.		
25. Ha'u bele hatudu filme ka slideshow duké esplikasaun.		
26. Ha'u nia estudantes sira hateke ba mai ka hateke sai husi janela dala barak.		
27. Se lisaun hotu sedu, Ha'u nia estudantes bele estuda ho hakmatek no koalio nei-neik.		
28. Ha'u la dun dixiplina Ha'u nia estudantes sira. Se estudantes hatama knaar trabalho da casa tarde, ne'e laos Ha'u nia problema.		

Tuir mai, aumenta tan numeru 'konkorda' ba afirmasaun 1-7 hafoin 8-14, hafoin 15-21, hafoin 22-28. Ba pakote afirmasaun ida ne'ebé maka iha responde numeru konkorda as liu? Ida ne'e maka ita nia estilu manajentu ne'ebé ita uza. La bele hakfodak se ita iha karateristika husi estilu seluk.

Iha tabela leten nia laran, afirmasaun 1-7 refleta estilu **atóritarian**; "Ha'u maka mestre no ami sei halo buat ruma tuir ami nia maneira." Estilus ida ne'e, diak ba halo estrutura klase ne'ebé diak, maibé ida ne'e halo uitoan deit atu hasae motivasaun ba susesu, ka enkoraje hari'i objetivu pesoal ida. Estudantes iha klase ida ne'e bele sai laran rua-rua atu iniciativa atividade, tanba sira karik sente la iha poder. Sira tenke halo tuir deit mestre iha despeza sira nia liberdade pesoal.

Afirmasaun 8-14 refleta estilu **atóritativu**, "Mai ita servisu hamutuk". maski limitasaun iha estudantes sira nia hahalok, regulamentu esplika tiha ona, no estudantes mos bele sai independente iha limitasaun ne'e nia laran. Mestre atóritativu ida enkoraje

independensia an rasik no hahalok kompetensia sosial. Satan, nia enkoraje estudantes sira atu hetan motivasaun no alkansa liu tan. Dala barak nia sei gia estudantes liu husi projeitu ida duké lidera sira.

Afirmasaun 15-21 hatudu estitlu "**konforme/la preukupa**"; "Saida deit maka ita hateten." Mestre ne'ebé la preukupa tau ezijensia ka kontrola uitoan deit ba estudantes sira. Mestre simu deit estudante nia impulsu no asaun no la iha vontade atu monitor estudante nia hahalok. Karik nia haka'as an atu la hakanek estudante nia sentimentu no susar atu hateten lae ba estudante ka hametin regulamentu. maski tipu mestre hanesan ne'e sai popular ho estudantes ninia estilu fraku liu ne'e assosiadu ho estudante nia falta kompetensia sosial no kontrola an. Ida ne'e susar ba estudantes sira atu aprende hahalok ne'ebé bele simu iha sosial bainhira mestre permisivu liu. Hodi tau ezijensia uitoan iha sira, estudantes hirak ne'e iha motivasaun menus liu atu alkansa.

Ikus liu, Afirmasaun 22-28 hatudu estilu **indiferente** ida; "halo saida deit maka ita hakarak." Mestre ne'ebé indiferente la involve an liu iha klase. Mestre hanesan ne'e tau ezijensia uitoan deit, ka la iha ezijensia liu ba estudantes no sira hanesan la iha interese. Mestre indiferente lakohi tau obriga iha estudantes sira. Hanesan, nia dala barak sente katak preparasaun klase la importante. No mos, dixiplina klase falta. Iha ambiente ne'ebé la interese ida ne'e, estudantes iha oportunidade uitoan liu atu observa ka pratika abilidade komunikaun. Hodi tau ezijensia uitoan iha sira no dixiplina uitoan liu, estudantes sira iha motivasaun susesu menus liu no falta kontrola an.

Se ita seidak klaru, manajementu klase husi estilus manajementu hat ne'e ida ne'ebé maka besik liu ba ita nia estilus rasik, husu kolega ruma, assistensia mestre ida, ka estudante ida ne'ebé idade boot liu atu observa ita iha loron ida ka rua. Hafoin husu sira atu le'e iha lista karateristika nian no estilus manajementu iha leten no ajuda ita atu deside ida ne'ebé maka besik liu ba ita nia estilus rasik. Estilus ida ne'e afeta ita nia estudantes iha motivasaun atu aprende ka lae? Ida ne'e bele afeita sira nia hahalok ka lae? Ida ne'e afeita oinsá ita dixiplina ita nia estudante sira, no oinsá ita nia estudantes sira nia reasaun? Ita hanoin katak iha fatin ba hadiak? Koko atu troka ita nia estilus ka karateristika ida husi leten, no observa atu haree se ita nia estudantes sira hetan motivasaun no fasil atu hanorin. Rai diariu ida mudansa saida maka ita halo no klase fasil atu muda ka lae, no ita nia estudantes sira pratika hahalok diak no abilidade interpersonal.

Esforsu reforsamentu pozitivu

Dixiplina pozitivu maka dalan ida atu reduz hahalok aat liu husi fó gaba ba hahalok diak. Ida ne'e bazeia ba razaun katak hahalok ne'ebé maka rekompensa maka hahalok ne'ebé maka sei repete. Parte dixiplina pozitivu ne'ebé kritika liu maka involve tulun estudante sira aprende hahalok ne'ebé kompleta ho ita nia espektasaun, efetivu iha promosaun relasaun sosial

ne'ebé pozitivu, no tulun sira atu dezenvolve sentimentu dixiplina an rasik ne'ebé lori ita ba respeita an ho pozitivu. Hahalok ne'ebé ita fó valor no hakarak enkoraja presiza fó hatene ba ita nia estudantes sira no ita presiza halo esforsu atu hanorin no hametin hahalok ne'e. Estratejia balun ne'ebé ita bele uza atu ajuda ita nia estudantes sira aprende hahalok pozitivu inklui tuir mai ne'e:

Fo afirmasaun pozitivu. "hare, responde hira maka ita hetan los. Mai ita koko atu hetan responde los barak liu tan iha tempu tuir mai!"

Rona didiak no tulun sira atu aprende atu uza lia fuan atu expresa sira nia sentimentu, laos asaun destruitivu.

Fo oportunidade ba estudantes sira atu halo desisaun, no tulun sira aprende evaluasaun ba konsekuensia husi sira nia desisaun.

Fornese hahalok diak ho liafuan diak regularmente no la fó atensaun ba sala kiik oan.

Modelu hahalok ne'ebé ordenansa no prediktable no mos komunikasaun ho respetu no uza estratejia ba resolusaun konflitu hamutuk. (topiku ida ne'e ami koalia tan depois)

Uza sestu isin apropiadu - doko ulun, hamnasa midar, no hateke diretamente ba estudante.

Hatun ita nia posisaun isin - Liuliu ba labarik ki'ik sira, hakleuk, hakneak, ka tuir iha sira nia nivel.

Troka strutura ambiente. Hasai sasan ne'ebé konvida hahalok aat. Ezemplu, se jogus ka boneka uza hodi hanorin , hasai tiha bainhira ita remata ona.

Fo direisaun seluk atu kria hahalok pozitivu- estudantes ida haksoit ho bola iha klase laran. "ita bele haksoit ho ita nia bola iha liur iha kampo halimar nian iha ne'ebé iha fatin nato'on atu halimar."

Iha Sumariu, Espera ita aprende ona buat barak iha sesaun, no ita deside ona atu koko buat balun iha ita nia klase. Ita aprende ona katak manajementu klase ho efetivu, ida ne'ebé kria no suporta hahalok pozitivu maka ida ne'ebé:

1. Ita hatene saida maka ita hakarak no saida maka ita lakohi.
2. Ita hatudu no hateten ba ita nia estudantes sira saida maka ita hakarak
3. Bainhira ita hetan saida maka ita hakarak, agradese ba ida ne'e.
4. Se ita hetan buat ruma seluk, halo lalais, ho apresia no ho pozitivu.

Iha prosesu, oinsá mos, ita presiza asegura katak:

1. Ita nia espetativa klaru
2. Instrusaun interesante ba ita nia estudantes sira.
3. Ita nia estudantes haree objektivu no valor ba buat ne'ebé hanorin ona.
4. Instrusaun relasiona ba konseptu no abilidade ba estudantes nia esperensia no ida ne'ebé signifikadu iha ninia moris lor-loron nian.
5. Ita nia estratejia hanorin oi-oin. Estudantes bele sai baruk maski sei iha topikun interesante, sei ita uza nafatin métodu hanorin ne'ebé maka hanesan.

Maneira importante balun ne'ebé ita bele hahu kria ambiente kondusivu ida atu dezenvolve hahalok ne'ebé pozitivu iha ita nia estudantes sira hanesan:

1. Kaer no komunika espetativa hahalok ne'ebé as ba ita nia estudantes no ba ita nia an rasik.
2. Establese regulamentu no prosedimentu ne'ebé klaru, fó instrusaun ba labarik sira oinsá atu halo tuir regulamentu no prosedimentu ne'e; fó prioridade ba nivel labarik nian, partikularmente instrusaun ne'ebé diak, simples no fasil atu hanoin.
3. Halo klaru ba estudantes sira kona-ba konsekuensia husi hahalok diak no hahalok aat.
4. Reforsa lalais regulamentu klase nian, konsisten no justu husi loron primeiru eskola nian.
5. Servisu atu hametin dixiplina an rasik iha estudante dedika tempu atu hanorin no abilidade atu monitoriza an.
6. Halo instrusaun ho lalais ne'ebé apropriadu no halo transisaun diak entre atividade.
7. Monitoriza atividade klase nian no fahe idea no reforsu bazeia ba sira nia hahalok.
8. Kria oportunidade ba estudantes sira atu esperensia susesu iha sira nia aprendizajen no hahalok sosial.
9. Identifika estudantes sira ne'ebé haree hanesan atu iha menus respeita an no servisu atu ajuda sira realiza diak no konfidensia diak liu tan.
10. Uza grupu aprendizajen kooperativu
11. Uza humor, bainhira serve atu estimula estudantes sira nia interese ka reduz tensaun klase nian.
12. Hasai materias ne'ebe husu ema nia atensaun husi vista bainhira halo instrusaun.
13. Halo klase sai konfortavel, atraktivu, no simu estudantes hotu-hotu, sira nia inan-aman, no ita nia an rasik.

Hasoru estudantes desafiador

Saida (buat ne'ebé) mak ita sei aprende:

- ❖ Oinsá atu hadiak efektividade husi teknikus dixiplina pozitivu
- ❖ Ajuda ho dixiplina pozitivu
- ❖ Ajuda ho hanorin klase ne'ebé pozitivu
- ❖ Uza konsekuensia apropriadu, pozitivu no negativu
- ❖ Uza kuidadu bainhira uza "Timeout/tempu liur."
- ❖ Resolusaun konfliktu
- ❖ Idade espesifiku tekniku dixiplina pozitivu
- ❖ Asiste labarik sira ho nesesidade espesifiku

Halo tekniku sira dixiplina pozitivu nian efetivu liu-tan

Se estudantes halo hahalok aat, tekniku dixiplina pozitivu atu reduz ka elimina katak hahalok ne'e presiza. Hanesan ita aprende ona, hahalok aat maka asaun ne'ebé la dun fó diak ne'ebé tau labarik ka ema seluk iha perigu, la konforma ho ita nia espetasaun no dixiplina an rasik. Iha sesaun final ida ne'e, ita sei koalia liu tan kona-ba tekniku espesifiku saida maka bele uza atu reduz hahalok aat, no prevene ida ne'e. Tekniku saida deit maka ita fihir, ninia efektividade bele hasae.

- ◆ Bainhira ita no ita nia estudante hotu komprende klaru problema ba hahalok maka saida, no konsekuensia saida maka estudante sira espera bainhira hahalok ida ne'e mosu.
- ◆ Bainhira ita responde ho konsekuensia ne'ebe maka'as no kedas, bainhira hahalok la dun favorese ida mosu primeiru (se la tuir ona regulamentu, haforsa kedas, labele hein.)
- ◆ Bainhira ita fornese konsekuensia apropriadu ho konstante tempu ida idak targetu hahalok proplematiku ida mosu.
- ◆ Bainhira hato'o instrusaun no koresaun ho kalma no ho enpati. No
- ◆ Bainhira ita fornese razaun ba konsekuensia ba hahalok espesifiku, ne'ebé ajuda estudantes sira atu aprende hahalok diak no hadiak ita nia konformidade jerál ho rekere husi adultus

Sugestaun ba Dixiplina Pozitivu

Lolos, nesiedade ba dixiplina la presiza hamosu. Maneja dixiplina diak nian involve hases husi situaun problema ka trasan ho situaun molok sira lakon kontrola. Oinsá? Iha ne'e iha tips sanulu ne'ebé importante. Balun mak foun, balun temi tiha ona uluk, maibe, mai ita haree ida-idak ho detalhu.

1. Hare didiak ba ita nia an; la bele falta buat ruma. Hanesan ita koalia ona iha leten, hahalok mosu bainhira estudante ida hili asaun ida ne'ebé la **aproprio**. Molok hola asaun, husu ba ita nia an perguntas tuir mai ne'e:

A. Los duni katak estudante ne'e halo buat ruma sala? Iha duni problema, ka ita mak kolen deit no lakon pasensia?

- Se karik la iha problema duni, hasai ita nia stres ne'e husi estudante s no klase
- Se karik iha duni problema, ba iha perguntas tuir mai.

B. Hanoin momentu ida. Ita nia estudante iha duni kapasidade atu halo buat ne'ebé ita espera?

- Se ita la sai justu, evalua fila fali ita nia espetativa ne'e.
- Se ita nia espetativa ne'e justu duni, ba iha perguntas tuir mai.

C. Ita nia estudante rekonhese duni katak iha momentu ne'e nia halo buat ruma sala?

- Se ita nia estudante la rekonhese katak nia halo buat ruma sala iha momentu ne'e, tulun nia atu halo buat ruma ne'ebé ita espera, tanbasa, no oinsá nia bele halo ida ne'e. Oferese an atu tulun nia.
- Se ita nia estudante hatene duni katak nia halo buat ruma sala. Nia hatene ita nia espetativa ne'e iha razaun duni maibé ho konsente nia la halo tuir, ne'e nia halo hahalok aat.

Se karik hahalok ne'e hanesan accidente ida, ne'e laos hahalok aat. Se karik hahalok ne'e laos accidente ida, husu ita nia estudante atu hateten ba ita razaun tanba sa mak nia halo ida ne'e. Rona didiak no asesu molok ita responde.

2. Hatudu ida ne'ebé positive. Bainhira deit estudante ida halo buat ruma ne'ebé ajuda, lori kuidadu, koopreativu, ka hatudu mudansa, husik sira hatene katak ita nota hela no fó lia fuan apresiasaun. Ezemplu ida. "Pedro, Ha'u orgulhu ho o tanba ita halo diak ita nia trabalho-da-casa".

No mos iha insidente laos hetan problema deit maibé identifika saida mak diak, saida mak la diak. Ezemplu ida: "Iza, atu koko ajuda ita nia kolega mak diak. Atu halo kolega diak importante. Maibe, Ita la bele baku ema seluk. Ita bele uza dalan seluk hanesan saida iha situaun ida ne'e?"

3. Halo interasaun ne'ebé respeito ho labarik sira. Trata sira hanesan ita hakarak atu ema trata ita. Tulun sira atu halo diak liu tan, sai hanesan matadalan laos hanesan boss ida. Sai hanesan tipo mestre ida ne'ebé ita sei hanoin nia laran diak husi ita nia tempu eskola.

4. Komunika ita nia espetativa ba ita nia estudantes sira ho klaru no respeito. fó hanoin bei-beik ba sira kona-ba ita nia expektasaun, molok sitasaun no durante situasaun nia laran.

Ezemplu ida, bainhira hahu husi tinan eskola nian, dehan ba ita nia estudantes " Bainhira klase remata ohin, hanesan loron hotu, Ha'u hakarak ita hotu atu tuur iha kadeira to'o Ha'u bolu ita nia naran. Hanesan ne'e, ema hotu bele sai seguru la xoke malu, no mos Ha'u bele aprende ita hotu nia naran no oin lalais liu". fó hanoin fali ba estudantes lor-loron to'o sira bele sai diak hanesan natural no parte ida husi rotina.

5. Uza humor. Laos hahalok aat hotu ne'ebé estudantes sira komite presiza dixiplina. Labarik sira, hanesan adultu sente kolen, frustradu, ka sai baruk. Dixiplina karik la lao iha sitasaun hanesan ne'e. Koko atu uza humor durante ita nia lisaun atu halo ema hotu-hotu iha interese nafatin, la sai baruk

Ezemplu ida, durante lisaun ciencias, husu ita nia estudantes sira atu resolve pergunta problema (riddle) atu halo introdusaun ba lisaun. Ezemplu ba pergunta ida: "saida mak komesa moris uza ain 4, moris ho ain 2, no remata moris ho ain 3?" Resposta: Ema, tanba bebe uza ain 4 atu lao, ema boot uza ain 2 atu lao, no ema katuas/ferik uza ain 2 no ai hotu = sira iha ain 3! ida ne'e dalan interesante atu halo introdusaun ba topikun hanesan, ema nia isin, koalia kona-ba moris. Ba labarik kiik oan, muda sira nia atensaun ba buat different 'Haree ba animal iha ne'eba' bele hapara sira nia tanis, hakilar no hahalok aat. No mos ida ne'e bele resulta iha atividade dezenvolve, hanesan pinta animal. Uza ita nia imajinasaun!

6. Uza kooperasaun proaktivu. fó direasaun ne'ebé ita hatene katak sira sei gosta atu tuir, molok ita fó direasaun ne'ebé karik sira karik laran rua-rua aru halo tuir. Primeiru halo sira kooperativu laran mamar.

Ezemplu ida, dehan "Ita hotu-hotu hakereak 'I' boot". "Maria, ida ne'e kapas los" "Agora, hotu-hotu usa ita nia liman fuan no hetan surat 180 iha ita nia livru'. Depois, hatete ba sira atu loke livru ho halo resposta ba perguntas sira ne'e

7. Oferese opsaun no limita eskolha, no enkoraje grupu atu halo desizaun hamutuk. Estudante barak mak la gosta ita sai boss ba sira. Se ita fó ba sira escolha ne'ebé tulun sira atu sente kontrola- maski la barak liu.

Bainhira to'o tempu ba exame, ita bele dehan 'Iha loron Tersa, ita atu halo testu kona-ba lee. Se mak hakarak halo testu ne'ebé hakerek, no se mak hakarak halo testu ne'ebé koalia? Ita bele hili saida mak ita hakarak'. Desizaun ida ne'e mak fó labarik sentimentu kontrola ba situasaun. Se ita hakarak halo testu ida deit, husu estudantes saida mak sira gosta liu tan. No usa testu ne'ebé majoridade mak hakarak. Se iha estudantes ne'ebé lakohi halo testu hanesan tipo ne'ebé ita desidi, ita bele fó perguntas seluk tan.

8. Konsidera konsekuensi natural, maibé ida ne'ebé seguru. Se labarik tama klase tarde bei-beik, la bele sai hirus. Ida ne'e labarik nia responsabilidade atu tama klase ho oras. Hateten ba nia katak se karik nia kontinua mai tarde, ita sei haruka karta ba nia inan-aman, se nia mai tarde nafatin haruka karta ba nia inan-aman no husik nia hasoru konsekuensi. Nia aprende katak nia rasik maka responsabilidade ba nia hahalok no simu konsekuensi.

9. La bele hola estudante ida nia interese disobidensia pesoál. Labarik sira presiza expresa disobidensia, no sira presiza koko limitasaun nudar parte sira nia dezvoltamentu. Labele sente katak ida ne'e hanesan ameasa ida ba ita nia autoridade. Reaktu ho kalma, aplika dixiplina ne'ebé sei haboot ita nia kontrola an.

Ita hanoin hetan ba kazu Ramon nian iha primeiru ba seksaun? Uluk, nia mestre hanoin katak Ramon hahalok aat ameasa nia autoridade, nia sai laran triste boot. maibé bainhira nia komprende diak liu kona-ba oinsá nia halo hahalok aat, nia dezvoltolve estratejia efektivu atu uza no nia no resultado mak pozitivu.

10. Rekuinse esforsu, laos koresaun. Se estudante fó ba ita ninia diak, ita tenke sai kontenti. Koko maka etapa primeiru aprendizajen nian. Se estudante sira lakohi koko servisu ne'ebé difisil, koalia kona-ba tempu ne'ebé sira nia esforsu lori susesu. Enkoraje tan sira nia haka'as an. Hanoin atu hateten ba nia katak, bainhira sira koko maka'as ita sai kontente. Husik sira hatene katak ita iha fiar ba sira nia abilidade.

Sugestaun ba hanorin klase pozitivu

Dixiplina pozitivu presiza hetan suporta hodi hanorin pozitivu. Iha maneira pozitivu barak maka ita bele uza atu prevene hahalok aat bainhira ita hanorin dadauk, halao ida ne'e efetivu la hodi disturba ita nia klase. Iha okos ne'e maka tips neen (6). Ita bele hanoin tan balun?

- 1. Fokus no koalia mamar.** Asegura katak ita iha atensaun ba ema hotu-hotu iha ita nia klase molok ita hahu ita nia lisaun. Hein atu hahu klase to'o ema hotu-hotu hakmatek. Mestre ne'ebé iha ona esperiensia hatene katak silensio iha sira nia parte maka efetivu liu. Sira enfasia hein segundos 3-5 to'o klase hakmatek didiak. Lalais deit estudantes sira rekonese katak bainhira mestre uza tempu barak atu hein, tempu ba sira atu atende klase sai menus. Depoizde tempu hein, hahu ita nia lisaun ho lian neneik duké lian normal. Mestre ne'ebé koalia mamar dala barak ema ne'ebé kalma, klase hakmatek duké ida ne'ebé ho lian maka's. Ninia estudantes sira tuur nafatin atu rona saida maka nia dehan

2. **Instrusaun direita.** Inserteza hasae nivel laran nakali/book an iha klase. Hahu klase ida-idak hodi hateten lolos ba ita nia estudantes sira saida maka sei akontese. Esplika saida maka ita no ita nia estudantes sira sei halo iha periodu ne'e. Ita bele halo limitasaun tempu ba knaar balun. Ita bele kombina direita instrusaun hodi foka atu inklui tempu iha periodu ikus ba estudantes sira atu halo atividades ne'ebé sira hili. Ita bele finalisa diskripsaun atividade iha tempu klase hodi Hateten: "Ha'u hanoin ita sei hetan tempu balun ba imi iha tempu ikus periodu ida ne'e atu dadalia ho ita nia kolega sira, ba biblioteca, ka halo servisu ba klase seluk."
3. **Monitoriza.** Lao haleu; hamrik no lao halau iha salaun, liuliu bainhira estudantes sira halo knaar hakerek ka servisu iha grupu. haree sira nia progresu, labele interompe ka koko atu halo anunsu jerál so deit bainhira estudante balun hetan difikuldade hanesan. Uza lian nei-neik no ita nia estudantes sira sei apresia ita nia personalidade no atensaun pozitivu.
4. **Hatudu la ho lia fuan/syarat.** Iha klase balun, mestre iha sinu ki'ikoan iha sira nia meja. Bainhira sira dere ida ne'e, maski nei-neik sira heta ema hotu-hotu nia atensaun. Mestre seluk hatudu ona neon lais barak iha tinan nia laran hodi realiza syarat/ sestu iha klase. Syarat bele mos hanesan espresaun oin nian, postur isin, no sinal liman. Kuidadu presiza hatudu liu husi syarat oi-oin ne'ebé ita uza iha klase. Uza tempu atu esplika saida maka ita hakarak ita nia estudantes sira atu halo bainhira ita uza syarat ida ne'e.
5. **Fahe esperiensa.** Hanesan ita hakarak hatene kona-ba ita nia estudantes, foinsáe sira dala barak hakaraak hatene kona-ba ita no ita nia interese. Inklui sasan pesoál iha ita nia klase. Foto familia nian ka buat balun husi ita hoby ka koleksaun iha ita nia mesa bele invika konversasaun pesoal ho ita nia estudantes. Bainhira sira hatene ita diak liu, ita sei haree problema uitoan ho dixiplina.
6. **Intervensaun la dun haree hetan.** Mestre ne'ebé efetivu sei kuidadu katak estudantes sira sei la hetan presente ba sira nia hahalo aat hodi sai hanesan sentru atensaun. Nia monitoriza atividade iha ninia klase, muda ba mai iha salaun no antisipa problema molok sira akontese. Aprosimasaun ba estudantes sira nia hahalok aat maka ema la dun haree hetan. Seluk iha klase la disturba. Ezemplu. Enkuantu halo esplikasaun iha klase ida, mestre ida ne'e halo efetivu uza tau naran. Se nia haree estudantes koalia ba malu no la partisipa, nia ho simples tau estudante ne'e nia naran iha ninia dialogu iha maneira natural. " No ita hare, Chai, ami hakerek liafuan hanesan ne'e." Chai rona nia naran no nia ba fali iha knaar. Estudantes seluk la haree iha ne'eba.

Uza konsekuensia ne'ebé apropriu, Pozitivu no negativu.

Aspeitu importante iha aprendizajen maka esperiensa konsekuensia ba ita nia asaun. Se konsekuensia hirak ne'e diak, ita bele repete hahalok ne'e. Se konsekuensia hirak ne'e aat, ita presiza hamenus hahalok ne'e.

Dala barak bainhira ita estabese regulamentu, automatikamente ita decide asaun dixiplinariu saida maka ita halo se la tuir ona regulamentu. Sim, Estudantes ne'ebé viola regulamentu nafatin simu konsekuensia negativu ne'ebé apropriu. Maibe, lolos, tenke iha konsekuensia pozitivu ka fó presente ba estudantes ne'ebé kumpri regulamentu, maski ba estudantes ne'ebé iha idade boot. Iha okos ne'e maka konsekuensia pozitivu no negativu sujestaun hirak ne'e aplika ba iha idade diferente. Balun karik diak liu ba grupu idade ida duké grupu idade seluk. Konsekuensia hirak ne'ebé ita hetan iha okos ne'e maka la iha enkomenda prioridade. **Konsekuensia hotu presiza dezenvolve no konkorda husi ita nia estudantes** sira no aprova husi diretor da eskola. Servisu ho ita nia kolega sira, estudantes no inan-aman atu hetan konsekuensia pozitivu no negativu seluk.

Konsekuensia pozitivu. Iha klase, konsekuensia pozitivu ne'ebé komun liu bazeia ba estudantes nia satisfasaun no hari'i estudantes nia konfidensia no respeita an. Estudantes sira presiza hatene no hetan gaba atu halo tuir regulamentu, no mos sira nia susesu no akabamentu iha aprendizajen . Iha maneira simples barak atu gaba estudantes sira, hanesan, hamaus iha nia kabas, lia fuan; 'Ha'u orgulhu ba ita'. Seleksaun sai hanesan lideransa klase ba loron ida, seleksaun hanesan asistente mestre iha loron ida. Sai hanesan selektor ba grupu ka projeitu ida, gaba estudante iha mestre seluk ka direktur da eskola nia oin, ka husu estudante ne'e atu assiste sira seluk. Ita bele hanoin seluk tan ne'ebé karik bele lao diak iha ita nia klase?

Konsekuensia negativu. Monitoriza ita nia an no mos ita nia estudantes sira. Uza konsekuensia baibain ne'ebé negativu refilete manajementu klase nian la dun diak no jerálmente presiza hases an husi ida ne'e. Monitoriza ita nia estudantes sira ho kuidadu no ho frekuensia nune'e ita bele hetan hahalok aat molok ida ne'e sai problema no karik involve estudantes balun. Atu hapara hahalok la apropriu atu nune'e ita la disturba ita nia hanorin no bolu demais ataensaun ba estudantes sira.,Koko; a) Muda besik ba estudante ne'ebé ofende ka estudante, halo kontaktu matan, no fó sinal instrusaun non verbal atu hapara hahalok aat. b) Bolu estudante nia naran ka fó instrusaun verbal ida atu hapara hahalok. No c) Direita estudante ba hahalok apropriu hodi hateten saida maka estudante tenke halo (la bele fó komanda "la bele"), no temi regulamentu ne'ebé nia tenke halo tuir.

Maibe maski ita nia esforsu diak liu, dala ruma presiza liu atu dixiplina estudante ida. Asegura katak asaun saida deit maka ita foti, ida ne'e foka ba estudante nia hahalok laos ba estudante; ne'e konsekuensia lójiku ba hahalok aat, no nunca bele halo ida ne'e iha ansi ka ho hirus. Depende ba tipo hahalok aat nian ne'e oinsá, balun métodu dixiplinariu kma'an bele entre lista iha okos ne'e. Ita bele hanoin tan balun ne'ebé diak ba ita nia klase no estudantes? Asegura katak ita la hili kastigu publikamente hatun estudante sira.

- ❖ Lakon periode rekreu nian ka tempu halimar ho kolega seluk
- ❖ Detensaun depoizde eskola atu koalia kona-ba hahalok aat, tanbasa ida ne'e akontese, no saida maka tenke halo atu halo korezaun ida ne'e.
- ❖ Hamos fatin sabraut.
- ❖ Husu deskulpa ba ida ne'ebé hetan ofende
- ❖ Troka aranjamentu kadeira nian
- ❖ Husu estudante atu repete regulamentu no halo tuir regulamentu.
- ❖ Hakerek karta ba inan-aman ka visita uma
- ❖ Haruka ba eskritoriu direktur da eskola nian, liuliu ba hahalok disturbsaun ne'ebé seriu liu, hanesan istori malu, kontinua interrompe lisaun, buka liador, iha sasan droga ka kilat no seluk tan.

Uza kuidadu bainhira uza Timeout/tempu liur.

Métodu dixiplinariu ida ne'ebé kuinesidu popular liu no mos kontraversial liu maka "timeout." Durante timeout, estudante tenke tuur iha fatin ida no la halimar, no la husik nia atu koalia ho ema seluk. Atividade ba nia maka hateke deit ba relógio hodi sura minutu ida-idak ne'ebé pasa dadauk.

Timeout laos ida ne'ebé tenke fihir uluk, maibé tekniku ikus ba estudante ne'ebé hakanek ema seluk ka hakanek nia an iha perigu. Uza ho frekuensia ba tempu badak, timeout bele fó estudante ida oportunidade atu sai kalma no hetan fali kontrola an depoizde situasaun frustradu. Usa dala barak la ho apropiadu, timeout laos deit la efetivu maibé mos bele estraga estudantes, hanesan; hodi hasae hirus no agresivu duké kontrola ida ne'e ka uza timeout hanesan forma kastigu isin atu dada kanek iha emosaun ne'ebe psikologika.

Lori tempu hira maka timeout tenke hotu ida ne'e seidauk deside sei debate hela. Espertu balun hateten, la liu husi minutu 2 ka 3, enkuante seluk hateten minutu 1 ba tinan ida-idak husi idade labarik nian to'o iha 12. Minutu ida per tinan idade nian deside husi koko no sala. Ne'e mosu atu sai nato'on atu akaba hahalok diak la hodi estudante sente laran kanek.

Molok ita fó timeout ba estudante, asegura tuir mai ne'e:

- ❖ Evita uza timeout ba estudante ne'ebé idade ki'ik liu ne'ebé la bele sai isoladu, so la bele ignora ka husik la ho estimulasaun propriu.
- ❖ Konsekuensia tenke tuir kedas estudante nia hahalok. Bainhira estudante esperiensia kedas asaun ba hakanek ema seluk, sira kompriende klaru liu tan oinsá ita dixiplina sira. Bainhira deit se posivel, ita tenke oferese ba estudante sira alternativu pozitivu ba sira nia asaun (husu estudantes sira atu hamos fatin sabraut ne'ebé nia halo ona maka produktivu liu duké hasai nia husi area tomak).
- ❖ Timeout tenke la hatun ema, la halo estudante sente ameasa ka tauk. Tenke la iha kadeira espesial ida ka area designa ba timeout tanba reforsamentu ida ne'e idea ida katak timeout maka kastigu ida no bele kausa neon susar ne'ebé la serve. Ita tenke nunka halo estudantes sira sente kastigu no isoladu durante periodu timeout.
- ❖ La bele husik estudante sira hela mesak se laos nia mak hakarak hanesan ne'e. Estudante sira , liuliu ida ne'ebé ki'ik liu presiza suporta husi adultu atu hadiak sira nia sentimentu. Se ita hatudu ba ita nia estudantes sira katak sira nia sentimentu mak importante, sira sei respeita ema seluk nia sentimentu diak liu tan.
- ❖ Timeout labele kleur liu duké tempu ba labarik atu sai kalma. Depoizde estudante sai klama, esplika klaru ba estudante saida maka hahalok apropriu no saida maka hahalok la apropriu. Ida ne'e tenke klaru lolos ba estudante tanbasa ita dixiplina nia, se lae, estudante sei repete tan hahalok ne'ebé ita la gosta
- ❖ Evita ameasa. Nunka hateten; 'se ita halo tan dala ida, ita sei simu tan timeout.' Ida ne'e halo estudante konfuzsaun no ida ne'e forma kastigu negativu ida ne'ebé la dun efetivu.
- ❖ Kreativu iha metode dixiplina ba estudante individual. Labarik sira dezenvolve sira nia abilidade atu kontrola sira nia an iha klasifikasaun diferensia. Tau iha konsiderasaun involvimentu nesesidade partikularmente estudantes nia. La iha tekniku hotu-hotu sei lao diak ba labarik ida-idak iha tempu hotu. Timeout laos uza hanesan kastigu. Timeout maka oportunidade ida ba estudante sira atu sai klaru iha nia hanoin no halibur fali grupu ka atividade hamutuk iha deklarasaun ida ne'ebé produktivu liu tan. Hanorin estudante oinsá resolve ninia problema rasik ho kuidadu no suporta, no timeout sei la presiza tan.

Resolusaun konflitu

Maske ita nia haka'as an no mos ita nia estudantes no sira nia inan-aman disturbasaun barak iha ambiente klase no eskola sei mosu husi konflitu entre estudantes, no kestaun ida ne'e maka razaun komun ida atu kaer enkontru mestre no inan-aman nian (maske ida ne'e laos ida deit). Konflitu ida ne'ebé bele halo formas hatun (insulta), goza, istori malu, troka malu problema, no konflitu bazeia ba oportunidade kampu halimar nian, asesu ba sai nain ba material no servisu akademia. Konflitu ida ne'e mosu liuliu husi lori lia no konflitu bele sai maka'as liu tan se sira la negosia no mediasaun.

Maneira diak ida atu minimiza disturbasaun no hahalok aat maka hanorin estudantes sira oinsá resolve sira nia konflitu rasik. Aliende ne'e, atu rezolve problema manajementu klase, aprosimsaun ida ne'e hanorin estudantes sira atu hetan kapasidade diak ne'ebé sei serve ba sira iha klase liur.

Peskiza kona-ba resolusaun konflitu entre estudantes sira hatudu ona ho pontus importante tuir mai ne'e:

- (a) konflitu entre estudantes sira mosu bei-beik iha eskola (maske konflitu la dun resulta kanek serius.)
- (b) Estudantes ne'ebé la iha treinu bai-bain uza estratejia konflitu ne'ebé kria resultadu destrutivu, no estudantes sira ne'e ignora importansia sira nia relasan ba oin nian.
- (c) Resolusaun konflitu no programa peer mediasaun atu sai efetivu iha hanorin estudantes integra kapasidade negosiasaun no mediasaun.
- (d) Depoizde treinamentu, estudantes sira sei uza kapasidade negosiasaun konflitu, ne'ebé jerálmente lori resultadu konstrutivu, no
- (e) Estudantes nia susesu atu resolve sira nia konflitu sei reduz konflitu husi estudantes no estudantes ne'ebé refere ba mestre sira no administrador, ne'ebé no mos reduz nesesidade atu uza severe asaun dixiplinario.

Prosedimentu basiku ba hanorin ita nia estudantes sira atu sai ema ne'ebé lori dame konsiste etapas tolu:

1. Hanorin labarik kapasidade negosiasaun ne'ebé favorese sira atu;
 - A Defino sira nia konflitu (ita haksesuk malu kona-ba saida, tanbasa no oinsá kestaun ida ne'e mosu).
 - B Troka malu posisaun no proposta (Ha'u hanoin ida ne'e tenke ho dalan hanesan ne'e tanba...)
 - C Hare ba situaun husi perspektivu rua ne'e hotu (liu husi papel halimar, ezemplu),

- D Deside ba opsaun ida ne'ebé labarik hotu (solusaun manan-manan, hanesan "koko tuir ita nia maneira no aban maka tuir Ha'u nia maneira atu haree ida ne'ebé maka diak liu"), no
 - E Alkansa sentidu konkorda ida.
2. Hanorin labarik oinsá halo mediasaun resolusaun konstrativu ba konflitu ho sira nia kolega eskola. Mediasaun maka prosesu uza ema seluk nia servisu ka abilidade atu tulun hadia problema. Hanorin mediasaun, hili kestaun ida ne'ebé karik bele mosu, ka mosu tiha ona entre estudante nain rua. Husu ita nia estudantes nain rua ne'e halo papel halimar kona-ba kestaun ne'e, no husu estudante seluk ida atu tulun nia kolega, kona-ba kestaun ne'e no saida maka nia hanoin sei sai hanesan kompromisiu diak ida.
 3. Bainhira estudantes hotu aprende kapasidade kona-ba negosiasaun no mediasaun, estudantes nain rua loron-loron (diak liu feto ida no mane ida) maka deside atu serve nudar mediator ofisial (ema ne'ebé halo dame). Papel ida ne'e rotasaun iha klase laran, no mediator sira ne'e halo mediasaun ba konflitu ruma ne'ebé parte rua ne'ebé involve iha konflitu labele resolve rasik.

Nudar mestre ida, ita nia papel maka atu suporta prosesu ida ne'e hodi hanorin, hatudu modelu no oferese konselhu. Programa resolusaun konflitu iha ita nia klase laos deit atu reduz tempu barak ne'ebé ita uza atu rezolve konflitu entre estudante-estudante, maibé ida ne'e mos bele favorese ita nia estudantes sira atu dezenvolve kapasidade ne'ebé sira bele aplika iha sira nia moris tomak. Dezenvolve no pratika kapasidade hirak ne'e kontinua nudar parte planu manajementu klase ne'ebé resulta "aprende resin" ne'ebé diak. Iha kazu ida ne'e, kapasidade negosiasaun no mediasaun sai automatika, atu nune'e, estudante naturalmente hola dalan ba sira atu resolve ka hases problema.

Hanorin no dixiplina pozitivu ne'ebé espesifiku ba idade

Kompriende oinsá labarik dezenvolve sei tulun ita atu hatene saida maka ita espera. Labarik sira kontinua muda no dezenvolve bazeia ba sira nia moris. Peskizador sira rekonhese ona katak labarik ki'ik sira pasu liu husi etapa espesifiku dezenvolvimentu tuir sira nia dalan. Idea iha 'idade no etapas' hirak ne'e nia kotuk maka hahalok ruma maka normal no apropriadu iha idade ruma no laos ihe ema seluk. Tabela tuir mai ne'e deskreve dezenvolvimentu labarik sira iha idade balun no métodu hanoin no dixiplina saida maka bele uza ba idade ida ne'e.

Idade no etapas aprosimasaun ba dixiplina

Idade	Desenvolvimentu	Tips ba hanorin no dixiplina
Tinan 5	Iha tendensia atu sai kalma, nonok, balansiu diak, bai-bain koko deit saida maka sira hatene no sira bele halo. Nune'e, konfortavel no ajusta diak. Laran midar, laran maluk, apresiativu, hakarak kontente, no halo buat ne'ebé los; hakarak sai diak, seidauk bele admite ba halo sala, nia koko dala barak maibé dala barak la koalialos.	Husik sira hatene espetativa saida maka iha razaun no saida maka lae. Buat barak maka mestre sira konsidera aat maka dala barak imaturidade. Prevensaun maka diak liu tan duké fó konsekuensia negativu. Se ita halo nune'e, oinsá mos halo ida ne'e ho kalma. Estudantes sira hakarak sai diak no halo buat ne'ebé los no forte. Ho diak, nesiedade uitoan ba konsekuensia negativu.
Tinan 6	Emosaun aas. Gosta minutu ida, minutu seluk la gosta ona. Konfuzasaun no problema barak entre nia an no ema seluk, ezisaun barak, rebelde, argumenta, ka kontra hasoru. Bainhira laran mamar, maka alegria, energetiku, no antusiasiku. Presiza gaba barak, maibé hahalok dalabarak resultado iha kritika. Ida ne'e halo hahalok sai aat liu tan. Seidauk bele halo diferensia entre Ha'u nian no imi nian.	Pasiensia, ignora bainhira sira dehan 'Ha'u la halo' ka 'Ha'u la kohi' no sai impersonal bainhira estudante responde ho "Ha'u lakohi, ka Ha'u labele". Gaba- ida ne'e karik laos fasil atu deskobre buat ruma atu gaba, maibé koko maka'as, evita resistensia no konfrontasaun, evita kestaun sensitiva se posivel fó sira oportunidade atu manan liuliu bainhira ida ne'e lori ba iha hahalok pozitivu ka esperiensia aprendizajen .
Tinan 7	Nonok, iha emosaun negativu. Karik sai seriu, hanoin kona-ba-an, troka sentimentu lalais, preokupado, deskonfiadu. Sensitivu duni ba ema seluk nia emosaun. sente ema la gosta sira, ka ema halo kritika ba sira. Atraza hodi tau-ba loron seluk, iha memoria badak deit, neon-kari. Tanba sira neon-kari, dala ruma obediensia sai problema.	Bainhira halo atividade simples, dehan ba sira antes no konfirma katak sira komprende instrusaun. fó hanoin ba estudante antes sira haluha buat ida ka komesa buat seluk. fó gaba bainhira hetan susesu.
Tinan	Makaas, dramatik, oin-moris, kurioza, impasiensia, husu-barak. Laos gosta- triste hanesan tinan 7, maibé sei sensitive. Presiza tempu, atensaun no approva husi ema. Komesa hanoin abstraktu, interese iha ni-nia sasan rasik.	Fo instrusaun iha dalan ne'ebé diak ba estudante. Tempo, atensaun, approvasaun diak atu ajuda halo motivasaun. Uza atividade kona-ba resolve problems hodi dezenvolve hanoin abstraktu. fó gaba bainhira hetan susesu.
Tinan	Nonok liu doke tinan 8, hanesan	Promove responsabilidade liu husi

9	independente, responsivel, fiar-metin no kooperativu. Dala ruma troka sentimentu lalais, maibé bai-bain halo tuir rasaun. Simu kritiku bainhira dehan ho liafuan diak. Hanoin kona-ba saida mak justu, gosta liu grupu nia hanoin doke ema boot nia hanoin. La rona bainhira ema koalia tanba involve iha an-rasik. Indiferente, interese iha ema seluk.	atividade. Uza apendizajem kooperativu, monitoriza atividade entre labarik. Uz tekniku apredizajem hanesan gia, laos koalia deit.
Tinan 10	Hatudu emosaun direita, simples, bai-bain balansiu-diak, maibé sei hanesan labariik ida. Hamenus laran-lametin no husu-barak duke tinan 9. Beibeik laran diak no kontente ho moris. Karik iha temprementu hirus ho violénsia. Karik nakonu ho domin. La iha preokupado barak maibé sei tauk uitoan hanesan tinan kiik liu. Gosta humour nia-an rasik, maibé karik la komiku ba ema seluk. Tinan kontente.	Involve habilidades estudante nian atu halo diferenzia entre buat diak no buat la diak, lia-loos no lia-laloos. Tekniku diak liu atu hatene saida mak bele expekta ho rasaun. Involve estudante atu dezenvolve komite klase nian, inklui komite kona-ba dixiplina. Uza humor iha ita nia hanorin.
Tinan 11-13	Komesa Adolexente, mudansa lalais. dezenvolve ni-nia identidade no sai independente. Presiza fatin privadu no karik sensitive barak. Gosta-triste. Kolega sira sai importante liu.	Hatudu ba ita nia estudantes katak ita tau matan no gosta sira. Aranja sesaun ka atividade hanesan hakerek atu 'fahe' esperiensi no sentimentu. Hatudu respetu-malu hanesan modelu. Limita kritiku. La husik hasara-halimar ka goza no tolok
Tinan 17	Iha Adolexente nia klaran. Aumenta independensia, dezenvolve sexual no hanoin kona-ba an. Hanoin barak kona-ba isin no aparensia. Hanoin hela laos hanesan labarik, hanoin kona-ba faktu no halo desizaun diak.	Enkoraje relasaun diak liu husi fahe hela. fó ideas kona-ba buat ida kreativu atu halo ho kolega sira hanesan apendizajem. Halo limitado ne'ebé tui razaun no ho konsistensia, sira hatene regulamentu, fó konsekuensia ho signifka. fó gaba no rekonhese hahalok pozitivu. Fahe ita nia an fiar, okupado, valor kona-ba mundo. Enkoraje ita nia estudantes atu koalia ho kolega adultu ne'ebé iha respetu bainhira sira presiza avisu. fó gaba nafatin.
Tinan 17-21	Adolexente nia ikus. Sai independente liu no dezarraskador. Hamenus influensia husi Grupu kolega sira.	Kontinua nafatin ho askaun ba adolensia tinan 14-16. Bai-bain husi ita nia estudantes saida mak sira hanoin no diar.

<p>dezenvolve kapasidade ba hanoin hanesan adultu. Fasil liu atu servisu hamutuk doke adolensia tinan kiik liu. Explora relasaun ne'ebé naruk. Karik iha opiniaun kona-ba buat hotu-hotu. Hamenus preokupado kona-ba isin no aparensia</p>	<p>Respeitu sira nia uniku. Enkoraje halo desizaun independente. fó gaba nafatin.</p>
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Ajuda labarik no nesesidade espesial

Ajuda estudante ne'ebé iha dezafiu ho emosaun ka ho hahalok.

Tekniku sira tuir mai, bele efetivu ho estudante sira ne'ebé hatudu dezafiu ho emosaun no hahalok.

- 1 **Planu atu ignora.** Hahalok ne'ebé objeitivu atu hetan atensaun, maibé la interompe klase ka halo perigu, bele hapara hahalok liu husi ignora (hanesan iha kazu Ramon nian). Keta uza tekniku ida ne'e ho hahalok agresivu. Tenke hanorin klase hotu atu halo hanesan, tanba estudantes balun atensaun husi kolega sira makaas liu husi mestre.
- 2 **Uza sinal hodi mete.** Se estudante kalma no bele responde, iha relasaun pozitivu ho mestre no la iha impulsu ne'ebé la bele kontrola, sinal ida ne'ebé la usa koalia karik asiste nia atu foka fali. Haree tan iha sesaun kona-ba "Hatudu la ho lia fuan/syarat" iha leten.
- 3 **Ba besik no kaer hodi kontrola.** Ba besik liu estudante ne'ebé iha stress barak ka tau ita nia liman ba sira nia kabas bele efetivu atu hatudu suporta maibé la ameasa. Bainhira uza tekniku ida ne'e. la refere ba hahalok aat. fó komentario pozitivu kona-ba sira nia hahalok diak.
- 4 **Aumenta interese.** Troka atividade, fó komentario kona-ba estudante nia servisu, husu kona-ba buat ruma sira interese ne'ebé relevante ba servisu se estudante sai fuan tuku-tuku.
- 5 **Hatudu laran-luak.** Esprese hadomi, no apresia ba estudante ne'ebé kontrola fali sira nia-an.
- 6 **Usa humor atu hamenus tensaun.** Hanesan dehan tiha ona iha leten, humor bai-bain bele hapara hahalok la diak se mestre usa iha maneira pozitivu ho tempu diak. La bele usa humor ne'ebé inklui sarkazmu, sinizmu ka agresivu.

- 7 **Haksoit Ajuda.** Molok estudante iha komesa hahalok aat, ajuda nia no sesaun ne'ebé susar husi servisu. Komfirma ho nia katak ita pronto atu ajuda, no hamutuk ita bele resolve problema.
- 8 **Troka grupu.** Troka aranjamentu kadeira nian, ka grupu ba estudantes atu evita problema spesifiku. Halo asaun ne'e hanesan normal. Haree sesaun kona-ba Halo ambiente aprendizajen sai konfortavel iha leten ba ideas tan.
- 9 **Troka strutura.** Se atividade la hetan susesu, troka lalais. Importante katak ita tenke iha planu seluk. Dalaruma, diak liu atu muda husi atividade interativu ba atividade la ho interativu. Bainhira estudantes iha stimulus barak liu. Tempo seluk, ita bele oferese opsaun. Ezemplu ida, estudantes bele hili atu aprende informasaun liu husi koalia no diskusaun ka copy husi notas.
- 10 **Husu direitamente.** Se estudante ida ka grupu ida iha relasaun ne'ebé diak ho mestre, dala ruma efetivu atu husu sira atu hapara hahalok la diak, tanba ida ne'e kausa problema. La iha konsekuensia ka gaba. Ida ne'e hanesan pedido ne'ebé ema ida husi ema seluk (ka grupu).
- 11 **Prevensaun.** Hasae estudante husi situasaun stress nian molok sira halo hahalok la diak. Ezemplu, bele husu sira atu ajuda ita atu fahe malu surat ka bolu naran. Kuidadu la fó gaba ba estudante ne'ebé kausa problema.
- 12 **Suporta liu husi rotina.** Hanesan aprende tiha ona, orario no rotina mak intervensaun atu maneia hahalok ne'ebé importante. Hatene saida mak atu halo no bainhira mak atu halo, fó sturutura no seguransia iha moris ba estudante ne'ebé la simu suporta iha area seluk.

Maneira simples atu ajuda labarik ho 'nesesidade espesial'

Tips ba mestre:

Atu aumenta atensaun.

- ❖ estudante tuur besik klase nia oin.
- ❖ Estudante tuur besik estudante seluk ne'ebé bele sai 'kolega estuda nian'
- ❖ Fahe deznigasaun ba parte no fó parte ida deit ba estudante iha tempo ida.
- ❖ Uza sinal atu hetan atensaun husi estudante
- ❖ Estabelesa kontaktu matan ba matan antes fó instrusaun.
- ❖ Fo instrusaun badak no direitamente ne'ebé uza sinal ho lian no visual se posivel.

Reduz Impulsu.

- ❖ ignora hahalok la dun diak ne'ebé kiik.

- ❖ Fo kedas konsekuensia
- ❖ Tau matan ba tempu entre klase sira, ka atividade sira.
- ❖ Halo kontraktu ba hahalok ne'ebé presiza monitiza.
- ❖ Ajuda labarik atu usa tekniku hodi monitoriza-an.

Trata ho 'hiperativu' (ativu nafatin la bele kalma)

- ❖ hikas estudante atu hamriik (la presiza tuur nafatin)
- ❖ hikas atu halo rekardu.

Atu aumenta susesu akademiku.

- ❖ fo tempu tan atu kompleta servisu.
- ❖ Habadak servisu
- ❖ Hanorin uza métodu diferente inklui sentidu oi-oin (haree , koalía, kaer)
- ❖ Fo hanoin ba estudantes atu check se sira nia servisu kompletu ona
- ❖ Ajuda estudante atu aprende tekniku atu monitoriza-an
- ❖ Uza surat ho servisu lor-loron.

Atu aumenta kbiit organisasional

- ❖ husu inan-aman atu ajuda
- ❖ Uza surat ho servisu lor-loron.
- ❖ Uza livru notas ida ba buat hotu
- ❖ Check/revista livru notas bei-beik no fó gaba pozitivu ba livru nota ne'ebé diak.

Modifika ba Hanorin no Manaje klase.

Tekniku seluk ne'ebé ajuda inklui tuir mai:

- ❖ reduz ka troka dezinasaun
- ❖ fo tempu tan atu kompleta servisu
- ❖ uza materias espesial ne'ebé enkoraje abilidade,
- ❖ uza informasaun visual, ne'ebé estudantes bele haree .
- ❖ Lee testu ba estudantes atu rona
- ❖ Uza perguntas ne'ebé iha resposta balun husi ita mak bele hili ida. Ka ho respostas ne'ebé bele hili los ka lae. Duke tenke hakerek buat barak.
- ❖ husu ba relatorio ho lian (duke hakerek)
- ❖ Simu projeitu espesial doke relatorio
- ❖ Fo matrice kona-ba multiplikasaun, matematika no seluk tan
- ❖ Fo lista ba liafuan ne'ebé bai-bain ema halo sala.
- ❖ Fo kreditu ba partisipasaun
- ❖ Fo direasaun ne'ebé badak no simples
- ❖ Bolu estudante nia naran no fó hanoin ba nia katak nia atu fó resposta oin
- ❖ Uza kor diferente atu ajuda estudante komprende pontu importante
- ❖ No mos, uza reforsa pozitivu no regulamentu! Benefisiu ba futuru.

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Embracing Diversity: Toolkit for Creating
Inclusive, Learning-Friendly Environments
Specialized Booklet 1

Positive Discipline in the Inclusive, Learning-Friendly Classroom

A Guide for Teachers and
Teacher Educators



“

This booklet is dedicated to the UN Secretary General's Study on Violence against Children (UNGA Resolution 57/190) that is rooted in children's human right to protection from all forms of violence. The booklet aims to promote action to prevent and eliminate violence against children in schools and education settings.

”



Foreword

For children in many countries, corporal punishment is a regular part of the school experience; it is also a form of child abuse. Corporal punishment is deliberate violence inflicted on children, and it takes place on a gigantic scale. Legal defenses for teachers who hit or beat children still exist in most countries of the world. Corporal punishment, however, has not been shown to be effective, especially in the long-term, and it can cause children shame, guilt, anxiety, aggression, a lack of independence, and a lack of caring for others, and thus greater problems for teachers, caregivers and other children.

One of the major reasons why corporal punishment persists is that teachers do not understand that it is different from "discipline." While corporal punishment seeks to stop a child from behaving in a certain way, positive discipline techniques can be used to teach a child learn new, correct behaviours without the fear of violence. Another major reason is that teachers are often not taught why children misbehave and how to discipline them positively based on those behaviours. Many times, when a child feels his or her needs are not being met, such as the need for attention, he or she misbehaves. The frustration that a child's misbehaviour causes, and a lack of skills to handle it, leads some teachers to strike out at their children and use corporal punishment or humiliating forms of emotional punishment.

This guide for teachers and teacher educators enriches the UNESCO publication "Embracing Diversity: A Toolkit for Creating Inclusive, Learning-Friendly Environments" (ILFE Toolkit). It is a specialized booklet intended to help teachers, school administrators, and education officials to effectively manage students in the classroom by giving non-violent ways to deal with behavioural challenges positively and pro-actively. It presents positive discipline tools that are concrete *alternatives* to such punishment practices as caning, spanking, pinching, threatening, pleading, bribing, yelling, commanding, name-calling, forced labour, and other even more humiliating actions.

This guide is truly a collective product. It was first drafted and then revised by *George Attig* of the Institute of Nutrition, Mahidol University, who has also served as a UNESCO consultant on inclusive education and gender, as well as a consultant to UNICEF East Asia and Pacific Regional Office (EAPRO) and Save the Children for the development of child-friendly schools. This guide also benefited from the comments and suggestions of educators around the world. UNESCO Bangkok would like to thank all of them for their contributions. Every single input was thoroughly considered and contributed to the enrichment of this guide, as well as to the ILFE Toolkit. *Ochirkhuyag Gankhuyag*, as Programme Assistant at UNESCO's Asia and Pacific Regional Bureau for Education, coordinated the process.



Sheldon Shaeffer
Director, UNESCO Asia and Pacific Regional Bureau for Education

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Overview

OUR CHALLENGE

Children come into this world helpless and unable to fully develop without us. As teachers, our job is to nurture them and to teach them how to live. This is no easy task. On some days, our classes are exciting, fun, and joyful places to learn for our students and ourselves. On other days, we may feel tense and uncertain about our ability to do our job. Being a teacher is rarely dull; but being a teacher is also the most important work we'll ever do.

We know how tough teaching can be. We also know how much you care for your students. But children don't come with instructions. Unlike parenting, you are responsible for *many* children at once, not just a few, and all are unique in many ways. They also don't always behave in the way you want them. It seems that just as you figure out what works with one class, they're gone, replaced by a new set of faces with a whole new set of joys and challenges.

All teachers should want the best for their students and should be concerned with fostering confidence in their abilities and raising their self-esteem. But when your students don't listen to you, refuse to do what you ask, defy or ignore you, it is easy to become annoyed and frustrated. When this happens, or better yet *before*, turn to this document for help. It will give you ways to deal with this challenge positively and pro-actively by preventing misbehaviour before it starts, by dealing effectively with unexpected challenges, and by encouraging your students to listen and cooperate within an inclusive, learning-friendly classroom. The positive discipline tools presented here are concrete *alternatives* to such punishment practices as caning, spanking, pinching, threatening, pleading, bribing, yelling, commanding, name-calling, forced labour, and other even more humiliating actions.

WHAT IS AN “INCLUSIVE, LEARNING-FRIENDLY CLASSROOM”?

When we walk into our classrooms, we see the faces of the children we are to teach. But we need to remember that these children may not be the only ones who are supposed to be in our classrooms. There may be others who are not included because they are not able to get to school. Still others, who are physically there, may feel that they don't belong there, and may not truly “participate” in class or may misbehave.

An inclusive, learning-friendly classroom (ILFC) welcomes, nurtures, and educates all children regardless of their gender, physical, intellectual, social, emotional, linguistic, or other characteristics. They may be gifted children or children with physical or learning disabilities. They may be street or working children, children of remote or nomadic peoples, children from linguistic, ethnic or cultural minorities, children affected by HIV/AIDS, or children from other disadvantaged or marginalized areas or groups.¹ An ILFC is thus one in which the teacher understands the value of this diversity in the classroom and takes steps to ensure that all girls and boys come to school.²

But getting all children into our classrooms is only half of the challenge. The other half is in meeting all of their different learning and behavioural needs so that they want to stay in our classrooms. All classrooms are diverse in terms of the types of children we teach and the ways that they learn. We need to consider what each child needs to learn, how she or he learns best, and how we - as teachers - can build positive relationships with each child so that they want to actively learn from us. Equally important is that we need to discover how to get all of the children to want to learn *together*.

Children behave and learn in different ways because of hereditary factors, the environment in which they live, or their own personal or

¹ UNESCO. *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. Bangkok, 2004.

² UNESCO. Booklet 3: *Getting All Children In School and Learning. Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. Bangkok, 2004.

psychological needs.³ Many times, when a child feels his or her needs are not being met, such as the need for attention, he or she may misbehave. Consequently, we need to understand why children behave as they do so that we can try to prevent misbehaviour before it happens and use a variety of different ways to guide their behaviour in a positive manner. Classrooms can then become inclusive, welcoming, and enjoyable places for all children to learn, and ones in which misbehaviour is rare. We can thus spend more time teaching and learning with our students.

At first, this can be a frightening idea. Many of you may be working in large classrooms, or even multi-grade ones, and may wonder, "How can I use different teaching and disciplinary methods to suit individual children when I have over 60 children in my classroom?" Actually, the frustration that this situation causes, and our lack of skills to handle it, may lead some of us to strike out at our students and use punishment to try to stop misbehaviour, such as using corporal punishment or humiliating forms of emotional punishment. In our frustration, we often forget that children misbehave for many reasons. Some of these reasons may be personal; others may result from the way they are being taught, such as when they become bored with the lesson or constant lecturing; still others come from external factors associated with the family and community that may cause the student to be frustrated and unhappy. Furthermore, in some cases, and particularly among new teachers, an incident may be interpreted as a discipline problem when it is not; for instance, when a child's question is interpreted as challenging our authority or knowledge, but, in fact, the child simply had difficulty in phrasing the question properly and politely. That misidentification - or miscall - often creates anger among students, thus *causing* a real discipline problem.⁴

In any case, the temptation is always there to take the "quick way out" through severe punishment to try and stop - but not necessarily correct - the child's misbehaviour. But fortunately, misbehaviour and the use of punishment can be prevented when you create a well-organized

³ UNESCO. "Booklet 4: Creating Inclusive, Learning-Friendly Classrooms". *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. Bangkok, 2004.

⁴ Know When to Discipline! Wire Side Chats. http://www.educationworld.com/a_issues/chat/chat020.shtml [accessed online on 10/4/2005]

4 Positive Discipline in the Inclusive, Learning-Friendly Classroom

learning environment in which your students are interested and active in their learning.

The goal of an inclusive, learning-friendly classroom is active students. Students who actively and enjoyably participate in classroom learning have fewer disciplinary problems.⁵ They want to be there, and they will do whatever is necessary to stay there.

WHY IS THIS DOCUMENT NEEDED?

The purpose of this document is to help you reach this goal. You may be an experienced teacher who wants to adopt positive disciplinary practices, but who needs guidance in how to do it. You may be a student enrolled in a teacher-training institution who is learning how to manage the behaviour of students effectively. You might be a teacher-trainer who is giving instruction in positive discipline within pre-service and in-service teacher training programmes. This document will be especially useful for those of you who are working in schools that are beginning to change into more child-centred and learning-friendly environments. In many countries, such schools are being called "Child-Friendly Schools," ones in which the inclusion of all children in school and the prevention of violence against them are core principles, but, in many cases, the techniques to do so need strengthening.

Some of you may also be working in large class settings with many students. A class is "large" whenever it feels large to you. While a class of more than 50 students is usually considered a large class, to those teachers who normally teach 25 or fewer students, a class of 35 can be large and overwhelming. ***The tools and resources cited in this document will help you to effectively manage your students, no matter how many you have in your classroom, and with as few behavioural challenges as possible.***

Most of all, the tools in this document will be valuable for those of you who are facing policy reforms introduced by a Ministry of Education, and especially in countries where policies have been set, or

⁵ Caught in the Middle: A Perspective of Middle School Discipline. <http://people.uncw.edu/fischettij/david.htm> [accessed online on 10/6/2005]

are being set, against the use of corporal punishment. In support of these policies, many publications exist that advocate a ban on corporal punishment and its benefits in terms of ensuring all children's rights to a good quality basic education in a safe, healthy, and participatory environment, as noted in the United Nations' Convention on the Rights of the Child (CRC). Unfortunately, however, many teachers have very limited access to resources on how to actually go about it, that is, how to positively discipline children and eliminate violence against them in schools and classrooms. For those of you involved in this reform process, beginning teachers and their instructors, or those who simply want to abandon corporal punishment altogether, this document will be a valuable tool for helping you to learn about and adopt positive discipline in your classrooms.

WHAT WILL YOU LEARN?

Experience has shown that one major area of concern for teachers is their feeling of inadequacy in managing student behaviour.⁶ This is not surprising. Although many recommendations exist, there is no magic formula that will automatically give you the skills you need to undertake this important task. These skills are learned and improved upon over time. Yet, every teacher knows that the right skills and strategies can make the difference between a calm classroom and a classroom in chaos. Teachers in well-organized ILFC, in which all children are actively learning and follow clearly defined rules and routines, spend less time disciplining and more time teaching.

This document has five major sections. Each section contains tools that you can use to create an active, positive learning environment for your students, one in which you guide their behaviours effectively, rather than simply react to them negatively. These tools are ones that teachers and education specialists have developed through experience and have used successfully in actual classroom settings among both younger and older aged students. You are also encouraged to explore

⁶ Classroom Management, Management of Student Conduct, Effective Praise Guidelines, and a Few Things to Know About ESOL Thrown in for Good Measure. <http://www.adprima.com/managing.htm> [updated April 3, 2005] [accessed online on 10/5/2005]

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the references cited in this document for more information. They are excellent sources for ideas and are gratefully acknowledged here.

In this section, you have learned about the challenges of teaching, what an “inclusive, learning-friendly classroom” is, and what is its goal. In the following sections, you will explore the process of positive discipline. This process has four essential elements, each of which is the topic of a specific section in this document.

- (a) *An understanding of the difference between punishment and discipline.* In this section, you will learn about the true meanings of “punishment” and “discipline,” the nature and consequences of corporal punishment, and the power of positive discipline.
- (b) *A positive and supportive relationship between a teacher and a student, one based on understanding and empathy.* In this section, you will learn why your students behave as they do and why they may misbehave. You will learn about your students from their perspective, how the context from which they come may affect that behaviour and your interpretation of it, as well as how important it is to involve each child’s family in developing his or her behaviour. You will also learn some important encouragement strategies.
- (c) *Creating a positive and supportive learning environment for your students and yourself.* Proper behaviours must develop within well-organized and managed classroom learning environments. In this section, you will learn about managing your classroom’s physical environment so it is comfortable for learning and promotes good behaviour even if your class has many students. You will also learn the importance of setting routines and standards of behaviour for your students, as well as involving parents in their children’s behaviour management. Since you are an important role model for your students, you will also gain insights into your management style and how to improve upon it, as well as ways to provide positive reinforcement for your students.

- (d) *Knowledge of constructive ways to stop misbehaviours when they arise, as well as to prevent them.* All children misbehave at some point in time. As they test their limits, it becomes an important part of developing their self-control. In this document's final section, you will learn a variety of ways to deal with challenging behaviours, including ways to prevent them and how to resolve conflicts. You will also learn some age-specific positive discipline techniques, as well as those for children with special needs.



Understanding Punishment versus Discipline

What You Will Learn:

- ◆ Children Past and Present
- ◆ What is "Punishment"
- ◆ The Perils of Corporal Punishment
- ◆ What is "Discipline"
- ◆ Positive Discipline: What It Is and How It Works

CHILDREN PAST AND PRESENT

The Past

"Children now love luxury, they have bad manners, contempt for authority, they show disrespect for their elders, and they love chatter in the place of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up dainties at the table, cross their legs, and tyrannize over their teachers."

This statement was made by Socrates, an Athenian philosopher who lived from 469-399 BC.⁷ Do you think anything has changed?

⁷ Classroom Management. http://www.temple.edu/CETP/temple_teach/cm-intro.html [accessed online on 10/20/2005]

The Present: The Case of Ramon⁸

"I'm not going to that man's class! I don't have to do what you say!"

"I'm not even supposed to be in this class; my momma says I'm supposed to be in a special education school. They said I'm learning disabled and have ADHD, whatever that is." [ADHD is Attention Deficit Hyperactivity Disorder.]

He runs down the hallway bumping into other children and teachers, walks into the classroom in the morning stating what he isn't going to do, and yells or runs around the room whenever he feels like it. He calls classmates members of the "dumb club" and swears other sixth graders are committing acts that I hadn't even heard of until I was in my third year of high school. ...

This is my homeroom student, "Ramon." I feel angry about his behaviour. I'm tempted to hate him, but most of all, I'm frustrated with him, my lack of skills, and the system. ... I left school that day in tears, sick to my stomach because of this child.

What Would You Do?

Ramon's case, though to an extent extreme, is not uncommon. Virtually all of us have experienced students who have challenged our authority or who have disrupted our classes and upset our students in many ways. Ramon is in desperate need of discipline, but what alternatives are there?



Reflection Activity: How Were YOU Disciplined?

Think back to when you were in primary school. If you or one of your classmates had misbehaved like Ramon, what disciplinary methods would,

⁸ This case study is adapted from the diary of Ellen Berg, a language arts teacher in Turner Middle School, St. Louis, Missouri, USA. <http://www.middleweb.com/msdiaries01/MSDiaryEllenB6.html> [accessed online on 10/6/2005]

or did, your teachers use? Write these methods down in the table below. Then, write down how you felt about these methods, as well as whether or not you thought they were effective in the long-term. How do you think the child felt? Did you see or experience a lasting change in behaviour?

Next, ask yourself, "If I had a student like Ramon, what would I do, and why?" Do you think it would be effective in stopping future misbehaviour? Write your thoughts down as well. Are your methods similar to those of your teachers?

	Disciplinary Method	Why was this method used?	Was the method always effective, especially in the long-term? How did the child feel?
Your Teachers' Actions			
Your Actions			

In many countries and classrooms, Ramon would have been physically punished for his misbehaviour, most likely by being beaten with a cane or another object. What methods would your teachers have used? What methods might you have used?

In completing the table above, it would not be surprising if many of you answered "To punish the child for misbehaving" or "to stop his misbehaviour" under the column on "Why was this method used?" Likewise, under the last column on "Was the method always effective, especially in the long-term?" many of you - if you thought long and hard - probably answered "No". Sooner or later, the same child misbehaves again, often in the same way. Why? The answer lies in the difference between punishment and discipline.

THE MEANING OF PUNISHMENT

Punishment is an action (penalty) that is imposed on a person for breaking a rule or showing improper conduct. Punishment aims to control behaviour through negative means. Two types of punishment are typically used with children:

1. Punishment involving negative verbal reprimands and disapproval; this type of punishment is also known as negative discipline.
2. Punishment involving severe physical or emotional pain, as in corporal punishment.

Unfortunately, both forms of punishment focus on the misbehaviour and may do little or nothing to help a child behave better in the future. Moreover, the child learns that the adult is superior, and the use of force - be it verbal, physical, or emotional - is acceptable, especially over younger, weaker persons. This lesson can lead to incidents of bullying and violence in school, where older children dominate younger ones and force them into giving the bullies money, food, homework, or other valuable items.

Furthermore, rather than leading to a child with inner control, such punishment makes the child angry, resentful, and fearful. It also causes shame, guilt, anxiety, increased aggression, a lack of independence, and a lack of caring for others, and thus greater problems for teachers, caregivers, and other children.⁹

⁹ Positive Guidance and Discipline. http://www.ces.ncsu.edu/depts/fcs/smp9/parent_education/guidance_discipline.htm [accessed online on 10/10/2005]

Verbal Punishment and Dealing with Anger

Negative discipline is a form of punishment meant to control a student's behaviour, but oftentimes it involves only short verbal commands or statements and does not lead to an outright, often severe penalty, such as being hit or painfully humiliated. Teachers who do not use corporal punishment may use negative discipline approaches instead. But like corporal punishment, these also can cause children to become angry and aggressive or have low self-esteem. Negative strategies include:

Commands - "Sit down and be quiet!" "Write 100 times, 'I will not waste my time on meaningless tasks'."

Forbidding statements - "Don't do that!"

Explosive, angry statements - "You're in more trouble than you know."

Criticizing statements - "Is that the best you can do!"

Threatening statements - "If you don't stop talking, I'll send you to the Principal's office."

Belittling statements - "When will you ever learn to write well?"

Often, we use these negative strategies, as well as corporal punishment, when we are angry or frustrated. Yet, there are a variety of positive ways to deal with anger and frustration. Some teachers tell their children, "I need a moment to calm down; I am very angry right now." Others calm down by counting to 10 or by leaving the room for several minutes. Some teachers describe their feelings to their students to help them understand what annoys them. The children then learn what not to do and why. They might do it again, but they are responsible for their actions and will have to deal with the consequences. What would work best for you?



Action Activity: "DON'T" - How Negative Am I?

Most of us naturally give "don't" commands to students as a form of negative discipline: "Don't talk in class. Don't run around the room." We may not know ourselves how often we give these negative commands; they just come naturally; but our students know. If you want to find out how often you give "don't" commands, select a student in your class (or ask a teacher's aide for help) and give him or her a box of small stones or shells and a cloth or plastic bag. Ask the student to listen to you throughout the week. Whenever the student hears you give a "don't" command, ask him or her to take one of the stones or shells out of the box and put it in the bag. At the end of the week, count how many stones or shells are in the bag. Were you surprised?

Instead of constantly giving "don't" commands (although sometimes they are necessary), learn to rephrase in a positive way while clearly stating the desired behaviour. Instead of saying, "Don't run in the classroom," for example, try saying, "Walk in the classroom." This states clearly how you want your students to act. Sometimes you may want to give reasons for the rule, especially when you state it for the first time. Explaining a rule might sound like this: "Walk in the classroom. If you run, you might trip over a chair and hurt yourself; then you might have to go to the doctor."

Corporal Punishment

In dealing with students like Ramon, many teachers probably would have resorted to some form of severe punishment. Two types of severe punishment that can occur separately or together are corporal punishment and emotional punishment. Both are forms of violence against children that violate their rights as human beings to respect, dignity, equal protection of the law, and protection from all forms of violence.

Corporal or physical punishment, and the threat of it, occurs when a teacher, parent, or caregiver intends to cause physical pain or discomfort to a child, usually in order to stop a child's misbehaviour, to penalize him or her for doing it, and to prevent the behaviour from being

repeated.¹⁰ Increasingly around the world, corporal punishment is illegal - and is not conducive to better "learning". What constitutes corporal punishment varies across - and within - cultures, and it includes, for example:

- ◆ hitting the child with the hand or with an object (such as a cane, belt, whip, shoe, book, ruler, etc.);
- ◆ kicking, shaking, or throwing the child;
- ◆ pinching or hair pulling;
- ◆ forcing a child to stay in uncomfortable positions,
- ◆ forcing a child to undergo excessive physical exercise or forced labour;
- ◆ burning or otherwise scarring the child; and
- ◆ forcing the child to eat foul substances (such as soap).

While corporal punishment is meant to cause physical pain, emotional punishment is meant to humiliate the child and cause psychological pain. Similar to negative verbal punishment, but much more severe, it can include public ridicule, sarcasm, threats, name-calling, yelling, and commanding, or other humiliating actions, such as denying a child clothing or food or forcing them to stay in undignified positions for everyone to see and comment on.

While corporal punishment is more visible, emotional punishment is more difficult to identify. Nonetheless, punishing a child by sending him or her outside to stand in the sun for hours, to undermine a child's self-esteem through public ridicule, or to deny a child food or clothing is as damaging as different forms of corporal punishment.

Moreover, there is no clear line between corporal punishment and emotional punishment. Very often, children perceive corporal punishment as also being humiliating or degrading.¹¹ In this document, therefore, we use the term "corporal punishment" to include both physical and emotional punishment.

¹⁰ Durrant, Joan E. "Corporal Punishment: Prevalence, Predictors and Implications for Child Development," in: Hart, Stuart N (ed.), *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*. Paris: UNESCO Publishing, 2005.

¹¹ Ending Corporal Punishment of Children in Zambia. Save the Children Sweden, Regional Office for Southern Africa, Arcadia, 2005.



Action Activity: Is This Corporal Punishment?

Read the following actual case study. Think about - and maybe discuss with your colleagues - whether this is an example of corporal punishment and if the penalty is actually teaching the child a lesson.

Shireen's Lesson

Shireen goes to school every day and, for the most part, she enjoys it; all except her spelling lessons. The days she dreads the most are spelling test days. For every word she or her friends spell incorrectly, her teacher makes them climb the hill behind the school and carry down five bricks. The bricks are being used to build a wall around the school. Shireen doesn't understand how carrying bricks will help her to learn to spell, but she has no choice but to do the labour. Sometimes when she finishes, her clothes are very dirty, and then she gets scolded at home, as well.

How Prevalent is Corporal Punishment and Why?

Think back to your own schooling. Were you or any of your friends ever physically or emotionally punished? Chances are you will say "Yes" because corporal punishment is a common practice throughout the world. Only 15 out of the 190-plus countries in the world have banned the corporal punishment of children. In the many remaining countries, parents and other caregivers, including teachers, retain the "right" to hit and humiliate children.¹²

While most of us would condemn violence in general - and violence towards adults, especially - few people in the world have given any serious attention to violence against children. Why? Longstanding traditions and cultural beliefs exist that perpetuate the use of corporal punishment in many societies. "Spare the rod and spoil the child" is a very popular one. Others include the beliefs that corporal punishment: (1) is effective; (2) prevents children from getting into trouble;

¹² Newell, Peter. "The Human Rights Imperative for Ending All Corporal Punishment of Children," in: Hart, Stuart N (ed.), *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*. Paris: UNESCO Publishing, 2005.

(3) teaches them right from wrong; (4) instills respect, and (5) is different from physical abuse. Research has shown, however, that corporal punishment does none of these and is, in fact, a form of violent abuse against children.¹³

Other related myths and facts about corporal punishment follow.¹⁴ Have you ever heard anyone using one or more of these to justify his or her use of corporal punishment? Have you ever done so, or at least thought so? Be honest.

Myth No. 1: "It happened to me and did me no harm."

Fact: Though they may have felt fear, anger, and mistrust from being hit by parents or teachers, people who use this argument often do it to reduce the guilt they have for using corporal punishment on their children today. In their minds, they are defending their violent actions against their children. However, their actions reveal that corporal punishment did, in fact, do them harm: it perpetuated the cycle of violence that they now inflict upon children, and similarly these children are more likely to perpetuate the violence for generations to come.¹⁵ In addition, many things that former generations managed to survive are no longer common practice now. For instance, the fact that some people may not have received vaccinations when they were children does not mean that they would prefer this NOW for their own children.

Myth No. 2. "Nothing else works!" or "They ask for it!"

Fact: While positive discipline requires developing a trusting, mutually respectful relationship between a child and his or her teacher, inflicting pain on a child is really a lazy way out. It is an admission that we have

¹³ Durrant, Joan E. "Corporal Punishment: Prevalence, Predictors and Implications for Child Development," in: Hart, Stuart N (ed.), *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*. Paris: UNESCO Publishing, 2005.

¹⁴ Adapted from: From Physical Punishment to Positive Discipline: Alternatives to Physical/Corporal Punishment in Kenya. An Advocacy Document (Draft Two) by ANPPCAN Kenya Chapter, January 2005. <http://kenya.ms.dk/articles/advocacy%20document%20ANPPCAN.htm?udskriv+on%5D> [accessed online on 9/29/2005]

¹⁵ Durrant, Joan E. "Corporal Punishment: Prevalence, Predictors and Implications for Child Development," in: Hart, Stuart N (ed.), *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*. Paris: UNESCO Publishing, 2005.

failed to do what it takes to help the child to learn and internalize good behaviour. If we regularly use corporal punishment, it will take time and effort for new methods to work. If we have been nagging, yelling, threatening, or physically punishing our students for a long time, it is difficult to build an effective, trusting relationship with them overnight. This may in turn create the feeling that nothing else works, or that the children are "asking" to be beaten; but the problem is the disciplinary approach, not the misbehaviour of the children. Justifying that a child has asked for violence is really intended to make the perpetrator feel less guilty: blame the victim. Besides, do you normally hit your boss, employee, spouse, or best friend when it appears that "nothing else works"? Hopefully not!

Myth No. 3: "Corporal punishment works best. Other methods don't."

Fact: Getting your students to behave through fear of punishment is not the same as discipline. Corporal punishment seems to work only if you look at it superficially and in the short-term. Corporal punishment teaches children to do what you say, but only when you are around. In effect, it teaches them to be sneaky, as well as to lie about misbehaviour to avoid being hit or punished in some other degrading manner. By creating a sense of distrust and insecurity in the child, it destroys the teacher-child relationship. Children become angry at why someone who is supposed to teach and care for them is instead threatening, beating, or insulting them. While a single act of corporal punishment may seem to be effective, it only temporarily frightens a child into submission.

Myth No. 4: "Corporal punishment teaches obedience."

Fact: In the past, it may have been the practice to teach children never to question authority, but times have changed. Many teachers are adopting child-centred learning techniques that encourage children to explore, to think for themselves, to ask questions, and to learn the joy of finding answers as a major way of learning. Corporal punishment, however, stops a child from questioning, thinking critically, and achieving personal goals; yet these are qualities that both adults and children need in order to excel in a dynamic, competitive, and innovative society. Enforcing blind obedience through the threat of corporal punishment greatly stifles initiative and creativity in children (and adults).

Myth No. 5: "I only do it as a last resort. I had no choice."

Fact: This excuse rationalizes for us, and teaches our students, that the use of violence as a last resort is justified. This argument is not acceptable; for example, is a husband justified in hitting his wife as a last resort? It should be no more acceptable when it comes to our students. Besides, it is quite common for parents and teachers to resort to physical punishment at the first instance - not as a last resort - and for very minor misconduct.

Myth No. 6: It's the only way I can control the children in my class. I have too many!

Fact: This excuse is common among teachers who face large classes, sometimes around 100 children all in one class. It usually arises because the classroom has no set rules or routines; the children do not know what is expected of them and the consequences for misbehaving; and the teacher did not take the time to build a positive relationship with the children so they would want to be good. This may be due to his or her authoritative classroom management style, one that says, "I'm the teacher and we'll do things my way!" In trying to maintain control, the teacher may also use corporal punishment not just to stop misbehaviour in one child, but also to put fear into the hearts of the other children so, hopefully, they won't misbehave as well (but they do). Like Myth 4 above, enforcing blind obedience through threats of physical violence does not encourage children to learn from the teacher, only to fear him or her. As a result, they don't want to learn, which makes our job harder, and they don't learn well, which reflects poorly on our performance as a teacher.

Myth No. 7: "Corporal punishment is a part of our culture."

Fact: Corporal punishment is sometimes defended as a part of growing up in one's society, and the idea of promoting alternatives to physical punishment is a "Western" imposition that doesn't consider Asian values. Asian societies depend upon age-related status hierarchies and the idea that the young should respect, serve, and obey older people including teachers. Although physical punishment is widespread in Asia, there is no necessary connection between traditional belief systems and violence against children through corporal punishment. On the contrary, two core values of Asian societies are maintaining social harmony and learning to use mental abilities to discipline the body, especially in terms

of maintaining self-control in the midst of chaos. Violence through corporal punishment actually goes against these traditional Asian values. It destroys the social harmony in the classroom in terms of student-teacher and student-student relationships, and it threatens any future relationships that the child will have. It erodes children's confidence and self-esteem, and it legitimizes the lack of self-control as an acceptable way to dominate others. Rather than corporal punishment, traditional ways can be used as alternative forms of discipline that do not include violence;¹⁶ for example, when respected adults model good and non-violent behaviour, which is then imitated by their children.¹⁷ Moreover, individual and cultural belief systems that perpetuate the use of corporal punishment can be changed in a relatively short time.¹⁸

Does Corporal Punishment Work? What Are The Consequences?

Corporal punishment persists largely because teachers believe that it works; it's effective. But is it? Research spanning over two decades has shown that the only positive outcome of corporal punishment is immediate compliance, while its negative consequences far outweigh this outcome.¹⁹ The use of corporal punishment rarely produces the desired result, that is, positive, lasting behaviour change in the student. On the contrary, it can have very dire, negative consequences for the child and for you.

¹⁶ Save the Children. "How To Research the Physical and Emotional Punishment of Children." Bangkok: Southeast, East Asia and Pacific Region, 2004.

¹⁷ Information provided by Elizabeth Protacio-de Castro, Head of the Programme on Psychosocial Trauma and Human Rights, Centre for Integrative Development Studies, the University of the Philippines, and documented in: Power, Clark F. and Hart, Stuart N. "The Way Forward to Constructive Child Discipline." in: Hart, Stuart N (ed.), *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*. Paris: UNESCO Publishing, 2005.

¹⁸ Durrant, Joan E. "Corporal Punishment: Prevalence, Predictors and Implications for Child Development." in: Hart, Stuart N (ed.), *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*. Paris: UNESCO Publishing, 2005.

¹⁹ Ibid.

- ◆ When we use corporal punishment, the results are unpredictable. They include sadness, low self-esteem, anger, rage, aggressive behaviour, desire for revenge, nightmares and bedwetting, disrespect for authority, higher states of depression, anxiety, drug use, sexual abuse, child abuse, spousal abuse, child delinquency, and, of course, more corporal punishment.²⁰
- ◆ In the long term, children who have been physically punished have been shown to develop anti-social behaviour and are likely to resort to violence quickly, thus creating a continuum of physical abuse from one generation to the next.²¹ By using violence, we teach violence.
- ◆ As teachers, we are responsible for improving the growth and development of our students. Corporal punishment can seriously harm a child's development and result in educational as well as social, interpersonal, and psychological adjustment problems. For example, studies have shown that some victims of corporal punishment are forced to drop out of school because they fear being beaten or humiliated. Once out of school, they are likely to resort to using or selling drugs or other socially unacceptable activities.^{22, 23}
- ◆ Even when we are successful at stopping inappropriate behaviour for the moment, our use of corporal punishment still doesn't foster appropriate behaviour in the child. Why? The child doesn't know, or learn, what to do; what behaviour he or she is supposed to adopt except only to stop doing what he or she is doing. It's similar to telling you not to use corporal punishment, but then not teaching you what alternative disciplinary methods you can use.

²⁰ Ibid.

²¹ From Physical Punishment to Positive Discipline: Alternatives to Physical/Corporal Punishment in Kenya. An Advocacy Document (Draft Two) by ANPPCAN Kenya Chapter, January 2005. <http://kenya.ms.dk/articles/advocacy%20document%20ANPPCAN.htm?udskriv+on%5D> [accessed online on 9/29/2005]

²² Ibid.

²³ Cotton, Katherine. Schoolwide and Classroom Discipline. School Improvement Research Series. Iclose-Up #9. <http://www.nwrel.org/scpd/sirs/5/cu9.html> [accessed online on 10/6/2005]

- ◆ Our use of corporal punishment can sometimes back-fire; that is, it can become unintentionally reinforcing. For instance, when it brings attention from teachers and peers, something that the misbehaving child, like Ramon, may be seeking.
- ◆ Corporal punishment often creates resentment and hostility, making good teacher-student and student-student relationships and trust harder to create in the future. It thus makes our work harder, less rewarding, and immensely frustrating. We begin to dread going to class and teaching. Our students may sense our displeasure and regret coming to class, too.
- ◆ Children who are victims of corporal punishment may end up with injuries that need medical attention, leave permanent damage, or cause death. Even threatening to use corporal punishment can cause damage; for instance, when a teacher threatens to use a cane, and in raising it, he or she unintentionally pokes a student's eye out. (Unfortunately, this incident has actually occurred.)

THE MEANING OF DISCIPLINE

Discipline is an often misused word, especially when it is mistakenly equated with punishment. To many teachers, discipline means punishment. "This child needs disciplining" translates into "This child needs spanking or caning." This is WRONG!

Discipline is the practice of teaching or training a person to obey rules or a code of behaviour in both the short and long terms.^{24,25}

While punishment is meant to **control** a child's behaviour, discipline is meant to **develop** a child's behaviour, especially in matters of conduct. It is meant to teach a child self-control and confidence by focusing on

²⁴ Kersey, Katharine C. Don't Jime It Out On Your Kids: A Parent's and Teacher's Guide to Positive Discipline. <http://www.cei.net/~rcox/dontake.html> [accessed online on 10/10/2005]

²⁵ Welker, J. Eileene. Make Lemons into Lemonade: Use Positives for Disciplining Children. <http://ohioline.osu.edu/hyg-fact/5000/5153.html> [accessed online on 10/10/2005]

what it is we want the child to learn and what the child is capable of learning. It is the basis for guiding children on how to be in harmony with themselves and get along with other people. The ultimate goal of discipline is for children to understand their own behaviour, take initiative, be responsible for their choices, and respect themselves and others. In other words, they internalize a positive process of thinking and behaving that can last a lifetime. For instance, when you think of a "disciplined person," what do you think of? An Olympic gymnast, someone who has given up a bad habit, such as smoking, someone who remains calm in the midst of chaos. All of these require self-control, which is the goal of discipline.

Discipline shapes a child's behaviour and helps them to learn self-control when it provides encouragement, not painful, meaningless consequences. If you are a parent, or your friends have children, think back to a child's first year or two of life. How was he or she taught to clap hands, to walk, or to talk? You or your friend probably used teaching techniques like showing through example (also known as "modelling"), as well as giving praise and opportunities to practice; not yelling, spanking, insulting, or threatening. This encouragement is a type of reward that stimulates the child to work, learn, and achieve. It builds self-esteem because the child learns that he or she was directly responsible for earning his or her praise or other reward. Children can choose to earn it, or not to earn it. This gives them a feeling of control over their lives, which is a key ingredient for healthy self-esteem. Likewise, not giving encouragement for misbehaviour - such as ignoring attention-getting behaviours like temper-tantrums or being late for class - will, over time, teach the child self-control if he (*or she*) doesn't get the attention he is trying to obtain through his misbehaviour. He learns that he only gets attention when he behaves calmly or arrives promptly; that is, when you catch him being good.

Let's turn once again to Ramon and how his teacher disciplined him and learned from him.

A Case Study: Ramon's Change²⁶

The new week started off much as the week before had. Ramon was continuing his disruptive, unruly behaviour and was driving everyone crazy. But I had thought a lot about Ramon over the weekend. I began to think about how he was making me feel, and the overwhelming emotions that surfaced were anger and irritation. According to the book *Cooperative Discipline*, the way we feel when a student acts inappropriately gives us clues about the student's goals for the misbehaviour. Once we understand why the student is doing what he is doing, it is easier to find appropriate ways to deal with him.²⁷

Feeling angry is a clue that the student is seeking power, and irritation is a clue that the student is seeking attention. As I thought about it, I understood that most of Ramon's irritating behaviour was done in front of peers and adults in as loud and wild a manner as possible in order to get attention. Once he had our attention, he sought power by directly refusing to comply with our requests to stop, causing most of us to become extremely angry. I then realized that I had willingly been giving Ramon control over me and my classroom. I can't blame him; after all, I am responsible for my own actions. I began to understand that although I could not control him, I could control what I did and said. A new plan and attitude were created.

I resolved on Wednesday morning that no matter what Ramon did, I would not give him the attention that his misbehaviour was demanding. I would ignore him. When he came to class ten minutes late, I pretended he hadn't entered. I gave the teacher's aide a piece of paper and asked her to record everything Ramon did, but not to interfere with his behaviour in any way.

Ramon did everything but get naked during that class period. He ran up and down the aisles, played with another student's hair, put the aide's glasses on, inched towards the door as if he was going to walk out,

²⁶ This case study is adapted from the diary of Ellen Berg, a language arts teacher in Turner Middle School, St. Louis, Missouri, USA. <http://www.middleweb.com/msdiaries01/MSDiaryEllenB7.html> [accessed online on 10/6/2005]

²⁷ Albert, Linda and Desisto, Pete. *Cooperative Discipline*. American Guidance Service, 1996.

and even climbed behind the aide on her chair. We said nothing. The rest of the class looked at me like I was crazy. I explained to them that our business was much too important to be interrupted by those who were not interested in learning, so we were going to go on as usual. I could have kissed every one of those students who, although they occasionally giggled to themselves, completely ignored his antics, even when he would try to bother them.

Ramon's behaviour intensified. Throughout the period, Ramon continually asked me to go to the bathroom, to go to the Assistant Principal's office, and to go to the security guard's desk. I continued to ignore him.

Then, an amazing thing happened. Instead of walking out, he sat down. By the end of the class as I was dismissing students by name, he came up to me and said, "Can I go too, Mrs. Berg?" He waited and waited as I called every other student's name, asking to go but not leaving until I gave him permission.

I wondered what would happen the next day. Would there be any change, or would I have to endure another round of Ramon's horrible behaviour?

On Thursday, Ramon came on time, complete with paper, pencil, and book. He sat down quietly and raised his hand to ask questions. For the entire period, he didn't get out of his seat or talk without permission. He was a little squirmy, but I know what a hard time he has staying still. He didn't do any of his assigned work, but I think controlling his own behaviour was work for Ramon.

What have I learned? It is not good enough to rely on what we have "always done." If I had continued with the same old strategies that supposedly had worked for me in the past, I know there would have been no change in Ramon's behaviour. I know some teachers believe that students should simply act appropriately because we tell them to, but the reality is that many will not. We are the adults, and we have the responsibility to change what we do to meet the needs of all students, not just the ones who sit still, behave appropriately, or understand a concept the first time we explain it to them.

Ramon taught me that I cannot make anyone do anything, but I can change my classroom conditions to try to influence their decisions. The school librarian once told me that the real teaching begins when a student is having problems.

We also cannot control everything, and we certainly cannot control anyone else, but we do have some power in the classroom. It is the power of what we, as professionals and human beings, choose to do in response to difficult situations.

Understanding that point has made all the difference in the world to Ramon.

The following table summarizes some of the positive features of discipline as opposed to what a punishment-oriented environment is like.²⁸ Which features did Ramon's teacher use in disciplining him? Which are common to your classroom?

Discipline is:	Punishment is:
Giving children positive alternatives	Being told only what NOT to do
Acknowledging or rewarding efforts and good behaviour	Reacting harshly to misbehaviour
When children follow rules because they are discussed and agreed upon	When children follow rules because they are threatened or bribed
Consistent, firm guidance	Controlling, shaming, ridiculing
Positive, respectful of the child	Negative and disrespectful of the child
Physically and verbally non-violent	Physically and verbally violent and aggressive

²⁸ From Physical Punishment to Positive Discipline: Alternatives to Physical/Corporal Punishment in Kenya. An Advocacy Document (Draft Two) by ANPPCAN Kenya Chapter, January 2005. <http://kenya.ms.dk/articles/advocacy%20document%20ANPPCAN.htm?udskriv+on%5D> [accessed online on 9/29/2005]

Discipline is:	Punishment is:
Logical consequences that are directly related to the misbehaviour	Consequences that are unrelated and illogical to the misbehaviour
When children must make amends when their behaviour negatively affects someone else	When children are punished for hurting others, rather than shown how to make amends
Understanding individual abilities, needs, circumstances, and developmental stages	Inappropriate to the child's developmental stage of life; individual circumstances, abilities, and needs are not taken into consideration
Teaching children to internalize self-discipline	Teaching children to behave well only when they risk getting caught doing otherwise
Listening and modelling	Constantly reprimanding children for minor infractions causing them to tune us out (ignore us; not listen to us)
Using mistakes as learning opportunities	Forcing children to comply with illogical rules "just because you said so"
Directed at the child's behaviour, never the child - your behaviour was wrong	Criticizing the child, rather than the child's behaviour - you are very stupid; you were wrong

POSITIVE DISCIPLINE IN THE CLASSROOM

Children need to be taught so that they understand and follow social rules. But it is not necessary, and can be quite damaging, to hit or otherwise abuse a student. Evidence shows that girls and boys respond better to positive approaches, including negotiation and systems of rewards, rather than punishment through verbal, physical, or emotional abuse.²⁹

²⁹ Save the Children. *How To Research the Physical and Emotional Punishment of Children*. Bangkok: Southeast, East Asia and Pacific Region, 2004.

Read the following classroom scenes and see if you can identify the positive and negative ways in which the teacher handled a student's misbehaviour.³⁰

Scene 1

Lek walks into her Grade 4 class ready to start a mathematics lesson. As she begins the lesson, her students are continuing to talk to each other and are not listening to her. She says loudly, "Everyone stop talking, please. We are starting our lesson now." Everyone quiets down except Chai. Chai is still talking to his friend about the soccer game he saw on television last night. Lek screams, "Chai, why can't you shut up? Stand in the corner with your face to the wall. You're in more trouble than you know. You just wait until class is over!" Passing by the class, the headmaster asks, "Do you want me to show him who's boss?" Crying, Chai goes and stands in the corner, fearing for his fate and wishing he wasn't there. Maybe tomorrow he won't come to school.

Scene 2

Lek walks into her Grade 4 class ready to start a mathematics lesson. As she walks in she says, "Everyone quiet down now, please. We are going to start our mathematics lesson and everyone needs to listen closely." After the class quiets down, Lek hears Chai still talking to his friend. Lek asks, "Who is still talking? I guess someone can't remember the rules around here." The passing headmaster overhears Lek's comment, and he angrily asks if there is a problem and, if so, he knows how to take care of it quickly. Lek thanks him, and tells him that she can handle the situation for now. After the headmaster leaves, Lek looks in Chai's direction and asks, "I wonder why the headmaster would say that? Do you have any ideas?" Guiltily, Chai replies, "Well, I was still talking after you asked the class to be quiet." Lek asks, "When can we all talk without disrupting others and their opportunity to learn the lesson." Chai says, "When

³⁰ This section is an adaptation of one originally developed for parents in: Doescher, S. and Burt, L. *You, Your Child, and Positive Discipline*. Oregon State University Extension Service, March, 1995. <http://eesc.orst.edu/agcomwebfile/edmat/ec1452-e.pdf> [accessed online on 10/12/2005]

class is over." Lek nods and asks Chai to tell her what 100 divided by 2 equals. He answers 50. Lek smiles and says, "Very good." Chai paid extra attention during the entire class and did not talk to his friend until after class was over.

Scene 3

Lek walks into her Grade 4 class ready to start a mathematics lesson. As she walks in she says, "Everyone quiet down now, please. We are going to start our mathematics lesson and everyone needs to listen closely." After the class quiets down, Lek hears Chai still talking to his friend. Lek picks up an infraction slip and writes down "Failure to follow classroom rules" and then she asks Chai to fill in the top with his name, grade, teacher, time, and date. Lek says, "Chai, I will put this infraction slip here on the corner of your desk. If it is still there when class ends, you may throw it away. If you continue to talk without being given permission, I will pick it up and it will be turned into the office for the headmaster to see." At the end of class, Chai threw away the infraction slip.

If discipline techniques are negative, they may discourage and frustrate students. If they are positive, however, they will help students to adopt and maintain good behaviours.

In Scenes 1 and 2 above, negative situations between Lek and Chai can be seen. Can you identify them?

Answer: In Scene 1, both Lek and the headmaster show explosive anger. They *threaten Chai*: "You just wait until class is over!" and "Do you want me to show him who's boss?" Lek also uses *unreasonable, meaningless punishment* in ordering Chai to stand in the corner with his face to the wall. In Scene 2, Lek *belittles* Chai with sarcasm: "I guess someone can't remember the rules around here." How do you think Chai feels after Lek and the headmaster's angry responses?

Scenes 2 and 3, however, contain examples of positive situations between Lek and Chai. In Scene 2, Lek enters the room and *asks for a specific behaviour to occur* (quiet down), as well as *the reason why* (starting the mathematics lesson and everyone needs to listen closely). In response

to the headmaster's comment, *she asks the question*, "I wonder why the headmaster would say that?" This question helps Chai think about the reasons for the headmaster's actions and how his behaviour may have upset the headmaster, Lek, and his fellow students. Lek also nods to show Chai that he is correct about when is the right time to talk with friends. She also *reinforces* his behaviour by giving him a chance to answer a simple math question correctly, and she *praises* him and smiles. This tells Chai that Lek still likes him. It was his behaviour that was the problem, not he, himself.

In Scene 3, Lek is *gentle yet firm* in dealing with Chai's misbehaviour. She offers him a choice in directing his behaviour. This gives Chai the chance to be *responsible* for his own behaviour and what happens next.

Seven Principles for Positive Child Discipline

1. Respect the child's dignity
2. Develop pro-social behaviour, self-discipline, and character
3. Maximize the child's active participation
4. Respect the child's developmental needs and quality of life
5. Respect the child's motivation and life views
6. Assure fairness (equity and non-discrimination) and justice
7. Promote solidarity

Source: Power, F. Clark and Hart, Stuart N. "The Way Forward to Constructive Child Discipline," in: Hart, Stuart N (ed.), *Eliminating Corporal Punishment: The Way Forward to Constructive Child Discipline*. Paris: UNESCO Publishing, 2005.

Positive Discipline Steps

While punishment is a single act, positive discipline is a four-step process that recognizes and rewards appropriate behaviour in the following manner.³¹

1. **The appropriate behaviour is described:** "Everyone quiet down now, please."
2. **Clear reasons are provided:** "We are going to start our mathematics lesson and everyone needs to listen closely." This means that quieting down quickly will show respect for others. *It is a good example of treating others as you would like them to treat you.*
3. **Acknowledgement is requested:** "Do you see why quieting down is so important?" Or, as in the case of Chai, "When can we all talk without disrupting others and their opportunity to learn the lesson."
4. **The correct behaviour is reinforced:** eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, extra credit points, having a success mentioned in front of the class or school (social recognition is the greatest award). When rewards are used, they should always be immediate and small, yet gratifying

This process is effective for individual children. Moreover, for those of you who are working in large classes, it can also be effective for groups of children. The "trick" is to make the children feel they are on a "winning team" (the class as a whole) and to praise each child's efforts in being a good team member.

Remember: Catch students doing the right thing and reward them immediately. This is the core of positive discipline.

³¹ Adapted from: Positive Discipline: An Approach and a Definition. <http://www.brainsarefun.com/Posdis.html> [accessed online on 12/2/2005]

Note: Positive discipline can fail if:

1. The student, or the entire class, is not rewarded quickly enough.
2. The emphasis is put on tasks rather than behaviours. For instance, "It's good you closed your mouth and stopped talking" as opposed to "It's wonderful that you were very considerate of others and quieted down quickly."
3. The emphasis continues to be on what the student is doing incorrectly, rather than correctly.

In using positive discipline, try to keep in mind a 4:1 ratio. Catch a student, or a class, doing something correctly four times for every one time you find them doing something incorrectly. Be consistent. By using this four to one ratio consistently, you show your students that you really are serious about catching them doing something correctly and rewarding them immediately.³² To see if you're achieving this ratio, keep a diary, and at the end of each class period, or day, think back to how many times you caught your students being good compared to how many times you found them doing something incorrectly. You can also ask a student or teacher's aide to monitor you until praise becomes routine and criticism becomes rare.

Teachers who use positive discipline believe in their students' abilities and communicate affection and respect for their students. When teachers are willing to observe their students and respond in ways that encourage positive behaviour, they help their students become responsible for their own behaviours, and they reduce the likelihood of misbehaviour.

**Reflection Activity: Learning and Applying Positive Lessons**

Many opportunities occur each school day for teachers and students to relate to one another positively. Think about a recent situation where you and one of your students related well to one another, maybe during individual instruction. Describe your experience in the space below. How

³² Ibid.

can you use this information to work better with other students and avoid the use of negative discipline?

What did your student do?

What did you say or do?

How did your child respond?

How did you feel?

How can you use this experience with other children?

AVOIDING THE DISCIPLINE DILEMMA

This section has been about the discipline dilemma, that is, deciding upon whether to control a student's behaviour for your sake, or developing the student's behaviour for their benefit. This dilemma rests on the mistaken idea that discipline and punishment mean the same thing, that the actions undertaken for each are the same, and that the results will be the same. To avoid this dilemma, and clear up the confusion, we have learned about the difference between punishment and discipline, the nature and consequences of punishment versus positive discipline, and the positive discipline process. Hopefully, you've discovered many new things, developed some useful ideas, and learned about how our disciplinary actions affect children's behaviour and encourage (or harm) its development in the long-run. Below is one last exercise to test your knowledge about the difference between positive and negative discipline.



Action Activity: Positive or Negative Discipline

Which disciplinary actions in the table below are positive and which are negative? Place a check mark (✓) in the appropriate column. Next, place a check mark in the last column for each action that you have ever used, or might use, to correct a child's misbehaviour. Be honest!!

Action	Positive (✓)	Negative (✓)	Have you ever used this action? Yes / No
1. Getting the student's attention before you begin class			
2. Using direct instruction (tell them exactly what will be happening)			
3. Making assumptions			
4. Making accusations without proof			
5. Getting up and walking around the classroom			
6. Using physical force			
7. Commanding			

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Action	Positive (✓)	Negative (✓)	Have you ever used this action? Yes / No
8. Acting in the way that you want the children to act (modelling)			
9. Generalizing about a student's behaviour			
10. Publicly comparing one child to another			
11. Enriching your classroom environment			
12. Anticipating problems			
13. Insisting that you are right and acting superior			
14. Establishing clear and consistently enforced rules			

Answers: Actions numbered 1, 2, 5, 8, 11, 12, and 14 are positive.³³ Actions numbered 3, 4, 6, 7, 9, 10, and 13 are negative.³⁴ How did you score? How many of the negative and positive methods have you used?

³³ McDaniel, Thomas R. "A Primer on Classroom Discipline: Principles Old and New." *Phi Delta Kappan*, September 1986. Abstract available at <http://www.honorlevel.com/techniques.xml> [accessed online 10/6/2005]

³⁴ Albert, Linda. *A Teacher's Guide to Cooperative Discipline*. Circle Pines, Minnesota: AGS, 1989.



Building Positive Teacher-Student Relationships

What You Will Learn:

- ◆ The Basis of a Teacher-Student Relationship
- ◆ Why Children Behave As They Do
- ◆ Why Do Children Misbehave
- ◆ Learning About Your Students From The Inside
- ◆ Understanding Your Students' Lives
- ◆ Learning About Your Students' Families
- ◆ Parent-Teacher Communication
- ◆ Encouragement Strategies

THE BASIS OF A TEACHER-STUDENT RELATIONSHIP

Teachers who use positive discipline respect, nurture, and support their students. They *understand* why a child behaves - or misbehaves - as he or she does, as well as how the child sees him or herself, which may cause misbehaviour. They also *empathize* with the child's abilities and his or her situation in life. The teacher's expectations of the child are realistic, taking the child as he or she is, and not on what he or she should be. The teacher *understands* that misbehaviour is a constructive learning event, both for the child and for his or her teacher, and that it is an important, natural part of the child's development, not a threat to a teacher's authority.

By building such a positive relationship on understanding and empathy, students come to trust their teachers and to value their approval. As students respond to the positive nature of the relationship and consistent discipline, the incidence of misbehaviour decreases, and the quality of the relationship improves even further. Towards this end, the best teachers are ones who are good role models and about whom children care enough to want to imitate and please.

WHY CHILDREN BEHAVE AS THEY DO

Making Choices

Miss Samina, a Grade 4 science teacher, was always having trouble with Hari. They were constantly at odds. Whatever Miss Samina wanted Hari to do - such as come to class on time or turn in his homework every day - Hari just wouldn't do it. What she didn't realize, and finally another teacher saw, was that Miss Samina always phrased what she wanted Hari to do as a question; for instance, "Hari would you please come to class on time?" and he always said "No!"

No one and no situation can make a child behave in a certain way. For Miss Samina, she was inviting Hari to adopt a good behaviour, but he always rejected the invitation. Why? Behaviour is based on choice, and your students choose what behaviour they want to adopt. You cannot force them, which is why punishment doesn't work in the long-run. However, as Ramon's teacher learned in the previous section, you have the power to influence a student's decisions about how to behave, but the change must start with you, the teacher. For Ramon's teacher, she needed to learn how to interact with Ramon - and her other students, as well - so that he would want to choose an appropriate behaviour and comply with classroom rules. You face the same challenge. Your role is to identify the reason for these bad choices and to develop strategies to help the student make better choices about his or her behaviour.

As we learned in the first section of this document, children learn - and behave - as a result of hereditary factors, the environment in which they live, and their own personal and psychological needs. We cannot change their heredity, and we may have limited control over their environment, especially if we don't work well, or at all, with parents and community leaders. Yet by understanding that each of your students is making choices about how he or she behaves, you are provided with strategic leverage for influencing them. Remember: Behaviour is understandable and purposeful. Our students do what they do for a purpose, however little they may be aware of it. When you can begin to see the world - or just your classroom - through their eyes, you can respond to them rationally, confidently, and effectively.



Action Activity: Same Student, Different Behaviour

Choose one student in your class whose behaviour worries or frustrates you. Watch this student regularly for one week, especially outside your classroom. Does she (*or he*) act the same way in other classes, with other teachers, or with other students as she does in your class? If she behaves quite differently in a variety of other situations in school, why do you think she is choosing to behave as she does in your classroom? Consult teachers who are not having a problem with her behaviour. What are they doing differently from you? Are you phrasing your requests in terms of a question (as with Miss Samina above)? Have you punished her so she doesn't want to come to class? Are other teachers giving her choices and allowing her to deal with the consequences? How can you work towards helping her become more responsible in her behaviour in a positive manner?

If we believe that each student is making choices about his or her behaviour, we must also apply this approach to our own reactions in the classroom and all other dealings with students. We must ask ourselves about the choices we are making in our own actions, and why we make these choices, and then take greater care about how we express ourselves both in voice and gesture.

The Need to Belong

The ultimate goal of student behaviour is to fulfill the need to belong.³⁵ This desire to belong is a fundamental need, one that is shared by children and adults alike. Each one of us continually strives to find and maintain a place of significance, a place to belong. In our search, we select beliefs, feelings, and behaviours that we feel will gain us significance. Most students spend several hours a day in school, so their ability to find their place in the classroom group, and the school at large, is of major importance. Moreover, whatever method each student chooses to use in achieving the goal of belonging - either through proper behaviour or misbehaviour - this method is selected early in life and becomes the lifestyle that characterizes that person. This is why you

³⁵ Democratic Approaches to Classroom Management. <http://www.educ.sfu.ca/courses/educ326/chapter3.htm> [accessed online on 10/6/2005]

are a very important actor in helping each child to choose a method that is socially acceptable. It will last a lifetime!

Students need to satisfy three C's in order to experience a sense of belonging.³⁶

- ◆ They need to feel *CAPABLE* of completing tasks in a manner that meets the needs of the classroom and school;
- ◆ They need to feel they can *CONNECT* successfully with teachers and classmates; and
- ◆ They need to know they *CONTRIBUTE* to the group in a significant way.

The three factors that affect students' abilities to satisfy the three C's, and which require action on your part, are:

1. the quality of the teacher-student relationship, one based on trust, mutual respect, and understanding (not fear);
2. the strength of the classroom climate for success (for instance, all children feel that they are included, that they are valued, and that they can work together cooperatively and effectively);³⁷
3. the appropriateness of the classroom structure (how it is managed, the topic of the next section in this document).

By finding ways to satisfy these three C's along these three lines, you can fulfill your students' need to belong and therefore prevent misbehaviour that may arise in their search to satisfy this need. You will also be well on your way to inspiring both well-behaved and passive students to actively participate in your class. In all cases, one of the strongest tools you have is encouragement, without which your students cannot develop the tools to succeed and achieve their sense of belonging.

³⁶ Albert, Linda and Desisto, Pete. *Cooperative Discipline*. American Guidance Service, 1996.

³⁷ Many techniques for improving your classroom's climate are included in: *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*, Bangkok: UNESCO, 2004. http://www2.unescobkk.org/ips/ebooks/documents/Embracing_Diversity/index.htm

WHY CHILDREN MISBEHAVE

Don't worry; your students don't intentionally set out to misbehave. In fact, children usually misbehave for a reason. Some of the most common reasons that are believed to contribute to misbehaviour are:

- ◆ The work may be too easy or too hard for the student.
- ◆ The work is not interesting and the student is bored.
- ◆ The teaching methods may not fit the student's learning style.
- ◆ The student may not be prepared.
- ◆ The expectations are unclear or unreasonable.
- ◆ The student has poor social skills, cannot communicate well with you or others, or has low self-esteem.

All of these reasons may cause students to become discouraged, and misbehaving students are discouraged students. They do not believe they can belong in useful ways. Therefore, they seek to belong through misbehaviour.

In addition to the above reasons, it is also believed that children misbehave to reach four goals, namely:

1. Attention
2. Power
3. Revenge
4. Avoidance of Failure or Inadequacy³⁸

Think again about a student whose behaviour worries or frustrates you. To learn the reason behind this misbehaviour, ask yourself how you feel when this student misbehaves. For example, if you feel annoyed when this student disobeys, the student is probably seeking attention (like Ramon). Do you feel angry? Then power is the child's ultimate goal. Do you feel hurt by the student's behaviour? Then the student's objective is revenge. Frustrated to the point of wanting to give up as a teacher? Then the student believes they are inadequate and misbehave

³⁸ Dreikurs, Rudolf. *Children: The Challenge*. New York, NY: Duell, Sloan, and Pearce, 1964. Dreikurs, Rudolf and Soltz, Vicki. *Children: The Challenge*. Toronto: McClelland & Stewart, 1987. Albert, Linda and Desisto, Pete. *Cooperative Discipline*. American Guidance Service, 1996.

to confirm their feelings. Let's look at each of these goals more closely and what can be done about them.³⁹

Seeking Attention

Every healthy child demands attention, and most misbehaviour is due to the child's need for attention. An important goal of teaching is to supply the attention that students need to develop healthy self-esteem. However, some students choose misbehaviour to get extra attention. They want to be centre stage and constantly distract you and their classmates to gain an audience. They need some way of confirming their existence and significance: "Hey! Notice me! I'm here and I'm important!" If students can't get attention through achievement and cooperation, then they'll get it any way they can. They may disrupt the class, but they know that they'll get the attention that they crave.

Denying attention in such situations usually stops the misbehaviour, such as in the case of Ramon. If a teacher is constantly having to cope with attention-getting behaviour, however, ignoring it may not always be enough. Actually, being ignored may be the reason for the problem in the first place.

For students who require a lot of unnecessary attention, you may be tempted to scold, bribe, or use other negative discipline techniques. But if you remember that the student's goal is to get attention, it's easy to see that scolding or bribing only encourages more misbehaviour. In a child's mind, attention from an angry teacher is better than no attention at all. If you only notice a student's misbehaviour, then the student will misbehave in order to get attention.

Following is a list of positive disciplinary actions that you can take to guide students whose misbehaviour is demanding attention.

- ◆ Catch them being good; praise them when they are not seeking attention and misbehaving.

³⁹ The following four sections on attention, power, revenge, and failure are adapted from: *Dealing with Behaviour*. <http://www.kidsgrowth.com/resources/article/detail.cfm?id=119> [accessed online on 10/12/2005]

- ◆ Ignore the behaviour when possible, giving the child positive attention during pleasant times.
- ◆ Teach them to ask for attention (for instance, make "notice me, please" cards that they raise when they have a question).
- ◆ Give them a stern "eye" (look) but do not speak.
- ◆ Stand close by rather than far away (there's no need for attention-getting behaviours if you are standing next to them).
- ◆ Target-stop-do; that is, target the student by name, identify the behaviour to be stopped, tell the student what he is expected to do at that moment, let him make the decision about what he does next and its consequences; for example, read Scene 3 between Lek and Chai in the previous chapter.
- ◆ Do the unexpected, such as turn the lights off, play a musical sound, lower your voice, change your voice, talk to the wall.
- ◆ Distract the student, such as ask a direct question, ask a favour, give choices, change the activity.

The general principle for responding to attention-seeking students is:

Never give attention on demand, even for useful behaviour. Help students become self-motivated. Give attention in ways they don't expect. Catch them being "good."

Power

Children are constantly trying to find out how powerful they are; Ramon is a good example of this. Some students feel that they are only a significant part of the class when they are running the show. Power-seeking students feel that they are important only when they challenge your authority, resist rules, and do not follow instructions. They mistakenly believe that they belong in the classroom only when they are in control. They'll defy you to see how far you can be pushed, or they'll do just enough to appease you, since they sense that you don't want to keep fighting.

Our natural response during such power struggles is to feel provoked and angry. The temptation is to stop these struggles altogether through the use of some form of corporal punishment, but this will only provide a brief respite. During power struggles, you need to take kind, but firm, action. Talking will do little good, and it only feeds into the power struggle. You need to decide *what you will do*, not what it will take to make the student do it. The general guideline for dealing with power-seeking students is to withdraw from the conflict. Remember: it takes two to quarrel. Be calm, give choices, and let the consequences of the student's behaviour occur. You might even win their cooperation by enlisting their help. For instance, "Ok, you don't want to come to class on time. I understand. But could you please help me by taking attendance as students arrive?" Instead of seeking power over you, you put the student in a position of responsibility and grant him or her legitimate power.

Revenge

Dealing with the mistaken goal of revenge takes patience. A student who hurts others, and you, feels that they have been hurt (either real or imagined), and they have to take revenge. They feel mistreated, defeated, and unhappy, so they knowingly or unknowingly seek revenge. Revenge can be pursued physically, verbally, or passively through inactivity. It can also be entirely silent, such as through hateful looks and gestures. The student can also seek revenge against you indirectly, such as by picking on other students or writing on a desk.

When a student is allowed to take revenge, they establish a painful cycle of relating to people through hurting and being hurt. Remember that the revenge-seeking student is troubled and deeply discouraged. To break the revenge-seeking pattern, you should avoid feeling hurt, and you should never retaliate. Don't go seeking your own revenge. Instead, try to build a caring, trusting relationship with the student while improving his or her self-esteem. This can be easily done by placing the student in situations in which he or she cannot fail. When a student has a better opinion of himself or herself, they rarely misbehave to seek revenge. Also teach the student - and all of your students - how to express their feelings appropriately. Rather than taking revenge for being hurt physically or emotionally, teach the children to "talk it out," to tell each other how hurt they were, and to try to determine the cause and how to avoid it in the future.

Avoidance of Failure or Inadequacy

Some students fear failure or feel that they are inadequate and cannot live up to their own, their parents', or their teachers' expectations. This feeling of inadequacy is an escape for the discouraged child. In other words, since they feel bad, they act badly. They will not try to do well in your class if they think they are stupid. It's a lot easier to give up rather than to try and fail again. To compensate for their feelings of inadequacy, they may choose withdrawal behaviours that make them appear inadequate: "I just can't do these math problems." "I'm no good at science." "This book is too hard for me." Negative discipline tactics, such as ridicule and sarcasm ("Can't you do better than that!"), make these children feel even more worthless. Alternatively, students who feel that they are inadequate, unpopular, or cruel may brag, boast, or fight. They may also turn into bullies in an attempt to make other students feel fear and inadequacy.

When your students feel inadequate, you have a difficult task. Start where they are (not what they are supposed to be), develop realistic expectations, eliminate all criticism of their work, encourage their slightest effort, and, above all, don't pity them. You must restore their faith in themselves and encourage them by praising whatever successes they achieve, no matter how small. Intentionally arrange for

them to succeed in easy tasks and find opportunities to compliment them on their behaviour and positive efforts. Remember, children are not miniature adults with bad judgment; they make mistakes because they are always learning.

LEARNING ABOUT YOUR STUDENTS

Building a trusting and caring relationship between you and your students, one that promotes good behaviour and prevents misbehaviour, can be challenging, but it can have its rewards as well, such as making your teaching more enjoyable and improving your students' learning. Their positive achievements reflect how well you are performing and how well your students see you as a "role model."

Whether you have many children in your classroom or a more manageable number, your challenge is to learn as much as you can about each of your students. For those of you working in large classrooms, initially focus your efforts on that small number of students who may need special attention, either because they are misbehaving now or because you suspect that their personal or family situation places them at risk of misbehaviour. Focus your efforts on understanding how they see themselves, as well as on what external factors - possibly in the family - may be affecting their behaviour.

Remember: Each student is an individual. Each student brings a different history, a different way of responding to and learning from the world, and a different dream for the future. By taking time to learn about your students as individuals and by getting to know their families, you show that you care about them and respect their uniqueness.

In a respectful environment, all students feel safe and valued. The teacher has a friendly and open rapport with students, but the teacher is always an adult. Giving thoughtful attention to a student's work demonstrates caring and respect. Rather than just saying "good work," tell the student why the work is good.

A teacher needs to know the interests and dreams of each student as well as what they know and are able to do. It is important that you develop some activities for getting to know about your students. Here

are three activities that teachers have used successfully.⁴⁰ Can you think of any more?



Action Activity: Who Am I?

At the beginning of the school year, have your students fill out a card similar to the one below. Use this information to talk with your students, develop lesson plans, and design learning activities. At the end of the first term, ask your students to fill out the card again, and then look for any changes, particularly in terms of what each student believes he or she is good or not good at doing, as well as when they are happy or uncomfortable in class. Using this information, what new learning activities can your students do that will improve their confidence and make your class a more enjoyable place to learn?

If you are a teacher who can follow your students for several years, keep the cards in a card file and review them for changes. Revise your lesson plans and activities accordingly. If you're working in a school with teachers who teach different subjects, share your information with them and encourage them to use it in preparing their lessons.

Student Name: _____
I want to be called _____
One thing you need to know about me is _____

I would like to work with _____
I'm really good at _____
I'm not very good at _____
I'm happiest in class when _____

I'm uncomfortable in class when _____

⁴⁰ Classroom Management. Rapport With and Knowledge of Students. http://www.temple.edu/CETP/temple_teach/cm-know.html [accessed online on 10/20/2005]



Action Activity: Sharing Time

Set aside 10 to 15 minutes during the day, or at least once a week, for your students to share in small groups how they are feeling, bad things and good things that are happening in their lives. A group can elect to share information they feel is important with the teacher or the class.

Other similar sharing activities could include asking the children to keep a private diary and sharing parts of it with you and the other students. In teaching them to write essays, ask them to write one on what is happening in their lives, both good and bad.

For students who are experiencing especially difficult circumstances, try some of the encouragement strategies mentioned at the end of this chapter. Praise them whenever possible and appropriate. Ask if there is anything special they would like to do or learn about.



Action Activity: Fill in the Blanks

Develop a form or worksheet with fill-in-the-blanks like,

"After school I mostly _____

My favourite food is _____

My favourite activity is _____

My favourite subject in school is _____

I want to be like _____

I want to be a _____ when I finish school."

In classrooms where there are a lot of new students, you can use this activity at the beginning of the school year as an opportunity for students to get to know each other, especially in classrooms containing children with diverse backgrounds and abilities. On the sheet of paper with this information, add a column on the right side of the paper, but leave it blank. After your students have filled in their blanks, ask them to find other students with the same response to each statement and to write each student's name in the column.

UNDERSTANDING THE CONTEXT OF YOUR STUDENTS' LIVES

When you understand why your students misbehave, such as through the four goals above, you can more easily choose a positive discipline tool that will reduce the misbehaviour or prevent it entirely. Yet the four goals discussed above centre solely on the child fulfilling his or her own emotional and psychological needs. What is missing is understanding the context from which each child comes.

We are not the only ones who affect a child's behaviour. Each child is a product of his or her total learning environment. This environment encompasses not only your classroom and school, but also includes the child, the child's family, and his or her community. For instance, how many times have you heard, "He acts just like his father" or "He acts just like his older brother"? Understanding this broader environment probably will be a new challenge for many of you, especially for those who usually work only within the confines of their classroom and school.

How a student behaves in your classroom may reflect his or her frustration in himself, in his home life, or in dealing with other difficult circumstances inside and outside of school. We need to be careful in interpreting a child's behaviour. What we think is misbehaviour may not be a disciplinary problem at all; for instance, a child may be seeking extra attention from you because he is not getting it at home. It may be the child's reaction, or frustration, to problems at home or elsewhere that carry over into the classroom. Thus, it's not the child's behaviour that is the problem, it's the situation in which the child is caught. This frustration, fueled by its causes, may also help to explain sudden behaviour changes in students who usually don't misbehave. In any case, if we discipline the child for his or her misbehaviour, we make a "miscalculation." We may be blaming the child for something that is not his or her fault, and we may confuse the child even more. In this case, punishment will definitely not work, and it may severely harm the child's behavioural development.

To guide the child's behaviour in a positive manner, we need to understand his or her total learning environment and the factors that may affect his or her behaviour at a personal level, a family level, and a

community level. When a child misbehaves, we need to take these factors into account just as much as the four goals discussed above. We need to ask ourselves if he or she is having difficulty with the classroom situation or whether it is something outside of the classroom and school that may be causing the problem. Finally, solving these problems rests not only with us. We also need to form strong partnerships with parents, community leaders, and local organizations to identify and solve any very difficult conditions that a child is facing and that his or her misbehaviour is reflecting.

Following is a list of factors that may affect whether or not one of your students wants to attend and achieve in your class, and whether or not he or she may misbehave. Also included are some actions that can be taken to try and overcome these factors, and especially actions involving the participation of families and communities.⁴¹ This list is not exhaustive. Talk with your colleagues about what other factors in your locality may be affecting your students' behaviours and what actions can be taken to solve them when they arise.

The Child

Need to work. Children who feel that they should be home, or elsewhere, helping their families to earn a living may not want to be in your class and may use misbehaviour as a means of escape. Their interest is on providing their families with immediate assistance, rather than viewing their education as a long-term way to ensure their families' economic future. For these children, they need to be shown how their learning and good behaviour may actually improve their work prospects. They also can be given opportunities to earn as well as learn, such as through in-school, livelihood skills training programmes, where the products that they make can be sold with the profits going to the child. Another good strategy is to invite parents or respected community members with special knowledge or skills to be resource persons in the classroom. They can teach the children about their specialty, how it relates to what they are learning in class, and the value of education in the long-run.

⁴¹ UNESCO. "Booklet 3: Getting All Children In School and Learning," *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. Bangkok, 2004.

In addition, some children – and girls, especially – may have many household duties to perform before school starts, such as caring for younger siblings, cleaning the house, collecting fuel, preparing food, and tending animals. Thus, they may have very little time to do homework, may come to school late, and may sleep in class. These are not behavioural problems, but responses to their family situation. Consequently, discipline probably will not correct the child's behaviour. Rather, other strategies will need to be pursued to try and help the child work in the home as well as learn, such as giving extra attention during class time; giving little to no homework and, if given, providing time to complete it in school; encouraging students to help each other in completing assignments (peer-to-peer learning); and giving additional time for tutorials, possibly in the home.

Illness and hunger. Children do not learn well if they are ill, hungry, or malnourished. Usually these children are from poverty-stricken families who are fighting on a daily basis just to survive. Illness and hunger reduce a student's attention span and drastically affect his or her achievement levels. Low achievement levels can lead to feelings of inadequacy and failure, which can lead to misbehaviour. The actions that are needed to help these children go beyond your classroom, reaching out from the school and into the community. The first action is to establish school feeding for learning programmes that provide regular, nutritious lunches or snacks. These may benefit girls, in particular. Community women's groups or other local organizations can prepare these lunches or snacks. In addition, we need to work with local health service providers to establish regular health, dental, and nutrition screening and treatment programmes.⁴²

Fear of violence. Fear of violence when going to and from school, as well as at school and in the classroom (in the form of corporal punishment or bullying), may cause some students to become withdrawn and to not participate in class. It also takes a heavy toll on their self-esteem and raises their sense of inadequacy. What actions can you take to understand your school's situation better? Assist children and community members to map where violence occurs on school grounds,

⁴² For additional ideas, see: UNESCO. "Booklet 6: Creating a Healthy and Protective ILFE," *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. Bangkok, 2004.

as well as in returning to or coming from home. You can also work with community leaders and parents to establish "child watch" activities, where responsible teachers, parents, or other community members watch over areas of potential or high violence within and outside of school. This may include escorting children to safe areas when needed. You can also ask your students to complete anonymous questionnaires that ask them about whether or not they have been bullied or were subjected to corporal punishment, and in what ways.⁴³ Your school will also need firm and enforceable policies for violence against children, including the use of corporal punishment, and suitable codes of conduct for teachers and school staff.

Disabilities and special needs. Most children with disabilities or special needs are not in school, especially when our schools and education systems have no policies or programmes for including children with physical, emotional, or learning impairments. However, some of these children ARE in school and may be in your class. They are the ones whose disabilities are more "hidden," such as those with sight and hearing impairments and those with such disorders as ADHD, such as Ramon. If these impairments are not detected, the children's behaviour - such as not paying attention, poor learning performance, or hyperactivity in the classroom - may be wrongly identified as misbehaviour. Schools need screening programmes to identify these conditions early and refer the children for assistance so that they can fully learn and participate in our classes. Your students can even do some simple sight and hearing tests themselves.⁴⁴

⁴³ UNESCO. "Booklet 4: Creating Inclusive, Learning-Friendly Classrooms," *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. Bangkok, 2004.

⁴⁴ UNESCO. Booklet 6: Creating a Healthy and Protective ILFE. *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. Bangkok, 2004.

The Family and Community

Families and communities should be the first line for protection and care of a child, for understanding the problems a child may be confronting, and for taking action to address these problems in sustainable ways. The most effective means to prevent misbehaviour is through strong, caring, and productive families and communities. Below are some of the major considerations associated with the family and community that may determine whether your students attend school or how they behave within it. ***Are there any other family or community factors in your community, country, or culture that could affect children's attendance and behaviour in school?***

Poverty and the Practical Value of Education. Directly related to the "need to work" factor above, poverty often affects a child's performance and behaviour in school. Because of their financial burden, poor parents are often pressed to provide even the basic necessities of life. Hence, children must help to earn the family's income at the expense of their education and future life. This occurs especially when families do not feel that education is meaningful for their daily lives; thus, they do not understand why their children should attend school and do not take an interest in how their children behave in school (or sometimes at home, as well). Parents also may feel that the local school cannot provide a good quality education, and the skills their children will learn in certain jobs are more valuable than those they will learn in the classroom.

Since the root cause of poverty is economic, effective strategies to reach poor children, get them in school, and help them to learn actively often must be based on short- and long-term economic incentives for the child and his or her family.

Inadequate Caregiving. Because of the need to earn money, some parents may have little time to care for their children. Sometimes, they may be forced to migrate away from home either temporarily or for long periods of time. As a result, they may put their children in the care of elderly grandparents or others. These parents or guardians may not have the knowledge, experience, or resources to provide suitable child care, which can lead to illness and hunger. They also may not value education when money is needed so badly, and they may not care how the child behaves in class. What are some of the actions that can be undertaken

to help these children?

- ◆ On special days, invite parents and other caregivers to visit the school. Show them the children's work, and give informal talks or participatory learning sessions on improving children's health and behaviour through better caregiving.
- ◆ As above, invite parents and caregivers with special knowledge to talk about their skills with your class so they can also learn that their knowledge is valuable for their children.
- ◆ Encourage regular "teacher-parent/caregiver" conferences to discuss children's learning progress and how better caregiving can improve children's learning, self-esteem, and behaviour.
- ◆ Obtain childcare materials from government agencies and non-governmental organizations, especially those dealing with health and nutrition. Use them in school health or family life education programmes with children, and regularly send them home with children to read to their family members.
- ◆ Establish parenting skills training programmes in which the school and other local organizations can help parents and other caregivers to improve their parenting and caregiving practices.
- ◆ Develop partnerships with local social welfare agencies and refer children who are experiencing especially difficult family circumstances.

The Family and Community: A Strategy from Thailand

In Thailand, child-friendly schools are using information about children's learning achievements and their family backgrounds to identify those children who are learning poorly, frequently absent, not interested in learning, and are most likely to drop out, often because their families have little money and value their children's labour over their education. These children are given priority for livelihood skills training in such areas as silk and cotton weaving, sewing, woodworking, agricultural production, typing, computer training, and the like. This training increases family income while the children are in school, and it provides the children with skills that they can use throughout their lives. It also raises their self-esteem, confidence, and sense of accomplishment. Some of these children have even received national and regional awards for their work. In some schools, family members of these children serve as "teachers" in teaching the children time-honoured skills, such as how to dye silk thread and weave it into traditional patterns. Such participation increases the value of the school in the eyes of parents and community members through

improving livelihoods and stressing the value of maintaining important cultural traditions. It also increases communication between parents and children about the children's work and behaviour in school, as well as what the future—and the children's education—can bring to the family. ***Can a similar strategy become a part of your school's curriculum?***

Conflict. Some parents, caught in an argument over money or other problems (such as drunkenness or drug abuse), may lash out at their children, thus leading to violence and abuse, as well as a strong sense of inadequacy in the child. This may contribute to irregular attendance and misbehaviour, or even encourage children to run away from home and school. During the 1997 Asian economic crisis, for example, one Thai boy was caught in the middle of his parents' quarrels about money and was beaten. His home life was very poor, and soon he began to be withdrawn in class and would not participate. He also would not complete his assignments on time, if at all. Rather than punishing the boy, his teacher asked him to describe his home life, and the truth about his situation

came out. He divulged that he didn't understand why he was beaten; he had nothing to do with his family's money problems. After that, his teacher went out of her way to praise the child, to give him opportunities to excel, and to give him even a little extra "tender loving care" and attention. Whenever possible, she also asked him to help her before and after school so he could be in class rather than in a destructive home environment. Quite rapidly, his behaviour changed and he began to excel in his studies. After his parents solved their differences, they also saw that he was doing well in school, and they complimented him during a parent-teacher conference.

Discrimination. Children who come from families that are different from the community at large in terms of language, religion, caste, or other cultural features are especially at risk of being the targets of bullying, ridicule, teasing, and the like. Also at risk are those children affected by HIV/AIDS. Negative, discriminatory attitudes towards such children are perhaps the biggest single barrier to including these children in school and to allow them to participate equally, actively, and happily in the learning process. Negative attitudes can be found at all levels: parents, community members, schools and teachers, government officials, and even among marginalized children themselves. Fears, taboos, shame, ignorance, and misinformation, amongst others, all encourage negative attitudes towards such children and their situations. These children may develop low self-esteem, hide away and avoid social interaction, misbehave in class, and become invisible members of their communities. For such children, we need to put special emphasis on reducing discrimination and embracing the value of diversity.

- ◆ Work with parents and community members to modify class lessons and materials to represent the diverse cultures and languages of the community. This will help ensure that the community will find the materials authentic and useful, and it will encourage all children to attend to school and work together cooperatively.
- ◆ Use local stories, oral histories, legends, songs, and poems in developing class lessons.
- ◆ For children who do not speak the language of instruction in your classroom, work with bilingual teachers or others who speak the

child's language (even family and community members) to develop an appropriate language-training curriculum for the classroom.

To reduce bullying, you will need to take a range of actions, such as:

- ◆ conducting exercises to help children to relax and reduce tension;
- ◆ increasing the amount of cooperative learning within the classroom (children helping each other to learn);
- ◆ improving the assertiveness of children by giving all students more power, such as by allowing them to make class rules and take responsibility within a student committee;
- ◆ increasing responsibility within the class by establishing committees and working more closely with parents and the local community;
- ◆ developing child-to-child strategies to deal with conflict, such as teaching conflict resolution skills like negotiation and mediation (discussed below); and
- ◆ allowing your children to identify what disciplinary measures should be taken towards those who bully others.

Within the curriculum, teachers can use drama or puppets to explore the extent of bullying and its causes, as well as to find solutions to it when it occurs in and outside of school. For example, teachers in Guyana made puppets and developed short plays to illustrate aspects of racial bullying. They then developed action steps that they could take to help children caught in these situations.

Discussions or debates on sensitive issues can also be used along with stories or role playing to allow children to try out how to say 'No!' assertively as well as to find the right language to use against bullies and abusers.⁴⁵

⁴⁵ UNESCO. "Booklet 4: Creating Inclusive, Learning-Friendly Classrooms," *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. Bangkok, 2004.

LEARNING ABOUT YOUR STUDENTS' FAMILIES

In many schools in Asia and the Pacific, teachers are developing **student profiles** as a means to learn about the families from which their students come. A student profile:

- ◆ helps teachers to recognize the reasons why a student may not come to school, may misbehave in class, or is at risk of dropping out;
- ◆ shows the diversity of children in the community in terms of their individual characteristics and those of their families; and
- ◆ helps to plan programmes to overcome factors that exclude children from school and encourage misbehaviour.

A student profile can be created by using the steps below.

Step 1: Brainstorm with your colleagues about what are the major misbehaviours seen in your students and the factors within the family or community that may cause them (such as those discussed above). Be sure to include any factors that you think might cause a child to be absent or to come late.

Step 2: Using these factors, create a list of questions that, when answered, may give you some insights into why a child may not be behaving well in class. Below is an example of a list of questions that is being used in Child-Friendly Schools in the Philippines and Thailand to understand the situation of children with diverse backgrounds and abilities who do not learn well and may feel inadequate.⁴⁶ **You can develop your own list of questions based on the barriers you feel are common in your community.**

Discrimination

- ◆ What is the child's sex?
- ◆ What is the child's age?

⁴⁶ Examples of the Child Profile from other countries such as El Salvador and Uganda can be found in: Toolkit for Assessing and Promoting Equity in the Classroom, produced by Wendy Rimer et al. Edited by Marta S. Maldonado and Angela Aldave. Creative Associates International Inc., USAID/EGAT/WID, Washington DC. 2003.

- ◆ What is the child's nationality or ethnic affiliation?
- ◆ What is the child's religion?
- ◆ What is the child's mother tongue?
- ◆ Where is the child's home located with respect to the school (distance, travel time)?
- ◆ What mode of transportation does the child use and is it safe?

Child level factors

- ◆ Does the child work either in or outside of the home to earn an income or help with family chores?
- ◆ What is the child's health and nutritional status?
- ◆ Does the child have any disabilities that affect access to school facilities or his or her performance in the classroom?

Caregiving; Conflict

- ◆ How old are the child's parents?
- ◆ Are both of the child's parents still alive; if not, which parent is deceased?
- ◆ What level of education does each parent have?
- ◆ Has any member of the family ever dropped out of school? Why?
- ◆ Are the child's parents still married?
- ◆ With whom does the child live?
- ◆ How many people reside in the household?
- ◆ How many children are in the child's household (especially very young children)?
- ◆ Who is the primary child caregiver for these children?
- ◆ Has either parent ever migrated for work?

Poverty and the Practical Value of Education

- ◆ What is the primary (main) occupation of each of the child's parents?
- ◆ Does the family own land for income generation; if yes, how much land?
- ◆ Does the family rent land for income generation; if yes, how much land?
- ◆ What is the household's average monthly income?

- ◆ Does the family borrow money for income generation? If yes, how much, how often and during what time(s) of the year?
- ◆ Is the household a member of any community development group?

Step 3: Develop a questionnaire to collect answers to these questions. This questionnaire can be the list of questions above for which answers are noted, or it can be a more formal Student Profile form.⁴⁷ Once the questionnaire is completed, it can then be: (a) sent to the children's homes to be filled out and returned to the school or a community leader; (b) filled out by a teacher during home visits; or (c) filled out based on interviews with the children themselves, or with their parents when they come to pick up their children from school, at parent-teacher conferences, or during Parent-Teacher Association meetings.

Step 4: After the questionnaires are completed and returned, create a descriptive case study for each child that incorporates answers to the questions above. This case study will help you to identify, link, and analyze the factors that may affect children's behaviour and learning.

Step 5: After the case studies are completed, look at them closely to see what factors may be affecting each child's ability to learn fully in your classroom as well as their behaviour. Underline them to make them stand out and help you to link them. For the case of Aye below, these might be cultural differences that cause her to feel discriminated against and inferior, poverty, inadequate caregiving, no access to resources outside the family, and poor health/nutritional status. Use these factors as starting points to develop positive actions to address the causes of children not coming to school or misbehaving in class. Work actively with your colleagues, school management committee, parents, community leaders, and local organizations to plan, undertake, monitor, and evaluate each action.

⁴⁷ UNESCO. "Booklet 3: Getting All Children In School and Learning," *Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments*. Bangkok, 2004.

A Student's Family: The Case of Aye

AYE belongs to the Hmong ethnic group living in Northern Thailand. She is believed to be 9 years old. Her father is deceased. Her mother is 30 years old and has not remarried. Aye's mother is illiterate. Her primary occupation is upland rice farming on a small plot of land. Aye's grandmother takes care of Aye and her five year old brother who does not attend pre-school. Aye's family is very poor, earning less than 500 baht per month. During the non-farming season, Aye's mother migrates to work in Bangkok as a labourer. Aye's family does not belong to any village development group and has no access to community resources. Half of Aye's absences from school were excused because she needed to help her mother or grandmother, while the other half were due to illness. She is commonly affected by acute respiratory infections (ARI) and has mild iodine deficiency. When Aye is in class, she often sleeps and does not turn her homework in on time. Many times she seem preoccupied and not interested in the lesson or her classmates.

Note: For those of you working in large classrooms, start by building student profiles for that small number of children who may need special attention, either because they are learning poorly or are misbehaving now, or because you suspect that their personal or family situation places them at risk of misbehaviour. Later on, expand to your other children.

PARENT-TEACHER COMMUNICATION

Building a positive teacher-student relationship, one that promotes good behaviour and prevents misbehaviour, also requires involving parents in their children's education. Two factors that place a student at risk of misbehaviour and dropping out of school are no parental involvement and low parental expectations.⁴⁸ Parental involvement has a positive effect on children's achievement and is the most accurate predictor of a student's success in school. Some of the benefits of family involvement are:

- ◆ Students achieve more, regardless of their socioeconomic status, ethnic/racial background, or parents' educational status.

⁴⁸ Wells, S.E. *At-risk Youth: Identification, Programmes, and Recommendations*. Englewood, Colorado: Teacher Idea Press, 1990.

- ◆ Students have better attendance.
- ◆ Students complete homework more consistently.
- ◆ Students exhibit more positive attitudes and behaviour.⁴⁹

However, for you to be able to get parents involved in their children's education, you must show an interest in the child. Research suggests that parents use a teacher's knowledge of a particular child's personality or interests as a screening device. They are more willing to hear a range of feedback about a child if they feel the teacher knows what is special about the child.⁵⁰ This is one of the important reasons why getting to know the child and his or her family is so critical in developing parent-teacher partnerships. Moreover, and especially among children who chronically misbehave in class, a parent-teacher-student conference often puts an end to students who play the school against the home, and parents against the teacher.

Usually, a parent-teacher or parent-teacher-student conference is held for at least one of four reasons:

- (a) to discuss a specific academic issue requested by the school, such as the child's learning performance (good or poor) or a request for parental assistance in the classroom or school;
- (b) to discuss the child's attendance or disciplinary issues;
- (c) to discuss an issue brought up by parents, themselves;
- (d) to hold a regular conference as set in the school calendar.

Over time, experienced teachers usually develop their own style and procedures for holding such conferences. However, for beginning teachers, it is important to develop a conference plan. This plan should include what resources you will need, what limitations might affect how well the conference proceeds and how will they be overcome, and what

⁴⁹ Parent-Teacher Communication. Professional Development Academy. <http://www.mcps.org/iss/Portfolio/Communication/Conferences.ppt> [accessed online on 12/1/2005]

⁵⁰ Reforming Middle Schools and School Systems. Changing Schools in Louisville, Vol. 1, No. 2 - Spring/Summer, 1997.

key issues exist that are common to all students versus those that are specific to a student.⁵¹

Resources might include:

- ◆ Who should attend, and what are their schedules?
- ◆ What space is available?
- ◆ If a parent will be bringing younger children, what can you provide for them during the conference to keep them occupied?
- ◆ What information is available from guidance or attendance records that might be helpful in talking with parents, and that you can request in advance of the conference? Some teachers keep "Behavioural Incident Logs" to keep track of incidents of misbehaviour, and they use these in discussions with parents. They can also be used to identify if a child misbehaves regularly and in what way(s). These files contain: (a) the child's name; (b) date and time of incident; (c) brief description of behaviour; (d) action taken; (e) name of the person to whom the incident was reported, as well as the time and method of reporting (written, verbal); (f) name of persons witnessing the behaviour; (g) name of person completing this log/report and date; (h) any contributing factors and/or changes to be made that might have affected the child's behaviour; and (i) signatures of the principal, witnessing teacher, and parent, as well as date.

Important *limitations or barriers* include those that might hinder the conference process, and which you should try to solve before inviting the parents. These limitations could include the following. Can you think of any more?

⁵¹ Parent-Teacher Communication. Professional Development Academy. <http://www.mcps.org/iss/Portfolio/Communication/Conferences.ppt> [accessed online on 12/1/2005]

- ◆ Is someone available to watch your class if you have to have a conference during the day?
- ◆ How do you get in touch with families that do not have a phone?
- ◆ What if separated parents refuse to come to the same conference?
- ◆ Some parents may not have transportation or have work obligations. What arrangements can be made to help these parents attend a conference, or can you go to them?

Important *issues* may include such questions as:

- ◆ To what degree should the student be involved in the conference?
- ◆ How do you involve the parent in creating solutions to problem areas?
- ◆ What documentation is necessary?
- ◆ What do you discuss with the parent of a student who is gifted, one who is showing signs of a learning impairment, or one who is having behavioural problems?

A well-prepared conference will not only make your work easier, it will also show parents that you are a well-organized person and have taken the time to be prepared to discuss their child's situation. In preparing for the conference, some important procedures include:

- ◆ Letter to parents to request a conference. The request should be a positive one, even if it is for discussing about a child's misbehaviour. (For instance, "Johnny is a very challenging student to teach. Would you be free on [date, time] to discuss his progress?"]
- ◆ Checklist of materials to have available at the time of the conference.
- ◆ Checklist of people that need to be invited to the conference (if needed).
- ◆ Agenda for the conference itself (for each student; the agenda should be shared with parents when they come for the meeting).

- ◆ Instrument to record results of conference and plan for follow-up.
- ◆ Follow-up plan for individual student. If possible, this plan - or at least major points - should be discussed with the student's parents, especially if some parts of the plan require parental monitoring and feedback.

Note: Parent-teacher conferences can be either formal or informal. For teachers working in large classes, where there is no time to meet all of the parents on a single day, hold formal conferences with the parents of children who are having difficulties. For other students, hold periodic informal discussions at convenient times (for you and the parents). These can include meetings in the classroom or on school grounds, such as when parents come to pick up their children; meetings at home, if you conduct home visits; or meetings on days when there are special school or community events.

ENCOURAGEMENT STRATEGIES

This section has been about building a positive relationship with your students, one based on understanding and empathy. Some of the conditions that are especially important in encouraging positive student behaviour as part of the relationship building process are:⁵²

- ◆ **Maintaining a positive emotional tone** in the classroom. How you treat and react to your students will be reflected in their behaviour.
- ◆ **Providing attention** to the student to increase positive behaviour. For older children, attention includes being aware of and interested in their home life, in their school activities, and in any other activities that interest them.
- ◆ **Providing consistency** in the form of regular routines for daily activities and interactions to make unexpected, negative experiences less stressful.

⁵² Adapted from: The American Academy of Pediatrics. Guidance for Effective Discipline. <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;101/4/723> [accessed online on 12/2/2005]

- ◆ **Responding consistently** to similar behavioural situations - both positive and negative - in order to promote more harmonious teacher-student relationships and more positive student outcomes.
- ◆ **Being flexible**, particularly with older children and adolescents. Listen to their reasons for complying or not complying with your requests or classroom rules and negotiate a solution. This shows that you value your students' viewpoints, which can reduce future instances of misbehaviour. Moreover, involving the student in decision-making has been associated with long-term enhancement in moral judgment.
- ◆ **Making mistakes okay**. Tell your students, "We only learn by making mistakes. I make mistakes everyday. So let's make some now!" This creates a partnership for learning, one based on mutual respect.
- ◆ **Building confidence**. Promote positive self-talk. Ask each of your students to talk about what they think they are good at, no matter what. Then apply their answers to your lessons; get them involved in helping you to teach.
- ◆ **Focusing on past successes**. For a student who tends to feel inadequate or fears failure, praise him or her for their last examination grade (no matter what it was), and encourage him or her to do better. Offer to give them special tutoring or extra credit work, and follow-up on it.
- ◆ **Making learning meaningful**. Modify your instructional methods. Instead of a lecture on geometric shapes, divide your children into small groups and ask them to find as many different shapes around the school or community as they can in 15 minutes. The winning group gets a small prize!



Creating a Positive and Supportive Learning Environment

What You Will Learn:

- ◆ The Importance of Classroom Management
- ◆ Making the Learning Environment Comfortable
- ◆ Developing Classroom Routines
- ◆ Developing Classroom Rules and Involving Parents
- ◆ Adopting a Management Style Conducive to Creating Good Behaviours
- ◆ Providing Positive Reinforcement

CLASSROOM MANAGEMENT IN AN ILFC

In order for your students to develop good behaviours, they must be in a classroom environment that is well-managed and well-organized. When we think of classroom management, many of us may think of controlling student behaviour or wondering how we are going to control a class. Actually, our reaction to student behaviour, or misbehaviour, should be the last action in a plan for classroom management. In a well-managed classroom, this action, hopefully in the form of a positive discipline technique, will take little time and will only slightly break the flow of a lesson. To get to this point, you will need to plan for classroom management that has several elements. Some of these elements have been discussed in Booklets 4 and 5 of the *Toolkit for Creating Inclusive, Learning-friendly Classrooms*, produced by UNESCO Bangkok. We will discuss others here.

The first step in the planning process is to decide what we really mean by “classroom management.” When we use the term “classroom management,” we mean the procedures, strategies, and instructional methods that teachers use to create a classroom environment that promotes learning, as well as to develop and manage the behaviours and

learning activities of individual students and groups of students within this environment. Effective classroom management, therefore, creates an environment that is conducive to teaching for us and to the learning and behavioural development of all students. Ineffective classroom management often creates chaos; our students don't know what we expect of them, they don't understand how to behave or respond, they don't know the limits, and they don't know the consequences that will arise for misbehaving. Effective classroom management is the most important - and the most difficult - skill a new teacher must master. Even experienced teachers often find themselves faced with a student - or an entire class - who challenges their longstanding management skills and forces them to find new ways of dealing with classroom situations. A classroom is a place where students gather to learn. Creating a safe and orderly environment in the classroom is, thus, a survival skill for teachers that optimizes the learning environment for all students.

MAKING THE LEARNING ENVIRONMENT COMFORTABLE

Have you ever been in a crowded room, either crowded with many people or with many objects, like furniture? How did you feel at first? After a while, did your feelings change? Upon entering the room, many of us might have been initially surprised, but when we had to start actually working in the room and interacting with others, we may have begun to have negative feelings. We may become frustrated or angry, or we may retreat to a corner and try to avoid others or avoid falling over or bumping into the many objects in the room.

In classrooms where the physical space is not managed well, our students may also have these same feelings. They may misbehave as a reaction to their being frustrated or fearful. A well-planned classroom space, therefore, can help us to prevent misbehaviours that might arise. It also greatly affects what can be accomplished during a lesson.

As with all aspects of classroom management, how a classroom is organized depends upon your preferences *as well as* those of your students. What makes you feel comfortable may not be the same as what makes your students feel comfortable. At the beginning of the year, organize your classroom, and then ask your students if they are comfortable with it. Better yet, divide them into groups and ask each

group to look around the room and its contents, and then to draw or map how they would like the room to be organized, *especially if your class has many students*. Use ideas from all of their maps or drawings to design your students' "personal" classroom. Try the arrangement for one or two weeks, and then ask your students if they are comfortable. Change the classroom arrangement if they feel a new one would be more comfortable. Moreover, change it whenever you sense that your students are becoming bored with sitting in the classroom and learning.

Here are some things to think about as you and your students organize your classroom space.⁵³ This list is not exhaustive. Can you think of other items?

Seeing everyone. You must be able to see all of your students at all times in order to monitor their work and behaviour. You will also need to be able to see the door from your desk. Your students must be able to see you and the area from which you are teaching without having to turn around or move a lot.

Seating everyone (avoiding the feeling of being crowded). In classes with many students, space is often a luxury. To make the best use of what space is available, consider trying three main strategies. First, *remove unnecessary furniture*. Use mats instead of desks. Use shelving fixed on walls and off of the floor for materials that students do not need to reach for regularly. If your classroom has a cabinet to hold students' belongings, place it just outside the door of the classroom. If possible, keep your belongings, lesson materials, and any other items that you do not use during class time in the teacher's lounge or in another safe place outside of the classroom. If you really don't need a large teacher's desk, ask for a small one.

The second strategy is *be creative in your teaching approach* and make the classroom interactive to reduce the feeling of crowdedness. Try lecturing for only a portion of a lesson period, such as 20 minutes out of one hour, and focusing on one to two important topics or concepts

⁵³ Adapted from: Classroom Management - Managing Physical Space. Collaborative for Excellence in Teacher Education (CETP), National Science Foundation.

http://www.temple.edu/CETP/temple_teach/cm-space.html [accessed online on 10/20/2005]

(for instance, talking about geometric shapes), rather than giving a lot of information all at once. This is the maximum time that you will keep your students' attention anyway. Thereafter, divide the children into small groups where they only have to look at a few faces, rather than many. Use mixed sex groups whenever possible, rather than boys versus girls. Give each group a complimentary activity, such as one group trying to think of as many round objects as they can, while another group tries to think of as many square objects as they can. Near the end of class, bring them back together and have each group present what they have learned.

Similarly, the third strategy *is use space outside of the classroom* as often as possible. School grounds can be a rich resource for formal learning; they are outdoor classrooms that can be explored by children as part of their learning, and they can serve as much more enjoyable compliment to crowded classrooms. They are important sites for children to develop both social and cognitive skills. School grounds give you a chance to diversify the children's learning environment and to develop important lessons on cooperation, ownership, belonging, respect, and responsibility.⁵⁴ Different areas of the school grounds can be used as activity centres to support what is being learned about a subject in the classroom. In the example about geometric shapes, for instance, students can be asked to explore the school grounds and identify as many geometric shapes as possible. Then sit under a tree and write down as many as they found. Monitor their progress! Ten minutes before the class is to end, bring them all together, either in the classroom or outside, to present their findings.

Furniture. If your classroom has adequate space, consider arranging student desks in a variety of ways, such as circles or "U" shapes for discussion, grouping desks in squares for group work, and rows for test taking or individual work. Think about facilitating movement between these arrangements. Areas that are used frequently and "traffic lanes" (walking areas, such as aisles) should be unobstructed and easily accessible for everyone. Consider using bookshelves, tables, or carpets to create special-use areas. If the room needs to be divided or it needs more "wall space" to display your students' work, consider low-cost

⁵⁴ Malone, Karen and Tranter, Paul. "Children's Environmental Learning and the Use, Design and Management of Schoolgrounds," *Children, Youth and Environments*, Vol. 13, No. 2, 2003.

options such as the backs of bookshelves, or tall upright screen mats that are woven of palm leaves or bamboo and made by your students or their families. These mats can even be used to divide classrooms in schools where there are no dividing walls.

Centres. Activity centres offer a student, or small groups of students, the opportunity to work on projects or activities at their own pace. Within classrooms, a centre needs to be created so it has a work space, a place to store tools and materials, and a place to post instructions. In crowded classrooms, activity centres can be located in different areas on the school grounds. Children bring with them what they need to conduct an activity at the centre.

Instructional materials and teaching resources. Books and other instructional materials need to be stored so they can be obtained and put away easily. Tools, such as chalk, rulers, paper, paint, and scissors, need to be placed so students have access to them without disturbing other students. Like instructional materials, teaching tools such as portable chalkboards, easels, chart paper, and work tables need to be stored so they can be used but are not in the way, and, in crowded classrooms, they do not take up valuable space.

Student work. Collecting and storing student work can very quickly become overwhelming if a plan is not in place. Some teachers use individual file folders to do this. Files might be created for each student, and *by each student*, for each subject or for groups of students. A space is needed to display student work as well. This space can be wall space or even strings onto which each student's work is attached with clips, tape, or even blunt thorns. Decorating the room with student's work will also help add to the attractiveness of the room and make it more welcoming, even if there are a lot of children in the classroom.

Student involvement. Students can be very helpful in managing the classroom's physical space, and it helps them to develop a sense of responsibility. They can hang up student work, create bulletin boards, and put away instructional materials at the end of each lesson. Students can also be helpful in solving space problems. When a problem occurs, such as students bumping into each other or not enough adequate seating space, ask them to suggest solutions.

Remember: Good discipline and the creation of positive student behaviours is much more likely to occur if your classroom and its activities are structured or arranged to enhance cooperative behaviour between your students and yourself.

DEVELOPING CLASSROOM ROUTINES

When we develop classroom routines, the opportunity for misbehaviour is lessened because our students know what is expected of them and what they are expected to do. They also help us to avoid "miscalls," that is, misinterpreting a child's behaviour as a misbehaviour; for instance, when a child does not know that she (*or he*) is to sharpen her pencil after the lesson is over, rather than during it, or at least raising her hand and asking for permission. Moreover, if students know the steps necessary to get a particular job done, they are more likely to complete it in an orderly manner. Develop plans for these activities that work for your physical space and your management style (we'll discuss this below). If a routine is not effective, involve your students in redesigning it. Here are some classroom routines that you and your students can plan.⁵⁵ Can you think of any others?

Movement. Develop plans for entering and exiting the classroom, as well as changing the classroom set up depending on what is being taught, such as moving from a whole class arrangement for test taking to small groups for art or science lessons. Also plan so that your students' individual needs can be met, such as when they need to sharpen their pencils or to get personal supplies for learning, such as art supplies.

Non-instructional tasks. These tasks include activities such as taking attendance, collecting permission or absenteeism slips, and keeping the classroom neat. When allowable, students can assist with these tasks, and especially those students who feel they need attention. Some of these tasks can be used as instructional activities as well, such as calculating the percentage of students who came to class that day during a math lesson.

⁵⁵ Adapted from: Classroom Management - Classroom Routines. Collaborative for Excellence in Teacher Education (CETP), National Science Foundation. http://www.temple.edu/CETP/temple_teach/cm-routi.html [accessed online on 10/20/2005]

Materials management and transitions. If routines are developed for distributing, collecting, and storing teaching and learning materials, student helpers will be able to complete them quickly. If instructional materials are prepared and organized in advance, you can transition (move) between activities smoothly and take little time. Necessary materials might be listed on a daily schedule so students will know what they need and can prepare for one activity, while materials for the previous activity are stored or collected.

Group work. Group work promotes cooperative learning. It teaches students to work together, and they learn the value of teamwork. Each team member within a group should have a job, and, over time, each student should have an opportunity to do each job. With your students, develop job descriptions and routines for assigning the jobs. Jobs might be facilitator, time-keeper, reporter, recorder, encourager, questioner, materials manager, or taskmaster.

DEVELOPING CLASSROOM RULES WITH STUDENTS AND PARENTS

All classrooms need rules to function effectively. These "rules" are sometimes called "expectations" or "standards of behaviour."

The nature of classroom rules, and routines, and how they are developed varies according to a teacher's belief system. How we work with students in the classroom, including establishing rules and routines, is shaped mainly by our beliefs about how students learn how to behave. At one extreme, some of us may believe that students are passive receivers of knowledge, and they need to conform to the system and to see a clear pay-off or benefit for their learning. As a result, we may emphasize firm, standard rules and routines. At the other extreme, some of us may believe that students are active, positive, motivated, and unique problem-solvers. Consequently, we may emphasize giving our students choices.⁵⁶ When we develop classroom rules and routines *with the involvement of our students*, we can take a more "middle of the road" approach that is

⁵⁶ Mayeski, Fran. *The Metamorphosis of Classroom Management*. Mid-continent Research for Education and Learning. <http://www.mcrel.org/pdfconversion/noteworthy/learners%5Flearning%5Fschooling/franm.asp>

flexible to meet the different, and often changing, circumstances in our classrooms.

We often develop rules as a way to anticipate and prevent behavioural problems or difficulties that may arise in the management of the classroom. General guidelines for developing rules include the following.

- ◆ Make only a few rules that emphasize appropriate behaviour; neither you nor your students will remember a long list. Post these rules in the classroom for everyone to see.
- ◆ Consider making rules or setting expectations for the following issues in order to create a smoothly functioning classroom: (a) beginning and ending the period or day, including how attendance will be taken and what students may or may not do during these times; (b) use of materials and equipment; (c) how to ask permission for unexpected needs (such as going to the toilet or sharpening a pencil); (d) seatwork and independent group work procedures; and (e) how students are to ask or answer questions.
- ◆ Choose rules that make the classroom environment orderly and that promote successful learning. Some behaviours, such as gum chewing or fidgeting, probably do not significantly impede learning, unless they are noisy or distracting.
- ◆ Do not develop classroom rules that you are unwilling, or are unable, to enforce consistently.
- ◆ Make the rules as clear and understandable as possible. They should be stated behaviourally: "Keep your hands and feet to yourself" is clearer, and sends a more positive message, than "no fighting."
- ◆ Select rules that are unanimously agreed upon or abided by everyone in the school. If students learn that they can't behave in a certain way in your classroom, but can do so in other classes, they will test the limits to see how far they can "get away with" a misbehaviour.
- ◆ Above all, involve your students in developing classroom rules! You might start with the principle that "you may do what you want in this classroom, unless what you do interferes with the

rights of others, such as your classmates and your teacher." Using this "rights-based" approach, ask your students to identify what behaviours are acceptable and what behaviours are not acceptable because they violate the rights of others. Develop rules to fulfill these rights and penalties for violating the rules. Remember that these penalties should help the child to learn and they should be consistent with the nature of the misbehaviour; that is, they are in the best interest of both the child and the class. Then ask your students to develop a "classroom constitution" or "classroom policy board" that can be prominently displayed in the classroom. Ask them to sign it so that they agree to adhere to the rules and, if they break them, they will abide by the consequences. Misbehaviour is less likely to occur if a student makes a commitment to avoid breaking the rules and to engage in other, more desirable behaviours.

- ◆ Revisit classroom rules regularly to see if some are no longer necessary. If there are, praise your students, and then ask them if other rules are needed.

Parental Involvement

Rules are most effective when teachers, parents, and students are equally committed to upholding them. In some schools, a "compact" is made between all of these parties. A "compact" is simply a formal agreement or contract that clearly states the specific responsibilities of each party and is signed by each of them. The text of one such compact might take the following form.⁵⁷ It can be discussed with parents at the first parent-teacher or parent-teacher-child conference. Can you adapt it and use it as a way to involve your students *and* their parents in promoting good classroom behaviour?

⁵⁷ Education World. Creating a Climate for Learning: Effective Classroom Management Techniques. http://www.education-world.com/a_curr/curr155.shtml [accessed online on 10/6/2005]

As a parent/guardian, I will:

- ◆ Show respect and support for my child, the teachers, and the school.
- ◆ Support the school's discipline policy and the rules of my child's classroom.
- ◆ Provide a quiet, well-lit place for study and supervise the completion of homework.
- ◆ Participate in formal and informal parent-teacher or parent-teacher-student conferences.
- ◆ Talk with my child each day about his or her school activities.
- ◆ Monitor my child's TV viewing, or other activities that might detract from study time.
- ◆ Assist with at least one school or classroom activity each term.
- ◆ Read with my child for at least 10 minutes each day or let my child read to me.

As a student, I will:

- ◆ Always try to do my best work.
- ◆ Be kind and helpful to my classmates.
- ◆ Show respect for myself, my teacher, my school, and other people.
- ◆ Obey classroom and school rules.
- ◆ Show respect for property by not stealing or vandalizing.
- ◆ Come to school prepared with my homework and my supplies.
- ◆ Believe that I can and will learn.
- ◆ Spend at least 15 minutes each day studying or reading at home.
- ◆ Talk with my parents each day about my school activities.

As a teacher, I will:

- ◆ Show respect for each child and for his or her family.
- ◆ Make efficient use of learning time.
- ◆ Provide a safe and comfortable environment that's conducive to learning.
- ◆ Help each child grow to his or her fullest potential.
- ◆ Provide meaningful and appropriate homework activities.
- ◆ Provide necessary assistance to parents so they can help with assignments.
- ◆ Enforce school and classroom rules fairly and consistently.
- ◆ Supply students and parents with clear evaluations of progress and achievement.
- ◆ Use special activities in the classroom to make learning enjoyable.
- ◆ Demonstrate professional behaviour and a positive attitude.

Now, together, we will work together to carry out this contract.

Signed:

Parent signature/date

Student signature/date

Teacher signature/date

STANDARDS FOR BEHAVIOUR AND GOOD MANAGEMENT

Classroom rules set the standards of behaviour for our students, but we, as teachers, must also have standards. After all, we are important role models for our students.

- ◆ We should tell our students how we expect everyone to behave in class (our students and ourselves) and discuss these expectations regularly.
- ◆ We must inform our school's administrators, other teachers, and parents about our classroom rules, so they can help to monitor them and avoid conflicting with them.
- ◆ The rules we develop with our students must be applied consistently with no favouritism.
- ◆ We must constantly be aware of what is going on in and outside of our classrooms, and our monitoring must be subtle and preventative.
- ◆ We cannot get angry or lose self-control, but be role models for good behaviour, and following the rules, for our students.
- ◆ When discipline is necessary, it focuses on the student's behaviour, not the student. The student's dignity is maintained.
- ◆ We need to encourage students to monitor their own behaviour, such as by keeping diaries of activities with others. They also need to monitor each other's behaviour with respect.
- ◆ In teaching, we should not use ambiguous or vague terms. Activities should be sequenced clearly and with as few interruptions as possible.

Some of the characteristics students appreciate in a teacher, and should form a core part of monitoring our own behaviours, are:⁵⁸

⁵⁸ Adapted from: Important Traits for Teachers. Collaborative for Excellence in Teacher Education (CETP), National Science Foundation. http://www.temple.edu/CETP/temple_teach/cm-trait.html [accessed online on 11/28/2005]

Fairness. Students see this as the most important trait of teachers. It means being fair in activities such as making assignments, settling disputes, giving help, and choosing students to be assistants or to participate in special activities.

Humour. The ability to respond lightheartedly to students.

Respect. This means showing regard for the rights and feelings of the student.

Courtesy. This is another sign of respect.

Openness. Students need to see the teacher as a real person. The teacher needs to explain clearly his or her feelings and the circumstance that caused the feelings.

Active Listening. This means responding when a student speaks. You need to show that you have heard the student and to give him or her a chance to correct a misunderstanding or interpretation. You might try restating what has been said or a use of body language to show empathy.

How well we are able to abide by our own standards of behaviour often depends upon our own management style within the classroom.



Action Activity: Classroom Management Profile?⁵⁹

Your classroom management style will determine how well you can interact with your students, how well you can build a positive relationship with them, and how well they will learn from you. It can also affect how your children behave (or misbehave) and how you discipline your students, that is, whether you are more prone to using negative discipline rather than positive methods to help your student learn proper behaviours. To start determining your management style, read each of the statements in the table below carefully. Then answer whether or not you agree or disagree with the statement or, better yet, if it is actually what you do.

⁵⁹ Developed based on: Teacher Talk. What is your classroom management profile?
<http://education.indiana.edu/cas/tt/v1i2/what.html> [accessed online on 10/6/2005]

Characteristic	Agree	Disagree
1. I believe the classroom must be quiet for students to learn.		
2. I believe assigned seating in a structured arrangement (such as rows) reduces misbehaviour and promotes learning.		
3. I do not like to be interrupted when I am teaching.		
4. Students should learn to follow directions and not ask why.		
5. My students rarely initiate activities. They should concentrate on what I am teaching them.		
6. When a student misbehaves, I punish or discipline him or her immediately, without further discussion.		
7. I do not accept excuses for misbehaviour, such as being tardy or not doing homework.		
8. Depending upon what is being learned, my classroom may have many different arrangements.		
9. I am concerned about both what my students learn and how they learn.		
10. My students know that they can interrupt my lecture if they have a relevant question.		
11. I give praise when it is warranted, and I encourage students to do better.		
12. I give students projects as a learning exercise, or ask them to develop their own project. Afterwards, we discuss what they have learned, and what more they still need to learn.		
13. I always explain the reasons behind my rules and decisions.		
14. When a student misbehaves, I give a polite, but firm, reprimand. If discipline is needed, I carefully consider the circumstances.		

Characteristic	Agree	Disagree
15. I believe students learn best when "they can do their own thing," that is, do what they feel they can do well.		
16. The emotional well-being of my students is more important than classroom control. It is important that my students see me as their friend.		
17. Some of my students are motivated to learn, while others don't seem to care.		
18. I don't plan in advance what I will do to discipline a student. I just let it happen.		
19. I don't want to monitor or reprimand a student because it might hurt his or her feelings.		
20. If a student disrupts the class, I give him or her extra attention because he or she must surely have something valuable to add.		
21. If a student requests to leave the room, I always honour it.		
22. I don't want to impose any rules on my students.		
23. I use the same lesson plans and activities year after year so I don't have to prepare in advance for my classes.		
24. Field trips and special projects are not possible. I don't have the time to prepare for them.		
25. I may show a film or slideshow instead of lecturing.		
26. My students tend to look around the room and out of the windows a lot.		
27. If the lesson ends early, my students can study quietly or talk softly.		
28. I rarely discipline my students. If a student turns in a homework assignment late, it is not my problem.		

Next, add up the number of "Agrees" for statements 1-7, then 8-14, then 15-21, and then 22-28. For which set of statements do you have the highest number of "agree" responses? This is your preferred management style, though don't be surprised if you also have characteristics of the other styles.

In the above table, statements 1-7 reflect an **authoritarian** style; "I'm the teacher and we'll do things my way." This style is good for making a well-structured classroom, but it does little to increase achievement motivation or encourage the setting of personal goals. Students in this class are likely to be reluctant to initiate activity, since they may feel powerless.⁶⁰ They must obey the teacher at the expense of their personal freedom.

Statements 8-14 reflect an **authoritative** style; "Let's work together." Though limits are placed on student behaviour, the rules are explained, and students are also allowed to be independent within these limits. An authoritative teacher encourages self-reliant and socially competent behaviour. Moreover, he or she encourages students to be motivated and achieve more. Often, he or she will guide the students through a project, rather than lead them.⁶¹

Statements 15-21 reveal a **laissez-faire** style; "Whatever you say." The laissez-faire teacher places few demands or controls on students. This teacher accepts a student's impulses and actions and is less likely to monitor a student's behaviour. He or she may strive to not hurt the student's feelings and has difficulty saying no to a student or enforcing rules. Although this type of teacher may be popular with students, his or her overindulgent style is associated with students' lack of social competence and self-control. It is difficult for students to learn socially acceptable behaviour when the teacher is so permissive. With few demands placed upon them, these students frequently have lower motivation to achieve.⁶²

Finally, statements 22-28 reveal an **indifferent** style; "Do whatever you want." The indifferent teacher is not very involved in the classroom.

⁶⁰ <http://education.indiana.edu/cas/tt/v1i2/authoritarian.html>

⁶¹ <http://education.indiana.edu/cas/tt/v1i2/authoritative.html>

⁶² <http://education.indiana.edu/cas/tt/v1i2/laissez.html>

This teacher places few demands, if any, on students and appears generally uninterested. The indifferent teacher just doesn't want to impose on the students. As such, he or she often feels that class preparation is not worth the effort. Also, classroom discipline is lacking. In this aloof environment, the students have very few opportunities to observe or practice communication skills. With few demands placed on them and very little discipline, students have low achievement motivation and lack self-control.⁶³

If you're still not sure which of the four classroom management styles is closest to your own, ask a colleague, a teaching assistant, or an older student to watch you for a day or two. Then ask them to read through the list of characteristics and management styles above and help you to decide which one is the closest to your own. Does this style affect how much your students are motivated to learn? Does it affect their behaviour? Does it affect how you discipline your students, and how your students react to you? Do you think there is any room for improvement? Try changing your style, or one of the characteristics above, and watch to see if your students become more motivated and easier to teach. Keep a diary of what changes you make and whether or not your classroom is now easier to manage and your students are practicing good behaviours and interpersonal skills.

PROVIDING POSITIVE REINFORCEMENT

Positive discipline is a way to reduce misbehaviour by rewarding positive behaviours. It is based on the premise that behaviour that is rewarded is behaviour that will be repeated. The most critical part of positive discipline involves helping students learn behaviours that meet our (adult) expectations, are effective in promoting positive social relationships, and help them develop a sense of self-discipline that leads to positive self-esteem. The behaviours that you value and want to encourage need to be known to your students, and you need to make a concerted effort to teach and strengthen these behaviours. Some strategies that you can use to help your students learn positive behaviours include the following:

⁶³ <http://education.indiana.edu/cas/tt/v1i2/indifferent.html>

Give positive statements - "Look how many answers you got right. Let's try to get even more of them right the next time!"

Listen carefully and help them to learn to use words to express their feelings, not destructive actions.

Provide your students with opportunities to make choices and help them learn to evaluate the potential consequences of their choices.

Reinforce emerging desirable behaviours with frequent praise and ignoring minor misdeeds.

Model orderly, predictable behaviour, respectful communication, and collaborative conflict resolution strategies (a topic that will be discussed later).

Use appropriate body language - nod, smile, and look directly at the student.

Lower your body position - especially for younger children, bend, kneel, or sit at their level.

Restructure the environment - remove objects that invite misbehaviour; for example, if games or toys are used as teaching aides, remove them when you are finished.

Redirect behaviour positively - a student bounces a soccer ball around the classroom. "You can bounce your ball outside on the playground where there is more space to play."

In summary, hopefully you have learned a lot from this section, and have decided to try some new things in your classroom. We have learned that an effectively managed classroom, one that creates and support positive behaviours, is one in which:

1. You know what you want and what you don't want.
2. You show and tell your students what you want.
3. When you get what you want, acknowledge it.
4. When you get something else, act quickly, appropriately, and positively.

In the process, however, you need to make sure that:

1. Your expectations are clear.
2. Instruction is interesting for your students.
3. Your students see a purpose and value to what is being taught.
4. Instruction relates concepts and skills to a student's experience and is meaningful within his or her daily life.
5. Your teaching strategies are varied. Students can become bored, even if the topic is interesting, if you constantly use the same teaching methods.

Some important ways that you can begin creating an environment conducive to developing positive behaviours in your students include the following:⁶⁴

1. Hold and communicate high behavioural expectations for your students and yourself.
2. Establish clear rules and procedures, and instruct students in how to follow them; give primary-level children, in particular, a great deal of instruction, practice, and reminding.
3. Make clear to students the consequences of proper behaviour and misbehaviour.
4. Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
5. Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.
6. Maintain a brisk instructional pace and make smooth transitions between activities.
7. Monitor classroom activities and give students feedback and reinforcement regarding their behaviour.
8. Create opportunities for students to experience success in their learning and social behaviour.

⁶⁴ Cotton, Katherine. Schoolwide and Classroom Discipline. School Improvement Research Series. Iclose-Up #9. <http://www.nwrel.org/scpd/sirs/5/cu9.html> [accessed online on 10/6/2005]

9. Identify students who seem to have low self-esteem and work to help them achieve better and be more confident.
10. Make use of cooperative learning groups, as appropriate.
11. Make use of humour, when suitable, to stimulate student interest or reduce classroom tensions.
12. Remove distracting materials from view when instruction is in progress.
13. Make the classroom comfortable, attractive, and welcoming for your students, their parents, and yourself.



Dealing with Challenging Students

What You Will Learn:

- ◆ How to Improve the Effectiveness of Positive Discipline Techniques
- ◆ Positive Discipline Tips
- ◆ Positive Classroom Teaching Tips
- ◆ Using Appropriate Consequences, Positive and Negative
- ◆ Use Caution in Using a "Timeout"
- ◆ Conflict Resolution
- ◆ Age-specific Positive Discipline Techniques
- ◆ Assisting Children with Special Needs

IMPROVING THE EFFECTIVENESS OF POSITIVE DISCIPLINE TECHNIQUES

If a student misbehaves, positive techniques to reduce or eliminate that behaviour are needed. As we have learned, misbehaviours are those undesirable behaviours that place the child or others in danger, do not comply with our expectations or classroom rules, and interfere with positive social interactions and self-discipline. In this final section, we will talk more about what specific techniques can be used to reduce misbehaviour, and even prevent it. Whatever technique is chosen, its effectiveness can be increased:⁶⁵

- ◆ when both you and the student clearly understand what the problem behaviour is and what consequence the student can expect when this behaviour occurs;

⁶⁵ American Academy of Pediatrics. Guidance for Effective Discipline. <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;101/4/723> [accessed online on 12/2/2005]

- ◆ when you respond by providing a strong and immediate initial consequence when the undesirable behaviour first occurs (if a rule is broken, enforce it now, don't wait);
- ◆ when you consistently provide an appropriate consequence each time a targeted problematic behaviour occurs;
- ◆ when you deliver instruction and correction calmly and with empathy; and
- ◆ when you provide a reason for a consequence for a specific behaviour, which helps students to learn the appropriate behaviour and improve their overall compliance with requests from adults.

POSITIVE DISCIPLINE TIPS

Actually, the need for discipline does not necessarily need to arise. A great deal of good discipline simply involves avoiding problem situations or dealing with situations before they get out of control. How? Here are ten valuable tips. Some are new, while some were mentioned earlier, but let's look at them in more detail.^{66,67}

1. **Be sure of yourself; don't make a miscall.** As discussed above, true misbehaviour occurs when a student **chooses** to behave **inappropriately**. Before you take action, ask yourself the following questions:
 - A. Is the student doing something truly wrong? Is there a real problem here, or are you just tired and out of patience?
 - ◆ If there is no real problem, release your stress away from the student and class.
 - ◆ If there is a problem, go to the next question.

⁶⁶ Positive Discipline and Child Guidance. <http://www.kidsgrowth.com/resources/articleDetail.cfm?id=1211> [accessed online on 10/12/2005]

⁶⁷ Adapted from: Kelley, Laureen. The Discipline Dilemma. Parent Exchange Newsletter - October 1995. <http://www.kelleycom.com/articles/discipline.htm> [accessed online on 9/29/2005]

B. Think for a moment. Is your student really capable of doing what you expect here?

- ◆ If you are not being fair, re-evaluate your expectations.
- ◆ If your expectations are fair, go to the next question.

C. Did your student know at the time that he or she was doing something wrong?

- ◆ If your student did not realize she (*or he*) was doing something wrong, help her understand what you expect, why, and how she can do that. Offer to help her.
- ◆ If your student knew what she was doing was wrong, and she deliberately disregarded a reasonable expectation, your student misbehaved.

If the behaviour was an accident, it was not a misbehaviour. If the behaviour was not an accident, ask your student to tell you the reasons she has for doing what she did. Listen carefully and assess before you respond.

2. **Point out the positive.** Whenever a student does something helpful, caring, cooperative, or shows improvement, let them know you've noticed and give words of appreciation. For example, "Somsak, I was impressed with the way you solved your homework problem."

Even in an incident, don't just find fault, identify what was OK and what wasn't. For example: "Nath, it was noble of you to stand up for your friend. Being a loyal friend is important. However, I can't allow you to hit others. How else could you have handled the situation?"

3. **Interact respectfully with students.** Treat them as you would like to be treated. Help them to do better. Be a guide, not a boss. Be the type of teacher you remember fondly from your school days.
4. **Communicate your expectations** to your students clearly and respectfully. Remind them of your expectations frequently, before the situation and during the situation. For example, at the start of the school year, tell your students: "When class

time finishes for today, and every day, I want you to remain seated until I call your name. That way, everyone can leave the room safely and without bumping into each other, and I can learn your names and faces more quickly." Remind your students every day until their orderly departure is a natural part of your class routine.

5. **Use humour or distraction.** Not every misbehaviour that a student commits needs disciplining. Children, like adults, get tired, frustrated, or bored. Disciplining may not work in such situations. Try using humour during your lesson to keep everyone interested, not bored. For example, during a science lesson, ask your students to solve a riddle in order to introduce the lesson. The riddle could be: "What begins life on all fours, lives life on two, and ends life on three?" The answer: a human. A baby crawls on all fours, then learns to walk on two legs, and, when elderly, some people use a cane as well; they have three legs! This riddle would be an interesting way to introduce the topic of how the human body develops or to talk about aging. For pre-school children, use distraction: "Look at the butterfly!" can divert attention from whining, flailing, and tantrums, and can lead to good developmental activities, such as asking the children to draw the butterfly. Use your imagination!
6. **Use proactive cooperation.** Give a direction that you know they will enjoy following *before* you give them directions that they might hesitate in doing. Get them in the cooperative mood first. For instance, say: "Everyone draw a capital 'I' in the air." "Hey, Maria, that was great!" "Everyone hold up your pointing finger. Now, stick it in the book where you think page 108 must be." Then tell them to open their books to page 108 and write the answers to the six questions on that page.⁶⁸
7. **Offer options or limited choices, and encourage group decision-making.** Most students hate to be bossed around; giving choices helps them to feel some *control*- although not too much. When examination time comes, you can say, "On Tuesday, we will have a reading test. Who would like to have a written test, and who would like to have an oral test? You can

⁶⁸ Giving and Getting Respect. http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/respect_web_page_insert.html [accessed online on 10/10/2005]

choose whichever one you want." This will give your children a feeling of control over the situation. If you only want to give one type of test, ask them to discuss what are the advantages and disadvantages of the two types of tests, and then vote on which they would prefer. The majority wins. If there are some students who become upset because they didn't get their choice - for instance, they wanted a written test, and the class voted for an oral test - on examination day, give written extra credit questions as well.

8. ***Allow for natural consequences, but safe ones.*** If a child repeatedly comes to class late, don't become upset. It is the child's responsibility to come to class on time. Tell him (or her) that if his tardiness continues, then you will have to send a note home to his parents. If he continues to be late, send the note home and let him face the consequences. He learns that he is responsible for his behaviour and its consequences.
9. ***Don't take a student's willful disobedience personally.*** Children need to express disobedience, and they need to test limits as part of their development. Don't feel that this is a threat to your authority. React in a calm fashion, applying discipline that will enhance self-control. Do you remember the case of Ramon at the start of this section? In the beginning, his teacher took his misbehaviour personally, and it made her very upset. But when she stopped taking Ramon's behaviour personally and understood when and why he was misbehaving, she could develop an effective strategy to deal with him, and with positive results.
10. ***Recognize effort, not correctness.*** If a student is giving you his or her best, you should be happy. Trying is the first step in learning. If a student doesn't want to attempt a hard task, talk about the times when his or her effort brought success. Encourage that display of effort again. Remember to tell him or her that as long as he or she tries hard, you are pleased. Let them know that you have faith in their ability.

POSITIVE CLASSROOM TEACHING TIPS

Positive discipline needs to be supported by positive teaching. There are many other positive ways that you can prevent misbehaviour when you're teaching, or at least deal with it effectively and without disrupting your class. Below are six tips.⁶⁹ Can you think of any more?

1. **Focusing and being soft spoken.** Be sure you have the attention of everyone in your classroom before you start your lesson. Wait to start class until everyone has quieted down. Experienced teachers know that silence on their part is very effective. They emphasize waiting by extending it 3 to 5 seconds after the classroom is completely quiet. Students soon realize that the more time the teacher waits for their attention, the less free time they have at the end of the hour. After the waiting time, begin your lesson using a quieter voice than normal. A soft spoken teacher often has a calmer, quieter classroom than one with a stronger voice. Her students sit still in order to hear what she says.
2. **Direct instruction.** Uncertainty increases the level of excitement in the classroom. Begin each class by telling your students exactly what will be happening. Outline what you and your students will be doing this period. You can set time limits for some tasks. You can combine direct instruction with focusing to include time at the end of the period for students to do activities of their choosing. You may finish the description of class time activities with: "And I think we will have some time at the end of the period for you to chat with your friends, go to the library, or catch up on work for other classes."
3. **Monitoring.** Circulate; get up and walk around the room, especially when students are doing written assignments or working in groups. Check on their progress. Don't interrupt or try to make general announcements unless you notice that several students have difficulty with the same thing. Use a quiet voice and your students will appreciate your personal and positive attention.

⁶⁹ Abstracted from: Discipline by Design. 11 Techniques for Better Classroom Discipline. <http://www.honorlevel.com/techniques.xml> [accessed online on 10/4/2005]

4. **Non-verbal cueing.** In some classrooms, teachers have a small bell on their desk. When they ring it, even softly, they have everyone's attention. Other teachers have shown a lot of ingenuity over the years in making use of non-verbal cues in the classroom. Some flip light switches. Others keep clickers in their pockets. Others tap the chalkboard with a piece of chalk or pencil. Non-verbal cues can also be facial expressions, body posture, and hand signals. Care should be given in choosing the types of cues you use in your classroom. Take time to explain what you want the students to do when you use your cues.
5. **Sharing.** Just as you should want to know about your students, young people often want to know about you and your interests. Include personal items in your classroom. A family picture or a few items from a hobby or collection on your desk will trigger personal conversations with your students. As they get to know you better, you will see fewer problems with discipline.
6. **Low-profile interventions.** An effective teacher will take care that a student is not rewarded for misbehaviour by becoming the focus of attention. He or she monitors the activity in her classroom, moving around the room and anticipates problems before they occur. The approach to a misbehaving student is inconspicuous. Others in the class are not distracted. For example, while lecturing to a class, this teacher makes effective use of name-dropping. If he or she sees a student talking or not participating, he or she simply drops the student's name into his or her dialogue in a natural way. "And you see, Chai, we carry the one to the tens column." Chai hears his name and is drawn back on task. The rest of the class doesn't seem to notice.

USING APPROPRIATE CONSEQUENCES, POSITIVE AND NEGATIVE

An important aspect of learning is experiencing the consequences of our actions. If those consequences are good, we are likely to repeat the behaviour. If those consequences are bad, we are less likely to repeat the behaviour.

Many times when we set rules, we automatically decide what disciplinary action will be taken if the rules are broken. Yes, students who violate the rules must always receive appropriate negative consequences. But actually, there should be positive consequences or rewards for students who abide by the rules, even for older students. Below are examples of positive and negative consequences. These suggestions apply to a wide range of ages. Some may be better for one age group than another. The consequences found below are in no particular order of priority. **All consequences should be developed with and agreed upon by your students** and approved by the Principal. Work with your colleagues, students, and parents to find other positive and negative consequences.⁷⁰

Positive Consequences. In classrooms, the most common positive consequences centre around student satisfaction and building students' confidence and self-esteem. Students need to know and be praised for following the rules, as well as for their successes and accomplishments in learning. There are many simple ways to praise a student, such as a pat on the shoulder; an "I'm proud of you!" statement; selection as class leader for a day; selection as "teacher assistant" for a day; selector of a group activity or project; praising the student in front of other teachers or the school Principal; or asking the student to assist others. Can you think of any others that might work in your classroom?

Negative Consequences. Monitor yourself, as well as your students. The frequent use of negative consequences reflects poor classroom management and generally should be avoided. Monitor your students carefully and frequently so that you can detect misbehaviour before it becomes a big problem and maybe involves several students. To stop

⁷⁰ Adapted from: Consequences. Collaborative for Excellence in Teacher Education (CETP), National Science Foundation.
http://www.temple.edu/CETP/temple_teach/CM-conse.html#anchor40660 [access online on 11/28/2005]

inappropriate behaviour so that you do not interrupt your teaching or call excessive attention to the student, try: (a) moving close to the offending student or students, making eye contact and giving a nonverbal signal to stop the misbehaviour; (b) calling a student's name or give a short verbal instruction to stop the behaviour; and (c) redirecting the student to the appropriate behaviour by stating what the student should be doing (don't give a "don't" command), and citing the rule that he or she should be following.

But despite our best efforts, sometimes it is necessary to discipline a student. Make sure that whatever action is taken, it focuses on the student's behaviour, not on the student; is a logical consequence of the misbehaviour; and is never done in haste or with anger. Depending upon the nature of the misbehaviour, some mild disciplinary methods could be among the list below. Can you think of any more that would be suitable for your classroom and students? Make sure that you do not choose a penalty that publicly humiliates a student!

- ◆ Loss of break period or play time with others
- ◆ Detention after school to discuss misbehaviour, why it arose, and what should be done to correct it
- ◆ Clean up the mess created
- ◆ Student apology to those offended
- ◆ Seating assignment changed
- ◆ Request student to repeat rule and to follow rule
- ◆ Notes home to parent(s) or home visits
- ◆ Removal to the Principal's office, especially for more serious, disruptive behaviours, such as fighting, continuous interruption of lessons, stealing, bullying, possession of drugs or other restricted substances, and possession of weapons.

USE CAUTION IN USING A "TIMEOUT"

One of the more popular, and controversial, disciplinary methods is known as the "timeout". During a timeout, the student must sit in one place and not play and not be allowed to talk to others. The only entertainment is watching the clock until the seconds of each minute have passed.

Timeout should not be a first choice, but a last resort technique for a student who is harming another or in danger of harming himself or herself. Used infrequently and for brief periods of time, timeout may give a student the opportunity to calm down and regain self-control after a frustrating situation. Used often or inappropriately, timeout may not only be ineffective, it may be damaging to the student, such as by increasing anger and aggression rather than controlling it or using timeout as a form of corporal punishment to induce psychological/emotional pain.

How long a timeout should last is a point of debate. Some experts say no longer than two to three minutes, while others recommend one minute for each year of a child's age, up to twelve. One minute per year of age was decided by trial and error. It appears to be just enough to accomplish good behaviour without the student feeling resentful.⁷¹

Before you give a student a timeout, make sure of the following:⁷²

- ◆ Avoid using timeouts for very young children who should not be isolated, nor should they be ignored or left without proper stimulation.

⁷¹ Goodkids: A Basic Parenting Guide. <http://home.flash.net/~goodkids/> [accessed online on 10/10/2005]

⁷² DCFS. Bureau of Regulation and Licensing. HFS 46 Group Day Care Manual. APPENDIX O. EARLY YEARS ARE LEARNING YEARS. Time out for "timeout" http://www.dhfs.state.wi.us/rl_dcfs/GDC%20Manual/HFS46-Apdx-O.pdf#search='DCFS%20Bureau%20of%20Regulation%20and%20Licensing%20Early%20Years%20Care%20Learning%20Years%20Time%20out%20for%20timeout' [accessed online on 10/10/2005]

- ◆ Consequences should immediately follow the student's behaviour. When students experience immediate repercussions for harming others, they understand more clearly why you are disciplining them. Whenever possible, you should offer students positive alternatives to their actions (asking a student to clean up a mess that he or she has made is more productive than removing him or her from the area entirely).
- ◆ Timeout should not be humiliating, nor should it make a student feel threatened or afraid. There should NOT be a special chair or area assigned for the timeout because this reinforces the idea that timeout is a punishment and may cause undue anxiety. You should NEVER make a student feel ridiculed or isolated during timeout periods.
- ◆ The student should not be left alone, unless he or she wants to be. Students, and especially younger ones, need the support of adults to work out their feelings. If you show your students that their feelings count, they will be more likely to respect the feelings of others.
- ◆ A timeout should not last longer than it takes for the student to calm down. After the student calms down, explain clearly what is appropriate and inappropriate behaviour. It must be absolutely clear to the student why you disciplined him or her, otherwise the student is more likely to repeat the undesirable behaviour.
- ◆ Avoid threats. Never say: "If you do that *again*, you will get a timeout." This is confusing to a student and is a form of negative punishment that is rarely effective.
- ◆ Tailor the method of discipline to the individual student. Children develop their abilities to control themselves at different rates. Take into consideration the needs of the particular student involved. No single technique will work with every child every time. Timeout is not used as a punishment. Timeout is an opportunity for the student to clear his or her mind and rejoin the group or activity in a more productive state. Teach a student how to solve his or her own problems with care and support, and timeout may no longer be necessary.

CONFLICT RESOLUTION

Despite your efforts, as well as those of your students and their parents, many disruptions in the classroom and school environment will arise from conflicts among students, and this issue is a common reason for holding parent-teacher meetings (though it is by no means the only one). These conflicts may take the form of put-downs (insults), teasing, fights, turn-taking problems, and conflicts regarding playground opportunities, access to or possession of materials, and even academic work. These conflicts arise especially from bullying, and the conflicts can escalate rapidly if they are not negotiated or mediated.

A good way to minimize disruptions and misbehaviour is to teach students how to resolve their own conflicts. In addition to solving classroom management problems, this approach teaches students useful skills that will serve them outside the classroom.⁷³

Research on conflict resolution among students has uncovered the following important points:⁷⁴

- (a) conflicts among students do occur frequently in schools (although the conflicts rarely result in serious injury);
- (b) untrained students usually use conflict strategies that create destructive outcomes, and these students ignore the importance of their ongoing relationships with others;
- (c) conflict resolution and peer mediation programmes do seem to be effective in teaching students integrated negotiation and mediation skills;
- (d) after training, students tend to use these conflict negotiation skills, which generally leads to constructive outcomes, and

⁷³ Classroom Management and Discipline. <http://education.calumet.purdue.edu/vockell/edps530/Chapter%2013.htm> [accessed online on 10/6/2005]

⁷⁴ Johnson, D.W., Johnson, R.T., Dudley, B., and Burnett, R. "Teaching students to be peer mediators," *Educational Leadership*, 50(1), 10-13, 1992.

- (e) students' success in resolving their conflicts tends to reduce the numbers of student-student conflicts referred to teachers and administrators, which, in turn, reduces the need to use severe disciplinary actions.

The basic procedure for teaching your students to be peacemakers consists of three steps:

1. Teach children negotiation skills that enable them to:
 - (a) define their conflict ("what are we arguing about; why and how did the issue arise"),
 - (b) exchange positions and proposals ("I think it should be this way because ..."),
 - (c) view the situation from both perspectives (through role-playing, for example),
 - (d) decide on options where both children gain ("win-win" solutions, such as "we'll try it your way today and my way tomorrow to see which is best"), and
 - (e) reach a sensible agreement.
2. Teach students how to mediate constructive resolutions of their classmates' conflicts. Mediation is the process of using another person's services or abilities to help settle the dispute. To teach mediation, choose an issue that might arise, or has arisen, between two of your students. Have two students role-play the issue, and ask a third student to help her (or his) friends come to an agreement using her knowledge about her friends, about the issue, and what she thinks would be a good compromise.
3. Once all students have learned the skills of negotiation and mediation, two students each day (preferably one girl and one boy) are designated to serve as official mediators (peacemakers). These roles are rotated throughout the entire class, and these mediators mediate any conflicts that cannot be solved by the parties involved.

As a teacher, your role is to support these processes by teaching, modeling, and offering advice. A conflict resolution programme in your classroom not only reduces the amount of time you must spend resolving student-student conflicts; it also enables your students to develop skills that they can apply throughout the rest of their lives. Developing and practicing these skills continuously as part of your classroom management plan will result in "overlearning," which is good. In this case, the skills of negotiation and mediation become automatic, so that students naturally resort to them to solve or avoid problems.

AGE-SPECIFIC TEACHING AND POSITIVE DISCIPLINE

Understanding how children develop will help you know what to expect. Children constantly change and develop as they grow. Researchers have found that young children pass through specific stages of development along the way. The idea behind these "ages and stages" is that certain behaviour is normal or appropriate at certain ages and not at others. The following table describes the development of children at certain ages and what teaching or disciplinary methods can be used for that age.

The Ages and Stages Approach to Discipline^{75,76}

Age	Development	Teaching/Disciplinary Tips
5 years	Tends to be calm, quiet, well-balanced. Usually tries only what she (or he) knows she can do, so is comfortably well-adjusted. Friendly, loving, appreciative, wants to please and do the right thing; wants and means to be good; not yet able to admit to wrongdoing and, as much as she tries, does not always tell the truth.	Let them know what is and is not reasonable to expect. Many things teachers consider bad are often simply immaturities. Prevention is much better than giving a negative consequence. If you do so, however, do it calmly. The student's wish to be good and do the right thing is strong. With luck, there should be relatively little need for negative consequences.

⁷⁵ Adapted from: Discipline that Works: The Ages and Stages Approach. Family Issues Facts. The University of Maine Cooperative Extension. <http://www.umext.maine.edu/onlinepubs/pdfpubs/4140.pdf> [accessed online on 10/11/2005]

⁷⁶ Adapted from Positive Parenting/Parenting Tips. <http://xpedio02.childrenshc.org/stellent/groups/public/@xcp/@web/@parentingresources/documents/policyreferenceprocedure/web009299.asp?src=overture> [accessed online on 10/12/2005]

Age	Development	Teaching/Disciplinary Tips
6 years	Highly emotional. Loves one minute, hates the next. Much confusion and trouble between self and others. May demand, rebel, argue, or fight. When in a good mood, is cheerful, energetic, and enthusiastic. Needs much praise, but behaviour often merits criticism. This only makes behaviour worse. Not able yet to tell the difference between mine and yours.	Patience. Ignore refusal or be impersonal when student answers with "I won't" or "I can't". Praise - it may not be easy to find something to praise, but try hard; avoid resistance and confrontations; avoid sensitive issues if possible; give in on occasion, especially if it will lead to a positive behaviour or learning experience.
7 years	Quiet, rather negative emotions. May be serious, self-absorbed, moody, worrisome, or suspicious. Very sensitive to others' emotions. May feel disliked by others and that they are critical or making fun of them. Procrastinates, has a short memory, and is easily distracted.	Obedience problem may be because student is distracted. To have the student do a simple activity, tell him or her in advance and make sure he or she heard the directions. Remind the student before he or she forgets and does something else. Give small rewards for successes.
8 years	Vigorous, dramatic, curious, impatient, and demanding. Not as moody as age 7, but still sensitive. Wants time, attention, and approval; beginning to think abstractly; interested in and concerned about own possessions.	Give instructions in ways acceptable to the student. Time, attention, and approval are good motivators. Use problem-solving activities as a means to develop abstract thinking. Give small rewards for successes.

Age	Development	Teaching/Disciplinary Tips
9 years	Quieter than at age 8. Seems to be independent, responsible, dependable, and cooperative. May sometimes be temperamental, but is basically reasonable. Will take criticism fairly well if carefully phrased; great interest in fairness; group standards may be more important than adult standards. Very involved with self and may not hear when spoken to. May appear absent-minded or indifferent. May show concern for others.	Promote responsibility through assigned (requested) tasks. Use cooperative learning, but monitor interpersonal activities. Use guided learning through projects, rather than constantly lecturing.
10 years	Emotionally direct, simple, clear-cut, usually well-balanced, yet still childlike. Less anxious and demanding than at age 9. Most often good-natured and pleased with life. But may show sharp, violent temper. Can be very affectionate. Not a worrying age, yet a few earlier fears remain. Enjoys own humour, which may not be very funny to others. Happy age	Involve the student's ability to distinguish good from bad, right from wrong, truth from untruth; best technique is to know what is reasonable to expect. Involve students in developing classroom committees, including disciplinary committees. Use humour in your teaching.
11-13 years	Early adolescence, time of rapid changes. Developing his or her own identity and becoming more independent. Need for privacy increases and may be very sensitive to teasing. Moody. Importance of friends increases.	Let your students know that you care. Arrange "sharing" sessions or activities (such as essays) concerning student's experiences and feelings. Model mutual respect. Limit criticism and nagging. Do not allow teasing or tolerate insults.

Age	Development	Teaching/Disciplinary Tips
14-16 years	Middle adolescence. Increasing independence, sexual development, and self-centredness. Very body or appearance conscious. Thinking is less childlike; they consider facts and can make good decisions.	Encourage positive relationships through sharing. Give ideas of creative things to do with their friends as part of learning. Set reasonable limits and be consistent and fair in enforcing rules. Make sure they know the rules and negotiate meaningful consequences. Give praise and recognize positive behaviour and accomplishments. Share your own beliefs, concerns, and values about the world. Encourage your students to call a respected adult friend when they need advice. Continue to give praise.
17-21 years	Late adolescence. Becoming more independent and self-reliant; less influenced by peer groups; developing adult-thinking capacity. Generally easier to handle than those experiencing early and middle adolescence. Exploring more long-term relationships. May have an opinion on everything. Self-consciousness about their appearance lessens.	Continue the actions for 14-16 year olds above. Regularly ask your students what they think and believe. Respect their uniqueness and encourage such respect for others. Encourage independent decision-making. Continue to give praise

ASSISTING CHILDREN WITH SPECIAL NEEDS

Providing for Emotionally and Behaviourally Challenged Students.⁷⁷

The following techniques can be especially effective with students exhibiting emotional and behavioural challenges.

1. **Planned ignoring.** Behaviours aimed at attention getting, and do not spread or interfere with safety or class functioning, are most effectively stopped through planned ignoring (such as in Ramon's case). This technique should never be used with aggressive behaviours. The class may need to be taught to do this as well, since peer attention can be even more powerful than adult attention for some students.
2. **Signal interference.** If a student is calm enough to respond, has a positive relationship with the teacher, and is free from uncontrollable pathological impulses, a non-verbal signal may be all that is necessary to assist him or her in regaining focus. See the section on non-verbal cueing presented above.
3. **Proximity and touch control.** Moving closer to a student in distress or placing a hand on the shoulder can be effective in showing support in a non-threatening way. When using this technique, refrain from pointing out inappropriate behaviour. Comment positively on anything that the student does that shows compliance.
4. **Interest boosting.** Change the tempo or activity, comment on the student's work, or inquire about a known interest related to the assignment if a student shows signs of restlessness.
5. **Strong affection.** Express genuine affection for, or appreciation of, a student to assist the student in regaining self-control.

⁷⁷ Classroom Organization. Techniques for Working with Emotionally and Behaviourally Challenged Students. <http://www.teachervision.fen.com/page/7242.html> [accessed online on 10/4/2005]

6. **Easing tension through humour.** As noted above, humour can often stop undesirable behaviour if it is used in a timely and positive manner. Sarcasm, cynicism, and aggression are not appropriate uses of humour.
7. **Hurdle help.** Before a student begins to misbehave, assist him or her with a difficult section of an assignment or task. Reassure him or her that you are willing to help, and together you can solve the problem.
8. **Regrouping.** Change the seating arrangement or the small-group assignments of students to avoid specific problems. Do this in a non-punitive and, if possible, undetectable way. See the section on "making the learning environment comfortable" earlier in this document for ideas.
9. **Restructuring.** If an activity is not successful, change it as quickly as possible. It is important to always have a backup plan. Sometimes it is best to move from an interactive game to one that requires no interaction. This can be done smoothly and non-punitive when a group is becoming over-stimulated. At other times, offering a choice might be more effective. Students could choose to cover information orally through discussion or copy notes from an overhead, for example.
10. **Direct appeal.** If a student or group has a positive relationship with the teacher, it is sometimes effective just to ask that a behaviour stop due to the problems that it is creating. No consequence or reward is intended or implied. This is a simple, straightforward request from one person to another.
11. **Prevention.** Remove a student from a distressing situation before inappropriate behaviours occur, such as asking him or her to assist you in distributing papers or taking attendance. Be careful not to inadvertently reward a student who is instigating a problem.
12. **Support from routine.** As we learned earlier, schedules and routines are important behaviour management interventions. Knowing what to do and when to do it provides structure, security, and predictability in the lives of students who may not experience such support in other areas of their lives.

Simple Ways to Help Children with "Special Needs"⁷⁸

Tips for Teachers

To Improve Attention

- ◆ Seat student near the front
- ◆ Seat student near good role model who can be a "peer study buddy"
- ◆ Cut assignments into segments giving a student one segment at a time (for instance, rather than giving a full page of math problems, which might discourage a student, cut the paper in half and ask the student to complete one half, and then turn it in; then give the student the other half.)
- ◆ Use cueing to regain student's attention (for example, holding up brightly coloured paper, tapping on desk, touching shoulder)
- ◆ Establish eye contact before giving instructions
- ◆ Give short direct instructions using both visual and oral cues when possible

To Reduce Impulsiveness

- ◆ Ignore minor inappropriate behaviors
- ◆ Give immediate reinforcements or consequences
- ◆ Supervise transition between classes or activities
- ◆ Acknowledge positive behaviors when possible
- ◆ Set up contract for behaviors that need monitoring
- ◆ Help child learn self-monitoring techniques

To Deal with Hyperactivity

- ◆ Allow student to stand at times
- ◆ Allow to run errands

To Improve Academic Success

- ◆ Provide extra time to complete work
- ◆ Shorten assignments
- ◆ Use multi-sensory methods of teaching (visual, oral and tactile)

⁷⁸ Classroom Management Index. <http://www.adda-sr.org/ClassroommanagementIndex.htm> [accessed online on 10/4/2005]

- ◆ Remind student to check work to see if it is completed
- ◆ Help student learn self-monitoring techniques
- ◆ Use daily assignment sheets

To Improve Organizational Skills

- ◆ Enlist parents help
- ◆ Use daily assignment sheets
- ◆ Use one notebook for everything
- ◆ Check notebook often and positively reinforce good notebooks

Classroom Management and Teaching Modifications

Other useful techniques include the following:

- ◆ Reduce or alternate assignments
- ◆ Extend time lines for when work is to be completed
- ◆ Use special materials that encourage and enhance abilities, such as graph paper, felt tip markers, special lined paper, etc.
- ◆ Use more visuals
- ◆ Read a test orally
- ◆ Use multiple choice or true/false versions of tests in lieu of essay completion
- ◆ Ask for oral reports (as opposed to written)
- ◆ Accept special projects in lieu of reports
- ◆ Provide a multiplication matrix and other matrices
- ◆ Provide a list of commonly misspelled words
- ◆ Develop a performance contract between teacher, child, and parent
- ◆ Give credit for class participation
- ◆ Give one-step, short, simple directions
- ◆ Call a student's name to remind him/her that he/she will answer next question
- ◆ Use highlighting and colour coding to help a student get the main point of information
- ◆ Above all, use frequent, positive reinforcement! Its benefits can last a lifetime!!



Suggested Readings

In addition to the many excellent publications and Internet resources mentioned in the text, you are encouraged to explore the following sources for more information.

Publications

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Internet Resources

Alliance for Transforming the Lives of Children (www.atlc.org)

American Academy of Pediatrics (www.aap.org)

AskDrSears.com (www.askdrsears.com)

Attachment Parenting International (www.attachmentparenting.org)

Aware Parenting Institute (www.awareparenting.com)

Behaviour UK (www.behaviouruk.com)

Center for Effective Discipline (www.stophitting.com)

Child and Family Canada (www.cfc-efc.ca)

Children are unbeatable! Alliance (www.childrenareunbeatable.org.uk)

Children's Rights Information Network (www.crin.org)

Classroom Management Online (www.classroommanagementonline.com)

Education World (www.educationworld.com)

Empathic Parenting by the Canadian Society for the Prevention of Cruelty to Children (www.empathicparenting.org)

Family Works Inc. (www.familyworksinc.com)

Fight Crime: Invest in Kids (www.fightcrime.org)

The Forbidden Issue (www.alice-miller.com)

Global Initiative to End All Corporal Punishment of Children (www.endcorporalpunishment.org)

The No Spanking Page (www.neverhitachild.org)

Positive Discipline.com (www.positivediscipline.com)

The Positive Discipline Resource Center (http://joanneaz_2.tripod.com/positivedisciplineresourcecenter)

Project No Spank (www.nospank.net)

Save the Children Alliance (www.savethechildren.net/alliance/index.html)

UNESCO (www.unesco.org)

UNICEF (www.unicef.org) (www.unicef.org/teachers)