

- I. **Focus and Review (5 minutes):** Have students write or discuss things that other people did to help motivate them when they were in middle or high school. Compile list on board.

II. **Objectives (2 minutes):**

Students will be able to:

- List encouragement/motivating strategies to make students feel more capable.
- Identify strategies to help students contribute to the discipline process.
- List strategies in enlisting the help of students and parents as partners in education.

III. **Teacher Input (20 minutes)**

- Discuss the need for motivating and connecting with students – (drop out prevention, inclusion of all students, violence prevention.)
- Discuss the need for parental support and student buy in

IV. **Guided Practice (60 minutes)**

- Have students get into small groups and answer the following questions.

1. How can you motivate your students in class?
2. How can you make your students feel connected to us or to the classroom?
3. How can you involve your students as partners in the discipline process?
4. How can you involve parents as advocates?

Students need to have a recorder in the group to write down all ideas.

I've added the answers from the book below, but many other answers can be correct. I would print out or post the answers from the book, in addition to the answers they come up with.

- Have a spokesperson from each group share answers – one group can answer one question or you have each group give one answer for each question.
- Have another person in the group be responsible for typing up answers and emailing to the rest of the class or to you to post or email to entire class.

V. **Independent Practice (15 minutes)**

- Have each student answer the following question on an index card or piece of paper and turn in either as an exit ticket or email you the answer – Why is it important to motivate your students, to make them feel connected, to involve students as partners, and to involve parents as advocate?

VI. **Closure (3 minutes)**

- It is important that more than just subject matter learning is going on in your classroom. You are teaching more than just the subject in those 90 minute blocks. You are teaching individuals that are the sons and daughters of other individuals. It is vital to respect each individual in your class. Building relationships is the best way to show respect.

Chapter 13 : Helping Students Feel Capable

1. Make Mistakes Okay
 - talk about mistakes
 - equate mistakes with effort
 - minimize mistakes' effects
2. Build Confidence
 - focus on improvement
 - notice contributions
 - build on strengths
 - show faith in students
 - acknowledge a task's difficulty
 - set time limits on tasks
3. Focus on Past Success
 - analyze past success
 - repeat past success
4. Make Learning Tangible
 - "I-Can" Success
 - accomplishment Albums and Portfolios
 - checklists of skills
 - flowchart of concepts
 - talks about yesterday, today, and tomorrow
5. Recognize Achievement
 - applause
 - standing Ovation
 - stars and stickers
 - awards and assemblies
 - exhibits
 - positive time-out
 - self- approval

Chapter 14 – Helping Students Connect – The Five A's

1. Acceptance
 - accepting a students' cultural differences
 - accepting students with disabilities
 - accepting students' personal style
 - accepting the doer, not the deed
2. Attention
 - greet students
 - listen to students
 - say nothing and allow the student to talk
 - show interest with nonverbal signals
 - verbalize interest
 - reflect back what the student has said
 - ask questions sparingly
 - seek out the student's feelings
 - teach students to ask for attention

- spend time chatting with students after class
- ask students about their life outside of class
- remember what students talk to you about and mention these things when appropriate
- attend extracurricular events
- schedule individual conferences with your students
- recognize birthdays
- send cards, messages, and homework to absent students
- send cards home when students have shown improvement, done well, or did a good deed
- express real interest in students' work or hobbies

3. Appreciation

- appreciate the deed, not the doer
- describe the behavior accurately
- verbalize appreciation
- focus only on present
- give written words of appreciation

4. Affirmation

- give students verbal or written affirmative statements

5. Affection (without touching!)

- be affectionate with the doer, not the deed

Chapter 19 – Involving Students as Partners

1. Teach students the cooperative discipline concepts

- behavior is based on choice
- everyone needs to belong
- four goals of misbehavior – attention, power, revenge, and avoidance of failure
- three c's of encouragement – capable, connected, and contributing
- code of conduct ensures a safe and orderly classroom for all

2. Involve students in selecting interventions for misbehavior

3. Involve students in decision-making processes

Chapter 20 – Involving Parents as Partners

-- Parents can reinforce what we're doing in the classroom.

1. Inform Parents about Cooperative Discipline (and anything else going on in your classroom) via

- newsletter, email

2. Establish an atmosphere of mutual support

- use objective terms
- limit the number of complaints
- avoid predicting future failures
- anticipate and communicate successes
- don't take defensiveness personally
- ask for the possible

3. Notify parents when behavior problems occur – the earlier the better