POSITIVE DISCIPLINE IN EVERYDAY TEACHING





A Primer for Filipino Teachers

KAGAWARAN NG EDUKASYON
REPUBLIKA NG PILIPINAS

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E-Net Philippines

Save the Children

Positive Discipline In Everyday Teaching

A Primer for Filipino Teachers

NOVEMBER 2015

Department of Education
E-Net Philippines
Save the Children

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FOREWORD

This primer on Positive Discipline in Everyday Teaching: A Primer for Filipino Teachers is made through the cooperation of E-Net Philippines, Department of Education and Save the Children. Its purpose is to help teachers apply a positive discipline approach in classroom management. It outlines steps teachers can follow and situations they can refer to in applying positive and non-violent discipline.

This Primer consists of four (4) main parts. The first is mainly a discussion on Corporal Punishment, its magnitude, and the legal basis for prohibiting its practice in school. The second part is a brief introduction on the Positive Discipline Model or the PDET Building Block, which identifies the key elements of the PDET approach. The third and main section is a twenty-two (22) page spread on "Examples of Responding with Positive Discipline". Also, contained in page 41 is a note on the teachers' well-being to support and help them cope with stress. The Primer is capped with a list of references and helpful reading materials for further study on positive discipline.

The ten (10) common classroom cases presented in this Primer were compiled through inputs of teachers, pupils/students, and experts during a series of focus group discussions conducted by E-Net Philippines and Save the Children. These were further reinforced by information on the common cases reported to the Department of Education. The cases presented show how to respond with positive discipline. However, the steps and methods outlined in the Primer are not the only ways in which we can apply positive discipline and handle challenges. It is encouraged that teachers explore other ways to teach students how to manage their emotions and resolve conflict without hurting them physically and emotionally. In order to cultivate an environment where the children thrive and grow healthily, we must find ways to help rear them in the most positive way we can.

MESSAGE FROM

REPUBLIC OF THE PHILIPPINES

DEPARTMENT OF EDUCATION



The Department of Education launches this Primer on Positive Discipline in Everyday Teaching as a small contribution to the universal duty to protect children.

As our children grow, we must recognize that how they think and how they act also evolve, consistent with their development as children and adolescents. Children are not small adults. In school, their actions can easily be seen as misbehavior that requires disciplinary action. But discipline imposed by teachers and school administrators, for it to be in the best interest of the child, should be positive and non-violent. This Primer, developed in collaboration with Save the Children and E-Net Philippines, aims to help teachers implement positive and non-violent discipline in the school.

The Primer outlines easy-to-follow steps for the teacher in using positive and non-violent discipline to address the common challenges posed by children's behavior in school. Likewise, a note on teacher's well-being is included in the Primer to help teachers manage stress.

I hope that through the continuing efforts of the Department and all partners and stakeholders, the policy on zero tolerance for any act of violence against children in school, including corporal punishment, enshrined in the DepEd Child Protection Policy (Department Order No. 40, s. 2012), shall be observed and implemented more effectively.

As teachers, we play a vital role in shaping the lives of these children. How we treat them in school could have a long-lasting effect, whether it be positive or negative. Therefore, let us perform our duties as teachers with full awareness of the consequences if our acts on the lives of our learners. Let us work together to ensure a nurturing and safe school environment for all children.

ATTY. ALBERTO T. MUYOT
Undersecretary

MESSAGE FROM



E-Net Philippines

E-Net Philippines in cooperation with the Department of Education and Save the Children is happy to present this Positive Discipline in Everyday Teaching: A Primer for Filipino Teacher. This primer intends to help teachers to apply positive discipline approach in classroom management. It provides practical tips on how to resolve common classroom problems between teacher and learners and among learners in a positive way.

As adult educator, I appreciate the role of teacher and educator in molding the behavior of children to be responsible, productive, empowered, and successful individuals. This long-term goal for learners is one of the foundations of the positive discipline approach. We in E-Net Philippines believe in many studies that corporal punishment will not result in positive outcomes in the long run.

I invite teachers and educators to use positive discipline approach in disciplining your learners. E-Net hopes that this material will help you apply your knowledge and skills in positive discipline in everyday teaching.

Mabuhay ang mga guro!

Mr. Edicio G. dela Torre
President, E-Net Philippines

MESSAGE FROM
Save the Children

Since the beginning of humanity, we have taught our children how to resolve problems by using violence. Our parents were taught that spanking and hitting children was the best way to discipline children, and teachers were also taught to use violence and humiliation to punish children as a part of the educational system. The use of violence against children by those who are most trusted to care for children, parents and teachers, has entrenched violence into our society, without any thought to what the other and perhaps better options exist for educating children.

The change from using physical punishment of children to positive discipline will be difficult and will not happen overnight. For this to be possible, the educational community will need to support their teachers, as children may be receiving contradictory messages in the home. Teachers will need support from their school administration, from each other and from other concerned organizations. This Primer on Positive Discipline in Everyday Teaching is meant to support teachers who have been trained in their practice of Positive Discipline in Everyday Teaching, using common situations teachers face on a daily basis. With the publication of this primer both in print and online, we hope to make real change in the way we treat children in schools, homes and in all other settings.

Let's make the world safe for children everywhere.

Ned Olney
Country Director
Save the Children Philippines

INTRODUCTION: A Positive Discipline Primer for Filipino Teachers

Positive Discipline is an approach to teaching that helps children succeed, gives them the information they need to learn, and supports their development. It respects children's rights to healthy development, protection from violence, and active participation in their learning.

This Positive Discipline Primer provides a quick reference guide for teachers who have already been trained in Positive Discipline in Everyday Teaching. It seeks to reinforce the teacher's learning from the training and encourages her/him to apply this in her/his classroom. It provides guidance on how to respond to common classroom situations using Positive Discipline.



The Department of Education has issued Department Order 40, s.2012, which prohibits the use of corporal punishment and promotes the use of Positive Discipline. This primer provides support to teachers to fulfill their responsibilities under this Order.

Part One: Corporal Punishment

What is corporal punishment?

Corporal Punishment is defined in the United Nations Committee on the Rights of the Child General Comment No. 8[1] as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Most involves hitting (smacking, slapping, spanking) children, with the hand or with an implement -- a whip, stick, belt, shoe, wooden spoon, etc. It can also involve, for example, kicking, shaking or throwing children, scratching, pinching, biting, pulling hair or boxing ears, forcing children to stay in uncomfortable positions, burning, scolding or forced ingestion (for example, washing children's mouths out with soap or forcing them to swallow hot spices).The Committee believes that corporal punishment is invariably degrading.

There are also non-physical forms of punishment that are cruel and degrading and are thus incompatible with the Convention. Examples are punishment that belittles, humiliates, denigrates, scapegoats, threatens, scares or ridicules the child.

In the Philippines, we aim to put an end to the practice of corporal and other humiliating and degrading forms of punishment.

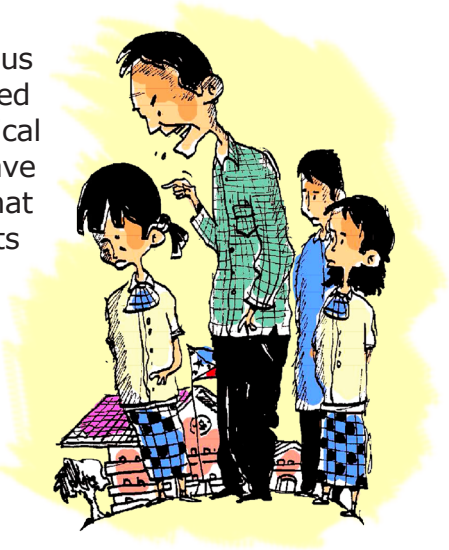
Magnitude and Effects of Corporal Punishment

Of the forms of violence experienced by children globally, corporal punishment is the most common; 80% to 98% of

1 General Comments are interpretations of the human rights provisions of the UN Convention of the Rights of the Child. The Committee on the Rights of the Child, which monitors the implementation of the Convention, publishes these General Comments to provide guidance to States Parties on how to implement specific human rights provisions of the Convention.

children experience it in their homes[2]. In the Philippines, a study conducted by Save the Children in 2005 revealed that 85% of children have experienced corporal punishment in their homes and that the most common form is spanking (65%). A majority of the children interviewed for this study (82%) reported that they had been hit on different parts of their body.[3]

In 2011, about two in three parents of children under 17 said they used corporal punishment. Spanking the bottom (52%) was the most prevalent form of corporal punishment used.[4]



Over the past 30 years, numerous studies have been conducted globally on the effects of physical punishment of children. They have consistently demonstrated that physical punishment predicts negative outcomes throughout childhood and into adulthood. It increases children's risks for increased aggression, increased delinquency and anti-social behavior, physical injury and reports to child welfare, poorer parent-child relationships, and poorer mental health (Gershoff, 2002).[5] It is also associated with lower self-esteem and poorer academic success.[6]

2 Pinhero, Paulo Sergio (2006). World Report on Violence against Children. Geneva: United Nations Secretary-General's Study on Violence against Children.

3 Save the Children (2008). A Time for Change, Philippines.

4 Pulse Asia Survey (2011). ULAT NG BAYAN SURVEY, November 10 - 23, 2011 /Philippines.

5 Gershoff, Elizabeth (2002). Corporal punishment by parents and associated child behaviors and experiences: A Meta-Analytic and Theoretical Review" http://www.apa.org/pubs/journals/releases/bul-1284539.pdf

6 Please cite source here.- to be supplied

Legal Basis for Prohibiting Corporal Punishment and the Practice of Positive Discipline

The UN Convention on the Rights of the Child requires that States Parties "shall take all appropriate measures to protect the child from all forms of violence (Article 19)." States Parties are also required to "take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention. (Article 28(2))."

In the Philippines, the Department of Education (DepEd) supports the prohibition of corporal punishment and practice of positive discipline in public and private schools.[7]



7 DepEd Order No. 40 s. 2012, known as "Policy and Guidelines on Protecting Children In School From Abuse, Violence, Exploitation, Discrimination, Bullying And Other Forms Of Abuse".

Other policy measures protecting children in school are DepEd Order No. 55, s. 2013 which supports the implementation of Republic Act No. 10627, known as the Anti-Bullying Act of 2013; and DepEd Order No. 18, s. 2015 or the Guidelines and Procedures on the Management of Children-At-Risk and Children in Conflict with the Law.

Part Two: Positive Discipline in Everyday Teaching (PDET)

Effective discipline is positive and constructive. It involves setting goals for learning, and finding constructive solutions to challenging situations.[8] School should respect children's developmental levels, their rights to dignity and physical integrity, and their right to participate fully in their learning.

Positive Discipline is:[9]

- About finding long term solutions that develop students' own self-discipline;
- Clear and consistent communication;
- Consistent reinforcement of your expectations, rules and limits;
- Based on knowing your students and being fair;
- Aimed at building a mutually respectful relationship with your students;
- Teaching students life-long skills and fostering their love of learning;
- Teaching courtesy, non-violence, empathy, self-respect, and respect for others and their rights; and
- Increasing students' competence and confidence to handle academic challenges and difficult situations.

8 Durrant, Joan E. (2010). Positive Discipline in Everyday Teaching. Bangkok: Save the Children.

9 Durrant, Joan E. (2010). Positive Discipline in Everyday Teaching. Bangkok: Save the Children.

Positive Discipline is not:

- Permissiveness;
- Letting students do whatever they want;
- Having no rules, limits or expectations;
- Short-term reactions; or
- Alternative punishment to slapping, hitting and shaming.

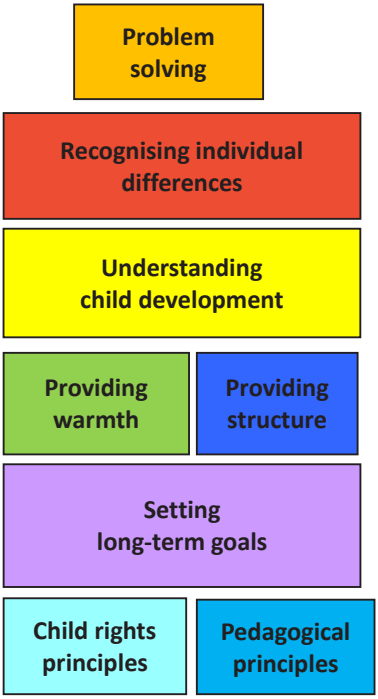
The Positive Discipline in Everyday Teaching approach is based on sound pedagogical principles and practice. Positive Discipline is:



- Holistic: It applies not only to students' behavior, but to all aspects of their learning and social interactions;
- Strength-based: It identifies and builds on the students' strengths;
- Constructive: It is aimed at strengthening students' self-esteem and confidence;
- Inclusive: It recognizes and respects the diversity of all students;
- Pro-active: It identifies the roots of behavioral and learning difficulties and implements strategies to promote success and avoid conflict; and
- Participatory: It engages students in the learning process and in the school community.

The practice of Positive Discipline in Everyday Teaching (PDET) uses the following model:

PDET BUILDING BLOCK



This model identifies the key elements of the PDET approach. All must be put into practice in all interactions with students.

IDENTIFYING LONG-TERM GOALS

Teachers play an important role in helping children become caring, capable and resilient adults. For this to happen, it is crucial that you as their teacher consider what kind of people you want your students to become, and to use everyday interactions with them in school to teach the values and skills that they will need to become strong and compassionate adults. The first step in implementing PDET is setting long-term goals.

PROVIDING WARMTH

WARMTH is creating school and classroom environments that ensure your students feel physically and emotionally safe. It requires that you recognize and respect their developmental levels, are sensitive to their academic and social needs, and empathize with their emotions and the situations they may be facing. Children learn best and will cooperate more in a warm, safe and caring environment. Examples of showing warmth are listening to them, showing them respect even when they make mistakes, encouraging them especially when they are having difficulties and looking at things from their point of view.

PROVIDING STRUCTURE

STRUCTURE is the information students need in order to succeed academically and behaviorally. It gives students the tools they need to solve problems, work out conflicts, and succeed academically. Examples of providing structure are providing opportunities to fix their mistakes in a way that helps them to learn, hearing their point of view, controlling your anger, teaching them about the effects of their actions on other people, involving them in setting rules, explaining the reasons for rules, and being a good role model to them.

UNDERSTANDING CHILD DEVELOPMENT

Students change as they grow and it is important that teachers recognize that their expectations and ways of teaching should also change as the students' ways of thinking, needs, and interests change. The warmth and structure that you provide to your students to reach your long-term goals will change depending on their stage of development.

IDENTIFYING INDIVIDUAL DIFFERENCES

While all children go through the same stages of development, children are not all alike. They come from different homes

and cultural environment and have different personalities, talents, temperaments and abilities, which all affect their behavior and performance in school. A teacher who understands and respects students as individuals can make the difference between their success and failure in school.

PROBLEM SOLVING WITH POSITIVE DISCIPLINE

The possibility of conflict between students and teachers is always present. But by implementing the PDET model, you can use conflict as an opportunity to teach students how to manage their emotions and resolve conflict without hurting others physically or emotionally. Before you respond:

1) Think about all the possible reasons for the student's behavior. Consider the child's stage of development and individuality. List as many reasons as you can why a child would behave this way and then think about which of those reasons might explain this child`s behavior in this situation.
2) Remember your long-term goals. Think about the characteristics that you hope your students will develop. What kind of long-term impacts do you hope to have on your students?
3) Provide warmth. Think about how you can ensure that the student feels safe and respected as you solve this problem. What are some ways that you could provide warmth or support?
4) Provide structure. Think of what the student needs to understand about the situation and how you will engage him or her in finding solutions to the problem. What are some ways that you could provide guidance and information?
5) Respond with positive discipline. Once you have thought through the problem, you can now respond in a positive way to resolve it. Involve the student in thinking about and finding solutions to challenges and difficulties.

Part Three: Examples of Responding with Positive Discipline

Positive discipline is practiced everyday and not only when problems occur. We use problem solving when we are facing challenging situations in the classroom. Let us look at some common classroom situations and explore possible ways of responding using the Positive Discipline. It is important to note that every situation is different and that teachers need to consider each situation and follow each step. Each step will help teachers respond with Positive Discipline. The examples of the responses to classroom situations below are not the only ways of responding with Positive Discipline. The teachers may arrive at other responses when they follow all the steps.

IN KINDERGARTEN

CONTINUOUS CRYING

A boy in your Kindergarten class has been crying, screaming, and clinging to his mother every morning whenever he drops him off. You feel this is disrupting the class and taking much of your time and attention. How could you find a solution to this problem that does not harm the child?

Step 1-What are all of the possible reason/s why a child of this age might behave this way?

Some reasons could be:

- It is his first time being separated from his parents.
- He has difficulty adapting to new situations/ surroundings.
- He has a very intense response to new situations and events.
- He is scared of the new surroundings.
- He doesn't know when his mother will return.
- He was left behind in a store once, and is now very afraid of being alone.



- He has difficulty managing his emotions.
- He is afraid of the teacher because someone told him that children are hit at school.
- The teacher looks like someone he is afraid of.

Step 2-Now remember your long-term goals.

- You want the child to feel safe and happy in a learning environment.
- You want the child to gradually become more comfortable in new environments.
- You want the child to gradually become independent and able to manage stress on his own.
- You want the child to gradually learn how to manage his feelings.

Step 3-In this situation, how can you show warmth?

- Remember that entering school is a huge transition and a tremendous challenge for children.
- Recognize the child's anxiety and stress, and show empathy.
- Show him that you care about his feelings.
- Speak to him using a calm and soothing voice.

Step 4-In this situation, how can you provide structure?

- Tell him about the activities he will do at school today.
- Ask him what he likes to do and show him how he can do that in your classroom.
- Assure him that his mom will come back for him after school.
- Introduce him to one other student who would be supportive.
- Ask the child what would help him feel more comfortable.

Step 5-Responding with Positive Discipline

By putting all of the previous steps together, you will generate a response that will ensure that the child feels safe and will help him understand more about the situation. Positive Discipline is about problem solving, so you may try several different ways of providing warmth and structure before you find the response that actually addresses the problem as the child sees it. Successful problem solving requires us to see the situation through the child's eyes.

GRABBING OTHERS' BELONGINGS (TOYS, THINGS, FOOD, ETC.)

While you are conducting activities in your kindergarten class, one of your pupils approaches you and complains about her classmate who grabbed her pencil and took her crayons without her permission.

Step 1-What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- The child doesn't really understand the idea of personal property yet.
- The child might not fully understand the effects of her behavior on other children.

- The child may not know how to approach another child to borrow things or ask for food.
- The child may think that acting like this is playing.
- The child may be seeking attention.
- The child may want to initiate socialization with a classmate but does not know how to do it.



Step 2- Now, remember your long-term goals.

- You want the child to be able to respect others' belongings.
- You want the child to be able to learn to share and to cooperate with others.

Step 3- In this situation, how can you show warmth?

- Understand that children at this age do not understand the concept of ownership and the need to ask and wait for permission.
- Speak to the child with a gentle, reassuring voice.

Step 4- In this situation, how can you provide structure?

- Explain and establish the rules of behavior right at the beginning of the school year. The children themselves should participate in identifying the rules so that they own the rules.
- Help the children understand that if they want to borrow something from their classmate, asking permission is a good way to build a relationship.
- Explain and perhaps role play what the other child might feel if one does not share and if one takes things without permission.

Step 5-Responding with Positive Discipline

Do not punish. Instead of scolding and humiliating the child in front of her classmates, talk to her privately. In a calm voice, express understanding, care and concern. Explain the value of asking and waiting for permission to use other children's things. Explore the child's ideas of how to have fun while sharing toys and things.

You may integrate values education on sharing, cooperation, and taking turns with teaching concepts such as numbers. You may teach children the values of sharing and asking for permission to introduce concepts of adding or subtracting.

Try Role Playing during playtime to teach your pupils about sharing with others. Then, it would also be good to remind the class about the rules of sharing and taking turns.

THE CHILD COULD NOT CONTROL TOILET NEEDS (URINATING OR DEFECATING IN CLASS)

It is after break time and you resume teaching your kindergarten class. Suddenly, one of your pupils complains about a foul odor coming from a boy pupil. When you check the boy, you find out that the boy has defecated in his pants.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- The child has diarrhea or may have eaten something that upset his stomach.
- The child is not yet toilet-trained.
- The child is anxious or worried about something.
- The child may be too shy to ask the teacher if he could go to the toilet so he tried to hold it in.
- The child might be scared or ashamed to tell the teacher about soiling his pants.

Step 2- Now remember your long-term goals.

- You want the child to be able to regulate his bowel movements.
- You want the child to be able to communicate his needs to others appropriately.



Step 3- In this situation, how can you show warmth?

- Ask the child if he is sick or if he has a stomachache.
- Understand that he might have eaten something that upset his stomach.
- Understand that this is a common occurrence among children who are not yet in full control of their bladder and bowel movement.
- Understand that some kids may be too shy to ask the teacher for permission to go to the toilet.

Step 4- In this situation, how can you provide structure?

- Talk to the child privately in a calm soothing voice and assure him that it is okay and that it can happen to anyone.
- Tell the child that if he feels like that again, he should not hesitate to tell you or any other teacher immediately.
- Remind him of the rules and that anyone can ask to be excused to go to the toilet if needed.
- Help the child wash himself or if possible, call the parent or guardian for assistance if necessary.

Step 5- Responding with Positive Discipline

Instead of shouting and humiliating the child in front of his classmates, help the child wash himself or if possible ask for the assistance of the parent or guardian. Talk to the child privately in a calm, soothing voice and explain to him that it can happen to anyone. Remind the child to ask for help if he feels sick or needs to go to the toilet.

If other pupils have noticed, you may decide to talk to the rest of the class and explain that this can happen to anyone. It should not be a cause for embarrassment. When they need to go to the toilet, they can ask for permission even in the middle of a lesson or activity. If other pupils haven't noticed, there is no need to share this with them.

IN GRADE SCHOOL

DISRUPTIVE BEHAVIOR (TALKING IN CLASS)



You are teaching the class and you notice a noisy group of boys and girls at the back near the window. They keep talking and laughing during the lesson. The noise disrupts the class and you find it difficult to concentrate.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- ❏ The children may not understand the lesson so they ask each other about the topic.
- ❏ One of their classmates may have shared a joke and the others cannot control their laughter.

- ❏ The children may have seen something outside the classroom that caught their interest.
- ❏ The children may be getting bored with the lesson.
- ❏ The children may be talking about something else.

Step 2- Now remember your long-term goals.

- ❏ You want the children to be to able show respect by listening when someone is talking.
- ❏ You want the children to be able to set priorities.
- ❏ You want the children to be aware of the effect of their actions on others.
- ❏ You want the children to love learning and prioritize activities in class.

Step 3- In this situation, how can you show warmth?

- ❏ Understand that some children can be easily distracted.
- ❏ Understand that they have different interests and learning styles; some learn faster through discussions, while some learn better through activities.
- ❏ Understand that children may not always be aware of the effect of their actions on others.

Step 4- In this situation, how can you provide structure?

- ❏ Ask them calmly what is happening. Let the children share what they were talking and laughing about.
- ❏ Tell them that you and the other pupils are distracted by noise.
- ❏ Remind them about the rules they have set.
- ❏ Remind them that conversations about other topics may be done between classes and during recess time.
- ❏ Provide interactive discussions or activities so everyone can participate.

Step 5- Responding with Positive Discipline

Do not throw the eraser or chalk, shame, or shout at the children in front of their classmates. Instead, control your anger and ask them in a calm voice what is going on.



You may also ask them if they have questions about the lesson. Explain to them that noise can distract your teaching and thinking process, and that it is also distracting to their classmates. Remind them about the rules on listening and that they were part of creating those rules for the class. Tell them that they can discuss other topics during their free time or in between classes.

Remind the whole class about the classroom rules and explain to them the importance of listening. You may also introduce innovative teaching methods where interaction is possible such as role-playing, dance or action songs so everyone can participate. This can also provide a break for children who are easily bored or who need to discuss issues raised in class with other students rather than just listening to the teacher speak.

FIGHTING

You have a group activity for your Grade 2 pupils. Your pupils alerted you to the fact that two of their boy classmates in one group were fighting. You found out that the fight started with the pupils teasing each other. They made each other angry and then started punching each other.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- ❏ Children may not be aware of how their words and actions affect others.

- ❏ Children may not know how to respond in a non-violent way when they are offended.
- ❏ Children may be sensitive and may easily get angry or irritated.
- ❏ Children may not know how to handle or manage their anger properly.
- ❏ Children's reaction to situations may be very intense.

Step 2- Now remember your long-term goals.

- ❏ You want children to be able to manage and handle their anger properly.
- ❏ You want children to know how to resolve conflicts without using violence.
- ❏ You want children to be aware of the effect of their words and actions on others.

Step 3- In this situation, how can you show warmth?

- ❏ Understand that at this age, children may not know how to manage or handle anger effectively.
- ❏ Understand that children may not know how to resolve conflicts in a non-violent way.
- ❏ Remember that some children may come from violent homes and their exposure to this can sometimes lead them to act out in violent ways in school.
- ❏ Understand that children are not trying to annoy you or challenge your authority.
- ❏ Understand children's diverse temperaments.
- ❏ Make sure that everyone is safe from injury or if injured, that they are sent to the school clinic for treatment.
- ❏ Listen to what each child has to say.

Step 4- In this situation, how can you provide structure?

- ❏ Talk to the children immediately. Listen to each child's explanation about what happened. Ask what the fight was about.
- ❏ Remind the children about classroom rules.
- ❏ Remind them about the effects of their behavior on others and on the rest of the class.

Step 5- Responding with Positive Discipline

Instead of shouting and getting angry, blaming others or having your pupils standing outside the room, call them calmly and talk to them separately. Let each child explain what happened form his/her own perspective. Ask them about how their behavior affected the other child and the rest of the children in the class. Ask them what can be done next time to prevent such fights from occurring and remind them that in whatever situation, hitting or hurting others will not help resolve the conflict. You can then ask the children for ideas on what they can do now to resolve the situation.

In case a fight between and among pupils results to serious physical injuries or death, teachers and school administrators can refer to the various DepEd issuances[10] for proper guidance in handling the case.

RUDENESS

You noticed that one of your Grade 4 pupils has low grades in most of her subjects. You decide to talk to her first before talking to her parents or guardians. When you were talking to her about her grades, she started talking back at you and answering your queries in what you felt was a rude manner.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- ❏ The child may not actually be attempting to be rude. It's just that her usual manner of speaking may be misinterpreted as rudeness by others.

10 Procedures in Handling Bullying Incidents in Schools (Section 10, DepEd Order No. 55, s. 2013)

10 Principle of Restorative Justice (Section 15, DepEd Order No. 18, s. 2015)

10 Procedure in the Management of Children-at-Risk (Section 16, DepEd Order No. 18, s. 2015)

10 Procedure in Managing Children in Conflict with the Law (Section 17, DepEd order No. 18, s. 2015)

- ❏ The child may have a very intense reaction to the information given. She may be scared about what will happen to her if she fails in most of her subjects.
- ❏ The child is not yet able to handle and respond appropriately when given feedback.
- ❏ The child may be frustrated because she could not explain herself properly.



Step 2- Now remember your long-term goals.

- ❏ You want the child to know how to control and manage anger or intense feelings.
- ❏ You want the child to be able to communicate using constructive language in any situation.
- ❏ You want the child to be able to respond to any kind of feedback in a non-violent way.

Step 3- In this situation, how can you show warmth?

- ❏ Understand that she is not being disrespectful nor challenging your authority.
- ❏ Do not pre-judge. Understand that sometimes children answer rudely because they could not manage their frustrations or anger.

Step 4- In this situation, how can you provide structure?

- ❏ Control your anger and handle the situation accordingly.
- ❏ Tell the child how you feel when he talks back at you in a rude tone or use rude language.
- ❏ Start your sentence with "I feel..." when talking about the effect of her behavior on you.
- ❏ Remind the child about the class rules. Tell the child that you want to help her perform better in school.

Step 5- Responding with Positive Discipline

Instead of getting angry and punishing the child, calm down and manage your anger. Tell the child, "I feel disrespected when you spoke rudely to me." Mention the exact word that offended you to let her know that words can be hurtful.

Acknowledge the child's feelings of anger, frustration, and fear about the possible consequences of having low grades. Assure her that you want to help her succeed.

Listen to the child's response or explanation. Ask her what she thinks she should do to resolve this issue. Allow the child to analyze the issues and propose solutions. Help the child evaluate the solutions to identify which is best for her.

Teach the child how to express her feelings appropriately and how to react properly in a challenging situation.

IN HIGH SCHOOL

NO ASSIGNMENTS OR PROJECTS

A graduating high school student in your advisory class is in danger of failing. He has several projects in different subjects that he could not submit. There are also projects that he was not able to do.

When you asked him why this is so, he said that he is always running out of time to do the projects.



Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:

- The student may have low persistence level.
- The student may have difficulty managing his time, balancing school work and social life.
- The student may be pressured by peers to join activities away from school work such as drinking, smoking, etc.
- The project may not be suited to the student's capability.

Step 2- Now remember your long-term goals

- You want the student to be able to manage time and balance school work and social life.
- You want the student to set priorities.
- You want the student to keep trying even if the projects may be difficult.
- You want the student to ask for help when he has difficulties.
- You want the student to become a competent person.

Step 3- In this situation, how can you show warmth?

- Talk to the student in private.
- Show concern to the student regarding his performance in school.
- Provide support and guidance, rather than punishment and criticism.

Step 4- In this situation, how can you provide structure?

- Provide clear instructions about how to do the projects.
- Ask the student about possible time-saving strategies that can be used to complete the projects.
- Provide information about the importance of completing projects.
- Let him know that he can always ask for your help if he needs it.

Step 5- Responding with Positive Discipline

Instead of telling students that they will fail the subject if they don't comply with the requirements, show support and concern for the student. Ask him if he needs help in doing the project.

Negotiate with him on how he can make up for the assignments and projects. Ask his suggestions on the best possible way to accomplish the task.

The student may need to be shown how learning, projects and assignments may actually improve his work prospects. Relate the student's special skills to what he is learning in class.

Encourage students to help each other in completing assignments (peer-to-peer learning).

CUTTING CLASSES

You are checking the attendance when you notice two of your students are absent. You ask their classmates where they are and learn that they were actually present in their first period class. When you ask their classmates and friends further, you find out that they cut classes not just in your subject but also in other subjects. According to their classmates, they are playing computer games outside the school.

Step 1- What do you think could be the possible reason/s why children might behave that way?

Some reasons could be:

- The students are bored with the lessons and with their teacher's way of teaching.
- The students are having difficulties in understanding the lessons and they want to avoid embarrassment if they can't answer the teacher's questions.
- The students are being pressured by their peers to cut classes and engage in activities outside the school.

- The students enjoy playing computer games.



Step 2- Now remember your long-term goals.

- You want your students to be able to express their difficulties about school/ lessons appropriately.
- You want your students to be able to resist peer pressure.
- You want your students to be able to set their priorities.

Step 3- In this situation, how can you show warmth?

- Understand that students have different interests and learning styles. You can make or integrate new and different teaching methods. You can also make the discussions more participatory where everyone can express their opinion.
- Understand that at this age, socialization and having peer groups are very important for them.
- Understand that this is the age of challenging authorities, which can involve breaking rules and being adventurous.

Step 4- In this situation, how can you show structure?

- Manage your anger. Talk to the students privately and calmly.
- Explain how their absence can affect their understanding of the lessons in your class and their general performance in school.
- Remind them about the rules you set in class.
- Ask the students why they are cutting classes. Listen to each student's response and explanation.

- Provide support if they have difficulties in understanding the lesson.
- Encourage them to set aside time for attending classes and doing school work and time for socialization and leisure.
- Ask the students for possible solutions to the problems they have identified.
- If necessary, ask the assistance of their parents in monitoring their children and motivating them to stop cutting classes.



Step 5- Responding with Positive Discipline

Instead of punishing the students with suspension or assigning unrealistic tasks, talk to them privately and express your concern. Remind them that cutting classes will affect their performance in class and their future.

Find out if they are having difficulties on the lessons and if there is anything you could do to help them on this. Review the way you teach your lessons and consider updating your methodology to fit the interests of your students.

If you think it would help, you may talk to their parents about the students' behavior and seek their support in monitoring their children and encouraging them to stop cutting classes.

Remind them and the whole class about the rules about school attendance and explain the importance of asking for permission if they have to go out of the school.

ABSENTEEISM OR TARDINESS

You are checking your advisory class record and you notice that one of your female students is frequently absent.

Step 1- What do you think could be the possible reason/s why a child might behave this way?

Some reasons could be:



- The student may be sick.
- When the parents are working, the student has to take care of younger siblings.
- The student may be suffering from bullying and she does not want to go to school.
- There is peer pressure to skip school.
- The student is having difficulties in class because the teaching methods used do not fit her learning style.
- The student was not able to complete the assignments due on those days and is embarrass to show up empty-handed.

Step 2- Now remember your long-term goals.

- You want the student to be able to seek help if she is experiencing difficulties such as bullying.
- You want the student to be able to resist peer pressure and set priorities.
- You want her to be a responsible student.
- You want her to be accountable for her actions.

Step 3- In this situation, how can you show warmth?

- Through caring gestures and conversations, show the students that she is important to you.
- Understand that at this age, socialization is very important to students.
- Talk to the student calmly and privately and let her explain why she is frequently absent.

Step 4- In this situation, how can you provide structure?

- Provide proper monitoring of the child. You may conduct home visits and talk to her parents or guardians.
- Remind the student about the school rules.
- Explain the effects of her behavior on her class performance.
- Provide ideas on how to manage time and set priorities.
- Consider the student's learning style and use activities suited to her learning preference such as music, dance, physical activity, or interactive discussion where the student and the rest of the class can participate.



Steps 5- Responding with Positive Discipline

Instead of embarrassing her for always being absent, talk to the student calmly and privately and ask why she is frequently absent. Listen to her explanation and explain the effects of her behavior on her school performance.

Remind her of the class rules and provide tips on how she can manage her time and set priorities. Remind her about the importance of education.

Enhance your teaching methods. Give students more activities suitable to their learning styles, talents, and interests. Lead discussions where they can share their opinion, feel that they belong and that they are important.

VIOLATION OF RULES (SUCH AS VANDALISM)

You are walking through the school corridor when you hear a group of students laughing. You see that some of them have paint on their hands. When you follow them to find out why, you discover that they are painting graffiti at the back of one of the rooms in the school.

Step 1- What do you think could be the possible reason/s why children might behave that way?

Some reasons could be:

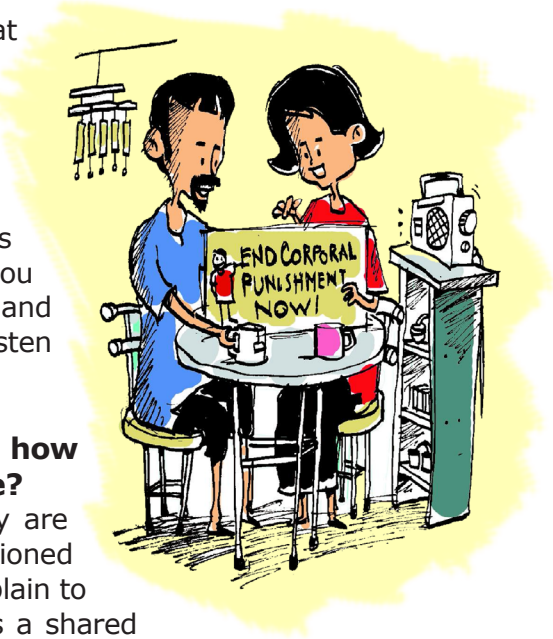
- Students may be bored and are looking for activities to show their talents.
- Students may want adventure and try new things.
- Students may be seeking attention.
- The students perceive vandalism as an avenue to express their feelings or opinions about the school.
- There may be peer influence to engage in this behavior.

Step 2- Now remember your long-term goals.

- You want your students to be able to express their feelings and opinions appropriately.
- You want your students to understand the right to self-expression.
- You want your students to be able to value and preserve shared spaces.
- You want your students to be able to observe and follow rules.

Step 3- In this situation, how can you show warmth?

- Talk to them privately and calmly. Ask for and listen to their explanation for painting graffiti on the room's back wall.
- Recognize their feelings and their needs.
- Understand that at this age, students are adventurous and may challenge authority.
- Understand that at this age, socialization and the need to belong is important to students.
- Understand that at this age students need to express their identity.
- Understand that students have very intense emotions and may not be able to express these appropriately.
- Assure the students that they can trust you with their problems and that you are ready to listen to them.



Step 4- In this situation, how can you provide structure?

- Ask them if what they are doing is a school sanctioned project. If it is not, explain to them that the room is a shared space and that the graffiti may distract other students from their lessons.
- Remind them of school rules and why such rules are needed.
- Remind them that everyone is responsible for protecting school property.
- Provide ideas on how to express their feelings and opinions in socially accepted ways.

Step 5- Responding with Positive Discipline

Do not punish! Instead of punishing or scolding them, talk to the students calmly and privately. Let them explain their actions. Listen and acknowledge their feelings and opinions.

Assure the students that they can trust you and share with you their problems. Tell them that you are a friend that they can count on.

Ask them how their actions affect school property and other students and school personnel. Discuss how they can better express their identity, opinions, and emotions and still preserve the integrity of school property.

Provide different venues for students to express their opinions and feelings. Remind them also of the school rules and the consequences of violating them.



Part Four: Conclusion

The discussion of the various situations above is aimed at providing guidance to teachers in problem-solving using Positive Discipline to common classroom challenges.

Practicing Positive Discipline involves a thoughtful and holistic approach to your relationships with young people. It may seem more difficult to you right now, but it will help make your interactions with students more respectful and caring, and in the longer term that investment will provide a happier and calmer classroom and school environment. It is a continuous learning process for both teachers and students. It requires commitment and adherence to the rights of the child to be taught and treated with respect while in school.



For further assistance in practicing Positive Discipline, kindly get in touch with Positive Discipline Facilitators, E-Net Philippines, and Save the Children.

Now you are ready to apply the principles of Positive Discipline. As the saying goes:

"NOW THAT YOU KNOW BETTER, YOU DO BETTER."



A Note on Teachers' Well-Being and Stress Management

Our temperaments also affect our behavior in the classroom. Teacher-student relationships are strongly affected by the match between the student's and the teacher's temperaments. It is very important for us to think of our own temperament to be able to consider how we can adjust our expectations, meet our students' needs, and find ways of resolving conflict without punishment.

There are many resources that can help teachers fight stress. The Experiential Learning Activities for Positive Discipline in Everyday Teaching[10] offers the following activities to help teachers and their students deal with stress:

- Feathers and Paper Plates (p. 10)
- Shake, Count, Clap (p. 20)
- Cool My Soup (p. 22)
- Smell the Flowers… Blow Out the Candles (p. 24)

10 Pascual, M. et.al. (2015). Experiential Learning Activities for Positive Discipline in Everyday Teaching. Unpublished draft June 2015.

The Northern Illinois College of Education (NIU-CEDU) has published methods of stress management for teachers. These methods recommend a simple ABC stress management model where the person first, acknowledges the stress; second modifies his/her behavior; and finally communicates with students and other staff.

A widely recognized proactive stress management method is to maintain a healthy physical state through regular exercise, a nutritious diet and good sleep. Another well-recognized proactive method of combating stress is to maintain a strong mental state: intellectually, emotionally and spiritually. Also, establishing clear classroom expectations can alleviate many of the stressors existing in a classroom between the teacher and students.

" ... There is no ambiguity: 'All forms of physical or mental violence' does not leave room for any level of legalized violence against children. Corporal punishment and other cruel or degrading forms of punishment are forms of violence and the State must take all appropriate legislative, administrative, social and educational measures to eliminate them."

United Nations Committee on the Rights of the Child, General Comment No. 8 on the Convention on the Rights of the Child

For Further Reading:

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