

## Assertive Discipline

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- Communicate your displeasure with a student's misbehavior, but then be sure to tell the student what to do. For example: "Bill, stop writing and pass your paper forward." Be sure to add emphasis to your directions by using eye contact, hand gestures, and the student's name.
- Recognize and quickly respond to appropriate behavior. This quick action will encourage the students to display the desired behavior more often.
- Learn to use the broken record technique. Continue to repeat your command (a maximum of three times) until the student follows your directions. Do not be sidetracked by the student's excuses. If the command is not followed, you might offer a choice to the student: follow the command or face the consequence. If you find it necessary to implement the consequence, make it clear that the student made the decision as to which option will occur.
- Learn to use the "positive repetitions" technique. This is a disguised way of repeating your rules so that all students know what to do. Repeat the directions as positive statements to students who are complying with your commands. Example: "Jason is using all safety equipment, so is Cynthia and Harold."
- Use "proximity praise". Instead of just focusing on misbehaving students, praise students near them who are doing the correct thing. It is hoped that the misbehaving students will then model that appropriate behavior.

# RESEARCH

## Provide an Assertive Response to the Following Situations

Five students are gathered around a small table for a hands-on activity. While three students are busy with the assignment, two are making faces at each other and are off lesson.

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When told to get back on task, Juanita tells you that she is feeling ill today. This is not typical behavior for her.

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When told to get back on task, Kevin tells you that he is feeling ill today. This commonly reported by him, has been checked out by the school nurse, and is believed to be a ploy he uses to avoid class work.

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Ben rips up his worksheet and throws it on the floor, mumbling, "I'm not doing this crap."

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Diana leaves her seat to tug on your arm and ask for assistance. You tell her to sit down and raise her hand. She starts to cry and accuses you of never helping her.

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