



# How to Influence Student Behavior and Enforce Discipline

Category: Student Behavior

## Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

**Category:** Student Behavior

**Duration:** Full workshop – 3 hours

### Desired Outcomes:

Participants will...

- Identify the difference between attitude and behavior.
- Employ strategies in enforcing student discipline.
- Identify and apply effective ways of influencing student behavior.
- Explain the importance and benefits of making exceptions to the rule.

### Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

### Resources in This Binder:

- Handouts:
  - Workshop Agenda
  - Attendee Notes
  - 3-2-1 Evaluation Form
  - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





## Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.

### Main Topics:

1. Attitude vs. Behavior
2. Enforcing Student Discipline
3. Influencing Student Behavior
4. Exceptions to the Rule

### Subtopics:

#### 1. Attitude vs. Behavior

- a. What's the Difference?
- b. Three Strategic Actions

#### 2. Enforcing Student Discipline

- a. Advantages of Student-Teacher Conferences
- b. Things to Remember
- c. Getting Both Viewpoints
- d. Never Ask Why, Ask What
- e. Confronting Students
- f. Communication
- g. Do's and Don'ts of Counseling About Attitude

#### 3. Influencing Student Behavior

- a. The Seven Motivators
- b. Keep the Responsibility for Misbehavior with the Student
- c. Instill a Sense of Ownership and Sharing Power
- d. Don't Talk Past the Point of Being Influential
- e. Plant a Seed
- f. Change Student Habits
- g. Be Direct
- h. Be a Healer

#### 4. Exceptions to the Rule

- a. Things You Should Know About Exceptions
- b. Taking Kids Off the Hook
- c. Buying Time: A Valuable Contribution



## Presentation Outline

This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

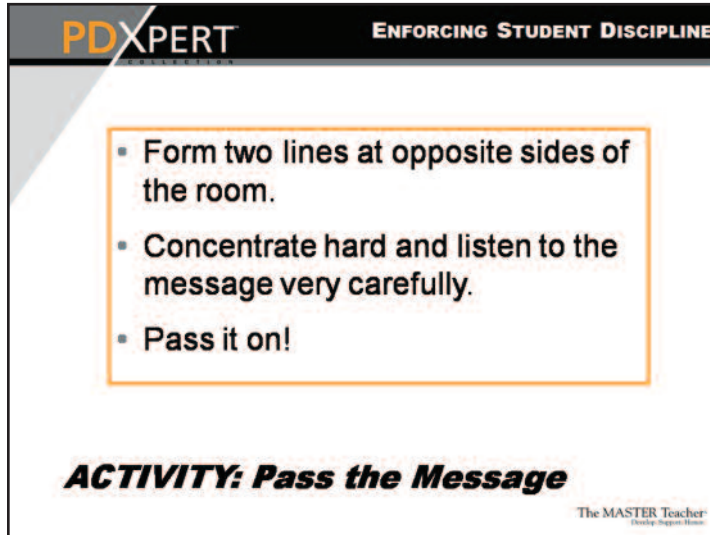
Section of Presentation	Slide #	Timing (mins)
<b>Getting Started</b>		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	<b>10</b>
<b>Topic 1 – Attitude vs. Behavior</b>		
	3-6	<b>30</b>
<b>Activity</b> – Quick Write	6	(20)
<b>Topic 2 – Enforcing Student Discipline</b>		
	7-18	<b>45</b>
<b>Discussion Point</b> – What techniques do you use to enforce discipline?	7	(5)
<b>Discussion Point</b> – How do you feel about confronting students?	12	(5)
<b>Discussion Point</b> – What nonverbal communication do you receive from students and what does that communication mean?	13	(5)
<b>Activity</b> – Pass the Message	14	(15)
Break		
<b>Topic 3 – Influencing Student Behavior</b>		
	19-30	<b>60</b>
<b>Activity</b> – Think, Pair, Share	22	(20)
<b>Activity</b> – Plant a Seed	27	(15)
<b>Topic 4 – Exceptions to the Rule</b>		
	31-36	<b>15</b>
<b>Closing Remarks</b>		
	37	<b>5</b>
Total of 2 hours and 45 minutes (not including break)		

### Helpful tip!

**This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.**



## Slide 14



**PDXPERT** ENFORCING STUDENT DISCIPLINE

- Form two lines at opposite sides of the room.
- Concentrate hard and listen to the message very carefully.
- Pass it on!

**ACTIVITY: Pass the Message**

The MASTER Teacher  
Teacher Support System

### Activity: Pass the Message

Allow 15 minutes for this activity.

Divide the participants into groups of 10-15 people and ask them to form lines, but not too close to each other. Ask for a volunteer from each group. Speak to the volunteers and give them a message. They will have to whisper this message to the first person in the line. That person will whisper to the person behind him or her, and so forth. The last person has to come to the front and write the complete message on the board. The team who gets the message correct wins.

Choose one of the following messages. The volunteers should be asked to read and memorize the same message.

“Twinkle, twinkle little sheep.  
Have you any wool?  
Up above the world so high.  
Yes, sir. Yes, sir. Three bags full.”

“Betty Butter bought a pack of pickle pepper and Peter Piper picked a bit of bitter butter.”

Debrief: Ask each group about the activity and what they think hindered them from getting the message correct (if applicable). The participants may say that it was difficult because they assumed that the message they got was wrong because they know the correct version of the nursery rhyme or tongue twister.

Tell participants that this activity was probably an exaggeration, but the idea was to make them think about listening. Let's go on to learn about effective listening.

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## “Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Circle the strategies and techniques in the list below that you have used when dealing with student behavior and discipline.

Called for a student-teacher conference

Asked a student “what” rather than “why”

Spoke about what’s smart rather than what’s right

Give a student time out of class just to talk about a problem

Used responsive listening

2. Are there any techniques or strategies that the presentation did not cover? What are they and how do you propose using these strategies?

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3. Consider situations outside of the classroom where you could apply the discipline and communication techniques you have learned. How are these situations similar to and different than situations in the classroom?

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