

BEST QUOTES ON DISCIPLINE AND BEHAVIOR

I'm not a naughty brat. I'm little and I'm still learning. I get overwhelmed and frustrated just like you do. Because nobody is perfect. Help me. Guide me. Love me.

—*The Learning Station*

The hearts of small children are delicate organs. A cruel beginning in this world can twist them into curious shapes. The heart of a child can shrink so that forever afterward it is hard and pitted as the seed of a peach. Or again, the heart of such a child may fester and swell until it is a misery to carry within the body, easily chafed and hurt by the most ordinary things.

--Carson McCullers

There is a mistaken notion prevailing among some parents that discipline is the same thing as punishment. It is not. *Discipline* comes from a Latin word meaning 'to teach.' The best discipline is that which teaches, not the kind that hurts.

--John Charles Wynn

I am not a product of my circumstances. I am a product of my decisions.

—Stephen R. Covey

There is not a single ill-doer who could not be turned to some good.

—Jean-Jacques Rousseau

Diogenes struck the father when the son swore.

--Robert Burton

Negative consequences stop misbehavior—that's a given. But the key to changing behavior is the use of positive reinforcement.

--Lee Canter

There is no den in the wide world to hide a rogue. Commit a crime and the earth is made of glass. Commit a crime, and it seems as if a coat of snow fell on the ground, such as reveals in the woods the track of every partridge, and fox, and squirrel.

--Ralph Waldo Emerson

Discipline yourself so others won't have to.

—John Wooden

The wrong that men do can all be traced to those who mistaught them.

--Sophocles

If you spend time with crazy and dangerous people, remember – their personalities are socially transmitted diseases; like water poured into a container, most of us eventually turn into – or remain – whoever we surround ourselves with. We can choose our tribe, but we cannot change that our tribe is our destiny.

—Stefan Molyneux

It is a smaller thing to suffer punishment than to have deserved it....The punishment can be removed, the fault will remain forever.

--Ovid

By 'throwing out' unruly children, we focus on the wrong set of people. We frame the entire discussion about school discipline as if it were a problem with the kids alone. It is not. Children are raised by adults. They learn by example. Adults, not kids, make the movies and television shows that glorify violence and disruption, all acted out by adults. Adults, not kids, make the business decisions that encourage sexually frank marketing toward younger and younger children. Adults, not kids, manufacture and distribute the guns used on city streets to maim and kill. Adults, not kids, highlight and often encourage fighting in our sporting events. And adults, not kids, grow and harvest the drugs that numb minds young and old.

--Michael Casserly

You cannot make yourself feel something you do not feel, but you can make yourself do right in spite of your feelings.

--Pearl S. Buck

The keenest sorrow is to recognize ourselves as the sole cause of all our adversities.

--Sophocles

The child who acts unlovable is the child who most needs to be loved.

--Cathy Rindner
Tempelsman

The reputation of a thousand years may be determined by the conduct of one hour.

--Japanese Proverb

When you choose the behavior, you choose the consequences.

--Dr. Phillip McGraw

You cannot do wrong and feel right. It is impossible!

—Ezra Taft Benson

Sometimes I have to tell myself, 'It's not worth the jail time.'

—*someecards*

You always get caught, whether it be by greed or sloppiness. You always get caught. So if you're thinking you're going to get caught doing something, don't do it.

—*The Chive*

The only person who cannot be helped is that person who blames others.

—Carl Rogers

Catch them doing something right! If you can catch people doing something well, no matter how small it may seem, and positively reinforce them for doing it, they will continue to grow in a positive direction.

--Ken Blanchard

A 'snapshot' feature in *USA Today* listed the five greatest concerns parents and teachers had about children in the '50s: talking out of turn, chewing gum in class, doing homework, stepping out of line, cleaning their rooms. Then it listed the five top concerns of parents today: drug addiction, teenage pregnancy, suicide and homicide, gang violence, anorexia and bulimia. We can also add AIDS, poverty, and homelessness....Between my own childhood and the advent of my motherhood—one short generation—the culture had gone completely mad.

--Mary Kay Blakely

Do not mistake a child for his symptom.

--Erik Erikson

When the milk is splattered all over the floor, and those little eyes are looking at you for your reaction, remember what really matters. It takes 5 minutes to clean up spilled milk. It takes much longer to clean up a broken spirit.

—Rebecca Eanes

All students take tests, but the most difficult challenge of all may be the test of one's will, one's courage, and one's self-esteem when confronted by a bully.

—Dan L. Miller

No matter how long you have traveled in the wrong direction, you can always turn around.

—Unknown

Matthew Henry, the famous scholar, was once accosted by thieves and robbed of his purse. He wrote these words in his diary: 'Let me be thankful first, because I was never robbed before; second, because, although they took my purse, they did not take my life; third, because, although they took my all, it was not much; and fourth, because it was I who was robbed, not I who robbed.'

—*Church of Ireland*

Profanity is the mark of a conversational cripple.

—Jay Alexander

Profanity is the use of strong words by weak people.

—Spencer W. Kimball

Every obnoxious act is a cry for help.

—Zig Ziglar

For too long, our society has shrugged off bullying by labeling it a 'rite of passage' and by asking students to simply 'get over it.' Those attitudes need to change. Every day, students are bullied into silence and are afraid to speak up. Let's break this silence and end school bullying.

—Linda Sanchez

Associate yourself with people of good quality, for it is better to be alone than in bad company.

—Booker T. Washington

Man alone of all the creatures of the earth can change his own pattern. Man alone is the architect of his destiny. The greatest discovery in our generation is that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.

--William James

Every person has free choice. Free to obey or disobey the Natural Laws. Your choice determines the consequences. Nobody ever did, or ever will, escape the consequences of his choices.

—Alfred A. Montapert

When you do bad things, bad things happen to you.

—Farrah Fawcett

If spanking worked, we'd only have to do it once.

--Nancy Samalin

Harsh counsels have no effect; they are like hammers which are always repulsed by the anvil.

--Helvetius

Never argue; repeat your assertion.

--Robert Owen

To educate a man in mind and not in morals is to educate a menace to society.

—Theodore Roosevelt

Anyone who's been through middle school might agree that 'reputational aggression'—aka vicious gossip, or even verbal abuse—seems to play a role in the status struggles of teenagers. Using data from North Carolina high schools, Robert Faris uncovered a pattern showing that, contrary to the stereotype of high-status kids victimizing low-status ones, most aggression is local: kids tend to target kids close to them on the social ladder. And the higher one rises on that ladder, the more frequent the acts of aggression—until, near the very top, aggression ceases almost completely. Why? Kids with nowhere left to climb, Faris posits, have no more use for it. Indeed, the star athlete who demeaned the mild mathlete might come off as insecure. 'In some ways,' Faris muses, 'these people have the luxury of being kind. Their social positions are not in jeopardy.'

—Jerry Useem

A young economist at Northwestern University named C. Kirabo Jackson....created a proxy measure for students' noncognitive ability, using just four pieces of existing administrative data: attendance, suspensions, on-time grade progression, and overall GPA. Jackson's new index measures, in a fairly crude way, how engaged students were in school—whether they showed up, whether they misbehaved and how hard they worked in their classes. Jackson found that this simple noncognitive proxy was, remarkably, a better predictor than students' test scores of whether the students would go on to attend college, a better predictor of adult wages, and a better predictor of future arrests.

—Paul Tough

It is noble to be good; it is still nobler to teach others to be good—and less trouble.
—Mark Twain

Too much rigidity on the part of teachers should be followed by a brisk spirit of insubordination on the part of the taught.

--Agnes Repplier

Don't settle: Don't finish crappy books. If you don't like the menu, leave the restaurant. If you're not on the right path, get off it.

—Chris Brogan

Somebody does somethin' stupid, that's human. They don't stop when they see it's wrong, that's a fool.

—Elvis Presley

Example has more followers than reason.

—Christian Nestell
Bovee

A man should never be ashamed to own he has been in the wrong, which is but saying, in other words, that he is wiser today than he was yesterday.

—Jonathan Swift

Discipline of others isn't punishment. You discipline to help, to improve, to correct, to prevent, not to punish, humiliate, or retaliate.

—John Wooden

What is discipline? Training and/or teaching children to act in accordance with rules. Helping children to learn the proper way to get along with others. Permitting children to make their own mistakes and experience the consequences of those choices.

—Megan Durbin

Everything happens for a reason. Sometimes the reason is you're stupid and you make bad decisions.

—Bill Murray

Reprimand not a child immediately on the offence. Wait till the irritation has been replaced by serenity.

—Moses Hasid

Compassion will cure more sins than condemnation.

--Henry Ward Beecher

Look into any man's heart you please, and you will always find, in every one, at least one black spot which he has to keep concealed.

--Henrik Ibsen

Evil is powerless if the good are unafraid.

--Ronald Reagan

Overly harsh discipline and suspension marginalizes, stigmatizes, and criminalizes these boys. When an African-American male in eighth grade has defiant behavior in the classroom, it's like seeing a burn on their body; we need to treat their behavior as evidence of a problem to be solved rather than a kid to lock up.

--Robert Ross

First you have to know them, and then you have to like them, enough to respect what they're going through but not accept responses that may be inappropriate. You really do have to like them. Boys, when they're threatened and angry, they act out in ways that make them difficult to deal with. They can become threatening, sullen, disrespectful. They learn to be frightening as a defense mechanism in the environments they have to navigate. When you don't like them, those are reasons to get rid of them—to put them out of programs, put them out of schools, to call the police to deal with them, lock them up. But when they're kids that you actually know, and actually like, they will listen to you, and you will listen to them. And that's where change starts.

--Geoffrey Canada

The penalty may be removed, the crime is eternal.

--Ovid

He who lies down with dogs, rises up with fleas.

--Benjamin Franklin

Though no one can go back and make a brand new start, anyone can start now and make a brand new ending.

--Carl Bard

All students wear the sign: 'I want to be important NOW!' Many of our juvenile delinquency problems arise because nobody reads the sign.

--Dan Pursuit

Every passing minute is another chance to turn it all around.

--Cameron Crowe

The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.

—Albert Einstein

The life you have led doesn't need to be the only life you'll have.

--Anna Quindlen

When you make a mistake, there are only three things you should ever do about it: admit it, learn from it, and don't repeat it.

--Paul 'Bear' Bryant

You can't act on misbehavior until you know the reason for it.

--Robert L.DeBruyn

It is not children that we want to change. Rather, it is the inappropriate behavior that we want to change. We want to support appropriate behavior. Calling attention to inappropriate behavior lets the child know that the actions are not acceptable, but that the child is still loved. Do not forget to also focus on appropriate behavior. Praise and reinforcement let children know which behaviors are appropriate and acceptable.

—Peggy O' Harrelson

Punish the incident and treat the problem.

--Unknown

A good deal of criminal activity is motivated not by aggression, but by desire to relieve boredom, to create excitement, to call attention to oneself.

--Thomas Szasz

You're mistaken if you think wrongdoers are always unhappy. The really professional evil-doers love it. They're as happy as larks in the sky....The unhappy ones are only the guilty amateurs and the neurotics.

--Muriel Spark

You are not in charge of the universe: you are in charge of yourself.

--Arnold Bennett

Stand with anybody that stands RIGHT. Stand with him while he is right and PART with him when he goes wrong.

--Abraham Lincoln

We should expect the best and the worst from mankind, just as we do from the weather.

--Vauvenargues

It is very difficult for people to believe the simple fact that every persecutor was once a victim. Yet it should be very obvious that someone who was allowed to feel free and strong from childhood does not have the need to humiliate another person.

--Alice Miller

Good discipline is more than just punishing or laying down the law. It is liking children and letting them see that they are liked. It is caring enough about them to provide good, clear rules for their protection.

--Jeannette W. Galambos

Kids won't come out and thank you each and every time you make a decision they aren't totally fond of....But in their hearts kids know you're doing your job, just like they are doing their job by arguing.

--Fred G. Gosman

The message you give your children when you discipline with love is 'I care too much about you to let you misbehave. I care enough about you that I'm willing to spend time and effort to help you learn what is appropriate.' All children need the security and stability of food, shelter, love, and protection, but unless they also receive effective and appropriate discipline, they won't feel secure.

--Stephanie Marston

To spare the ravaging leopard is an act of injustice to the sheep.

--Persian Proverb

The fact that man knows right from wrong proves his *intellectual* superiority to the other creatures; but the fact that he can *do* wrong proves his *moral* inferiority to any creatures that *cannot*.

--Mark Twain

A hurtful act is the transference to others of the degradation which we bear in ourselves.

--Simone Weil

Ill habits gather by unseen degrees—As brooks make rivers, rivers run to seas.

--John Dryden

Man is the only animal who causes pain to others with no other object than wanting to do so.

--Arthur Schopenhauer

Crime expands according to our willingness to put up with it.

--Barry J. Farber

The secret of discipline is motivation. When a man is sufficiently motivated, discipline will take care of itself.

--Sir Alexander Paterson

Every sin is the result of a collaboration.

--Stephen Crane

There are a thousand hacking at the branches of evil to one who is striking at the roots.

--Henry David Thoreau

The reformatory effect of punishment is a belief that dies hard, chiefly, I think, because it [punishment] is so satisfying to our sadistic impulses.

--Bertrand Russell

Fifty years ago teachers said their top discipline problems were talking, chewing gum, making noise and running in the halls. The current list, by contrast, sounds like a cross between a rap sheet and the seven deadly sins.

--Anna Quindlen

The chief source of the 'problem of discipline' in schools is that...a premium is put on physical quietude; on silence, on rigid uniformity of posture and movement; upon a machine-like simulation of the attitudes of intelligent interest. The teachers' business is to hold the pupils up to these requirements and to punish the inevitable deviations which occur.

--John Dewey

Violence is a learned behavior, not a random, uncontrollable or inevitable occurrence.

--Michael Suntag

If a student enters class not knowing algebra, we teach him algebra. If a student enters class not knowing how to behave, we punish him.

--Arnold Langberg

One reasonable consequence is more EFFECTIVE than twenty-two lectures.

--Fred Gosman

A child's home background can EXPLAIN misbehavior, but not EXCUSE it.

--Fred Gosman

There is no explanation for evil. It must be looked upon as a necessary part of the order of the universe. To ignore it is childish, to bewail it senseless.

--W. Somerset Maugham

If boys and girls do not learn discipline in their school days, money and time spent on their education is so much national loss.

--Mahatma Gandhi

Evil unchecked grows, evil tolerated poisons the whole system.

--Jawaharlal Nehru

We do not aim to correct the man we hang; we correct and warn others by him.

--Michel de Montaigne

Laws should be like clothes. They should be made to fit the people they are meant to serve.

--Clarence Darrow

There is something in each of us that resents restraints, repressions, and controls, but we forget that nothing left loose ever does anything creative. No horse gets anywhere until he is harnessed. No steam or gas ever drives anything until it is confined. No Niagara is ever turned into light and power until it is tunneled. No life ever grows great until it is dedicated, focused, disciplined.

--Harry Emerson Fosdick

Almost all who enter on a course of crime do so between the ages of eight and sixteen.

--Anthony Ashley Cooper
Shaftesbury

We cannot do evil to others without doing it to ourselves.

--Joseph Francis Edward
Desmarais

The whole of life and experience goes to show, that right or wrong doing, whether as to the physical or the spiritual nature, is sure in the end to meet its appropriate reward or punishment. Penalties may be delayed, but they are sure to come.

--H. W. Beecher

For behaviour, men learn it, as they take diseases, one of another.

--Francis Bacon

You cannot put the same shoe on every foot.

--Publilius Syrus

What it lies in our power to do, it lies in our power not to do.

--Aristotle

There is a raging tiger inside every man whom God put on this earth. Every man worthy of the respect of his children spends his life building inside himself a cage to pen that tiger in.

--Murray Kempton

He who conquers others is strong;
He who conquers himself is mighty.

--Laotse

Man cannot live without self-control.

--Isaac Bashevis Singer

Conduct is three-fourths of our life and its largest concern.

--Matthew Arnold

Always do right. This will gratify some people, and astonish the rest.

--Mark Twain

If you have behaved badly, repent, make what amends you can and address yourself to the task of behaving better next time. On no account brood over your wrongdoing. Rolling in the muck is not the best way of getting clean.

--Aldous Huxley

many a man spans his
children for
things his own
father should have
spanked out of him.

--Don Marquis

Speaking generally, punishment hardens and numbs, it produces concentration, it sharpens the consciousness of alienation, it strengthens the power of resistance.

--Friedrich Nietzsche

None of us is responsible for all the things that happen to us, but we are responsible for the way we act when they do happen.

--Unknown

Frequent punishments are always a sign of weakness or laziness on the part of the government.

--Jean Jacques Rousseau

What man have you ever seen who was contented with one crime only?

--Juvenal

Wherever a man commits a crime, God finds a witness....Every secret crime has its reporter.

--Ralph Waldo Emerson

If you share your friend's crime, you make it your own.

--Publilius Syrus

Wickedness is weakness.

--John Milton

If you refuse to be made straight when you are green, you will not be made straight when you are dry.

--African Proverb

He that complies against his will,
Is of his own opinion still.

--Samuel Butler

It is ominous for the future of a child when the discipline he receives is based on the emotional needs to the disciplinarian rather than on any consideration of the child's own needs.

--Gordon W. Allport

All cruelty springs from hard-heartedness and weakness.

--Seneca

Children need love, especially when they do not deserve it.

--Harold S. Hulbert

If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.

—Carl Jung

No problem in education is more important than discipline. No other single factor so vitally affects a teacher's success or failure. If a teacher is poor in what is generally called 'discipline,' he is almost certain to fail; if he is skillful in his relations with students, he is equally certain to be effective in other aspects of teaching.

--E. V. Pullias

A dropout is a youngster who will find it hard to earn a living because he refuses to learn a living.

—Unknown

The first step in discipline is taken before the child takes his.

--Unknown

There are only two ways to handle junior high school youth; does anyone know what they are?

--Unknown

Of all the tasks of government the most basic is to protect its citizens against violence.

--John Foster Dulles

How could a state be governed...if every individual remained free to obey or not to obey the law according to his private opinion?

--Thomas Hobbes

Some children never disobey because they are never told what to do.

--Laurence J. Peter

Juvenile delinquency starts in the high chair and ends in the death chair.

--James D. D. Murray

When I see the *Ten Most Wanted Lists*...I always have this thought: If we'd made them feel wanted earlier, they wouldn't be wanted now.

--Eddie Cantor

He only may chastise who loves.

--Rabindranath Tagore

Nothing is more despicable than respect based on fear.

--Albert Camus

Nine-tenths of the miseries and vices of mankind proceed from idleness.

--Thomas Carlyle

Half of the harm that is done in this world

Is due to people who want to feel important.

They don't mean to do harm—but the harm does not interest them.

--T. S. Eliot

Disobedience is the worst of evils. This it is that ruins a nation.

--Jean Anouilh

Order is the first requisite of liberty.

--Georg Wilhelm Hegel

The strongest bulwark of authority is uniformity; the least divergence from it is the greatest crime.

--Emma Goldman

Most of what we object to as misconduct in children is a natural rebellion against the intrusion of an unimaginative adult despotism in their lives.

--Floyd Dell

The real source of almost all our crimes, if the trouble is taken to trace them to a common origin, will be found to be in idleness.

--Walter Gaston
Shotwell

The amount of destructiveness in a child is proportionate to the amount to which the expansiveness of his life has been curtailed. Destructiveness is the outcome of the un-lived life.

--Erich Fromm

The parent who did not depend on love to influence and mold the character of the child rather than force would be regarded not as a real parent but a brute. Force is worse than useless in developing the conduct of the child.

--Clarence Darrow

The law is but words and paper without the hands and swords of men.

--James Harrington

It may be true that the law cannot make a man love me. But it can keep him from lynching me, and I think that's pretty important.

--Martin Luther
King, Jr.

Where law ends, there tyranny begins.

--William Pitt

To make laws that man cannot, and will not obey, serves to bring all law into contempt.

--Elizabeth Cady
Stanton

It is better that ten guilty persons escape than that one innocent suffer.

--Sir William
Blackstone

'Do you think you can maintain discipline?' asked the Superintendent. 'Of course I can,' replied Stuart. 'I'll make the work interesting and the discipline will take care of itself.'

--E. B. White

Results are what you expect, and consequences are what you get.

--Ladies' Home Journal

Logical consequences are the scarecrows of fools and the beacons of wise men.

--Thomas Henry Huxley

The real significance of crime is in its being a breach of faith with the community of mankind.

--Joseph Conrad

Not only have problems in public schools intensified, they have increased. From the Fullerton Police Department and the California Department of Education come these startling statistics. Contrast for yourself the top **seven** discipline problems in public schools in 1940 and the top **seventeen** problems in 1982:

1940	1982
1. Talking	1. Drug Abuse
2. Chewing gum	2. Alcohol abuse
3. Making noise	3. Pregnancy
4. Running in the halls	4. Suicide
5. Getting out of turn in line	5. Rape
6. Wearing improper clothing	6. Robbery
7. Not putting paper in wastebaskets	7. Assault
	8. Burglary
	9. Arson
	10. Bombings
	11. Murder
	12. Absenteeism
	13. Vandalism
	14. Extortion
	15. Gang warfare
	16. Abortion
	17. Venereal disease

*--Fullerton Police
Dept. &
California Dept.
of Education*

We seek a thousand reasons to accuse vice in poverty, but two thousand to excuse it in prosperity.

--J. Petit-Senn

I shall create!
If not a note, a hole.
If not an overture, a desecration.

--Gwendolyn Brooks

The most difficult students for school personnel to deal with are those students who truly *do not care*. As the old saying goes, 'You can't push a rope.'

--Dan L. Miller

A man's behavior is the index of the man.

—Ali ibn-abi-Talib

A beautiful behavior is better than a beautiful form; it gives a higher pleasure than statues or pictures; it is the finest of the fine arts.

--Ralph Waldo Emerson

Behavior is a mirror in which every one displays his own image.

--Goethe

Right conduct can never, except by some rare accident, be promoted by ignorance or hindered by knowledge.

--Bertrand Russell

Boys naturally look on all force as an enemy.

--Henry Adams

A cat pent up becomes a lion.

--Italian Proverb

Vices are their own punishment.

--Aesop

For lawless joys a bitter ending waits.

--Pindar

What the school wants first from any child, whatever the psychologists say, is that he gets his work done—if only because children who don't work tend to employ their spare time by making mischief.

--Martin Mayer

A classroom, any classroom, is an awesome place of shadows and shifting colors, a place of unacknowledged desires and powers, a magic place. Its inhabitants are tamed. After years of unnecessary repetition, they will be able to perform their tricks--reading, writing, arithmetic and their more complex derivatives. But they are tamed only in the manner of a cage full of jungle cats. Let the right set of circumstances arise, the classroom will explode.

--George B. Leonard

Non-resistance to evil which takes the form of paying no attention to it is a way of promoting it.

--John Dewey

Everything evil is revenge.

--Otto Weininger

Every minute you are thinking of evil, you might have been thinking of good instead.

--Evelyn Underhill

Cruelty is a tyrant that is always attended by fear.

--English Proverb

Those who'll play with cats must expect to be scratched.

--Cervantes

A man is not good or bad for one action.

--Thomas Fuller

Ugly deeds are taught by ugly deeds.

--Sophocles

The impulse to mar and to destroy is as ancient and almost as nearly universal as the impulse to create. The one is an easier way than the other of demonstrating power.

--Joseph Wood Krutch

Do not consider painful what is good for you.

--Euripides

To deny all is to confess all.

--Spanish Proverb

It is not the whip that makes men, but the lure of things that are worthy to be loved.

--Woodrow Wilson

He who passively accepts evil is as much involved in it as he who helps to perpetrate it. He who accepts evil without protesting against it is really cooperating with it.

--Martin Luther
King, Jr.

When evil acts in the world it always manages to find instruments who believe that what they do is not evil but honorable.

--Max Lerner

Idleness is a mother. She has a son, robbery, and a daughter, hunger.

—Victor Hugo

The law is a causeway upon which, so long as he keeps to it, a citizen may walk safely.

--Robert Bolt

Anyone who takes it upon himself, on his private authority, to break a bad law, thereby authorizes everyone else to break the good ones.

--Denis Diderot

Laws too gentle are seldom obeyed; too severe, seldom executed.

--Benjamin Franklin

Law cannot persuade where it cannot punish.

--Thomas Fuller

The more laws, the more offenders.

--Thomas Fuller

Morality cannot be legislated, but behavior can be regulated. Judicial decrees may not change the heart, but they can restrain the heartless.

--Martin Luther
King, Jr.

No law is quite appropriate for all.

--Livy

Wherever law ends, tyranny begins.

--John Locke

Useless laws weaken necessary ones.

--Charles de Montesquieu

What you cannot enforce,
Do not command.

--Sophocles

He who spares the bad injures the good.

—Publilius Syrus

He who forbids not sin when he may, commands it.

—Seneca

Experience fails to teach where there is no desire to learn.

—George Bernard Shaw

The first sign of corruption in a society that is still alive is that the end justifies the means.

--Georges Bernanos

Never open the door to a little vice lest a great one enter with it.

--Proverb

Good laws make it easier to do right and harder to do wrong.

--William E. Gladstone

Laws are the very bulwarks of liberty; they define every man's rights, and defend the individual liberties of all men.

--J. G. Holland

Liberty is the right to do what the laws allow; and if a citizen could do what they forbid, it would be no longer liberty, because others would have the same powers.

--Montesquieu

It is better to suffer wrong than to do it, and happier to be sometimes cheated than not to trust.

--Samuel Johnson

If poverty is the mother of crime, want of sense is the father of them.
--La Bruyere

Satan finds mischief for idle hands to do.
--Arab Proverb

The law creates citizens.
--Voltaire

If you cannot reconcile yourself to the law, remain in the cradle.
--Pedro Calderon
de la Barca

He who terrorizes is himself the more terrified.
--Claudian

Think what others ought to be like, then start being like that yourself.
--Unknown

To know what is right and not do it is as bad as doing wrong.
—*James 4:17*

The surest way to gain respect is to earn it by conduct.
--Unknown

It's nice to be important, but it's more important to be nice.
--John Templeton

When people speak evil of you, live so that no one will believe them.
--Plato

It isn't what you have, but what you are, that makes life worthwhile.
--Unknown

Psychiatrists tell us that discipline doesn't break a child's spirit half as often as the lack of it breaks a parent's heart.
--Unknown

Beat your child once a day. If you don't know why, he does.

--Chinese Proverb

A whipping never hurts so much as the thought that you are being whipped.

--Edgar Watson Howe

I have never observed other effects of whipping than to render boys more cowardly, or more willfully obstinate.

--Michel de Montaigne

The first of all laws is to respect the laws: the severity of penalties is only a vain resource, invented by little minds in order to substitute terror for that respect which they have no means of obtaining.

--Jean Jacques Rousseau

Whipping and abuse are like laudanum; you have to double the dose as the sensibilities decline.

--Harriet Beecher
Stowe

He only may chastise who loves.

--Rabindranath Tagore

Pardon one offense, and you encourage the commission of many.

--Publilius Syrus

Crime begins in the mind. A man has to think wrong before he acts wrong.

--William Cooke

Some people seem to think that crime is not crime until discovery makes it so.

--Unknown

All criminals turn preachers when they are under the gallows.

--Italian Proverb

A poorly extinguished fire is quickly reignited.

--Corneille

Acting without thinking is a lot like shooting without aiming.

--B. C. Forbes

Silence gives consent.

--Oliver Goldsmith

Good and evil, reward and punishment, are the only motives to a rational creature: these are the spur and reins whereby all mankind are set on work, and guided.

--John Locke

He that will have his son have a respect for him and his orders, must himself have a great reverence for his son.

--John Locke

Distrust all in whom the impulse to punish is powerful.

--Friedrich Wilhelm
Nietzsche

In nature there are neither rewards nor punishments—there are consequences.

--Robert Green Ingersoll

So long as governments set the example of killing their enemies, private individuals will occasionally kill theirs.

--Elbert Hubbard

There is no such thing as justice—in or out of court.

--Clarence Seward
Darrow

No man is above the law and no man is below it; nor do we ask any man's permission when we require him to obey it. Obedience to the law is demanded as a right; not asked as a favor.

--Theodore Roosevelt

No rule is so general, which admits not some exception.

--Robert Burton

In reading and writing, you cannot lay down rules until you have learnt to obey them. Much more so in life.

--Marcus Aurelius

Self-restraint may be alien to the human temperament, but humanity without restraint will dig its own grave.

--Marya Mannes

There is no useful rule without an exception.

--Thomas Fuller

The strong man is the one who is able to intercept at will the communication between the senses and the mind.

--Napoleon I

If you hit a pony over the nose at the outset of your acquaintance, he may not love you, but he will take a deep interest in your movements ever afterwards.

--Rudyard Kipling

The power that keeps cities of men together
Is noble preservation of law.

--Euripides

The act of evil
breeds others to follow.

--Aeschylus

You cannot do wrong without suffering wrong.

--Ralph Waldo Emerson

For a wrongdoer to be undetected is difficult; and for him to have confidence that his concealment will continue is impossible.

--Epicurus

A small demerit extinguishes a long service.

--Thomas Fuller

Those who are once found to be bad are presumed to be so forever.

--Latin Proverb

There is no act more moral between men than that of rule and obedience.

--Thomas Carlyle

The fear of punishment may be necessary to the suppression of vice; but it also suspends the finer motives to virtue.

--William Hazlitt

What a man does, tells us what he is.

--R. D. Huntington

If you strike a child, take care that you strike it in anger, even at the risk of maiming it for life. A blow in cold blood neither can nor should be forgiven.

--George Bernard Shaw

Society prepares the crime; the criminal commits it.

--Henry Thomas Buckle

Fear follows crime, and is its punishment.

--Voltaire

The certainty of punishment, even more than its severity, is the preventive of crime.

--Tryon Edwards

The work of eradicating crimes is not by making punishment familiar, but formidable.

--Oliver Goldsmith

If punishment makes not the will supple it hardens the offender.

—John Locke

Wickedness, when properly punished, is disgraceful only to the offender; unpunished, it is disgraceful to the whole community.

--Charles Simmons

The public have more interest in the punishment of an injury than he who receives it.

--Cato

It is hard, but it is excellent, to find the right knowledge of when correction is necessary, and when grace doth most avail.

--Sir Philip Sidney

Eighty per cent of our criminals come from unsympathetic homes.

--Hans Christian
Andersen

The man who cannot create wants to destroy.

--Erich Fromm

When we are punished, it seems to us at the time something to make us sad, not glad. Later, however, those who have been disciplined by such punishment reap the peaceful reward of a righteous life.

--*Hebrews* 12:11

In general we may say that the causes of a child's delinquent behavior may be traced to his parents.

--David Abrahamsen

Only the disciplined are free.

--James C. Penney

Habitual exclusion has the effect of reducing a sense of responsibility for what is done and its consequences.

--John Dewey

A good End cannot sanctifie evil Means; nor must we ever do Evil, that Good may come of it.

--William Penn

A little evil is often necessary for obtaining a great good.

--Voltaire

I never wonder to see men wicked, but I often wonder to see them not ashamed.

--Jonathan Swift

What we do on some great occasion will probably depend on what we already are; and what we are will be the result of previous years of self-discipline.

--H. P. Liddon

Man is still responsible. He must turn the alloy of modern experience into the steel of mastery and character. His success lies not with the stars but with himself. He must carry on the fight of self-correction and discipline. He must fight mediocrity as sin and live against the imperative of life's highest ideal.

--Frank Curtis Williams

Cruelty and fear shake hands together.

--Honoré de Balzac

A person who is too nice an observer of the business of the crowd, like one who is too curious in observing the labor of bees, will often be stung for his curiosity.

--Alexander Pope

Cruelty, like every other vice, requires no motive outside of itself; it only requires opportunity.

--George Eliot

Cruelty is a part of nature, at least of human nature, but it is the one thing that seems unnatural to us.

--Robinson Jeffers

The difference between coarse and refined abuse is the difference between being bruised by a club and wounded by a poisoned arrow.

--Samuel Johnson

Man's inhumanity to man
Makes countless thousands mourn!

--Robert Burns

If it were absolutely necessary to choose, I would rather be guilty of an immoral act than of a cruel one.

--Anatole France

One of the ill effects of cruelty is that it makes the bystanders cruel.

--Thomas Fowell Buxton

The real significance of crime is in its being a breach of faith with the community of mankind.

--Joseph Conrad

We enact many laws that manufacture criminals, and then a few that punish them.

--Allen Tucker

All crime is a kind of disease and should be treated as such.

--Mahatma Gandhi

We easily forget crimes that are known only to ourselves.

--François de
La Rochefoucauld

Purposelessness is the fruitful mother of crime.

--Charles H. Parkhurst

Whoever profits by the crime is guilty of it.

--Unknown

Small crimes always precede great ones. Never have we seen timid innocence pass suddenly to extreme licentiousness.

--Jean Baptiste Racine

The confession of evil works is the first beginning of good works.

--Saint Augustine

When man learns to understand and control his own behavior as well as he is learning to understand and control the behavior of crop plants and domestic animals, he may be justified in believing that he has become civilized.

--E. G. Stakman

Drive out nature with a pitchfork, and she will always come back.

--Horace

There is no zeal blinder than that which is impaired with the love of justice against offenders.

--Henry Fielding

Men are not hanged for stealing horses, but that horses may not be stolen.

--George, Lord Halifax

The energy which makes a child hard to manage is the energy which afterward makes him a manager of life.

--James Baldwin

Children will usually obey if you explain patiently what you want them to do—and stand over them while they do it.

--Unknown

No one is entirely useless. Even the worst of us can serve as horrible examples.

--Unknown Prisoner

All punishment in itself is evil.

--Jeremy Bentham

Always set a thief to catch a thief; the greatest deer-stealers make the best park-keepers.

--Thomas Fuller

The world does not grow better by force or by the policeman's club.

--William J. Gaynor

Let the ruler be slow to punish, swift to reward.

--Ovid

The time that precedes punishment is the severest part of it.

--Seneca

By some strange perversity we are taught all sorts of useless things, but nothing is done about the art of conduct. We are supposed to be getting trained for society but are taught as if each one of us were going to live a life of contemplation in a solitary cell.

--Jean Jacques Rousseau

The destructive child has to learn his lesson in another way. He breaks the windows of his room, let the wind blow on him night and day and do not worry about him catching cold. It is better for him to catch cold than to be a fool. If he goes on breaking windows shut him up in a dark room without windows. The time will come when he has learned what property means and he is willing to respect other people's belongings.

--Jean Jacques Rousseau

The correlation between high school dropout rates and crime rates is higher than the correlation between smoking and lung cancer.

--Harold Hodgkinson

Teachers have rules, but there are 101 reasons for being late to class. Was the student threatened by a bully and hiding in the bathroom? Never assume; talk to kids. Why was your paper late? Why didn't you take the makeup test? When kids don't live up to your expectations, don't treat it as a crime but as a problem to be solved. The search for solutions begins with getting more information, often from students.

--Anne Wescott Dodd

Law cannot persuade where it cannot punish.

--Thomas Fuller

A person may cause evil to others not only by his action but by his inaction, and in either case he is justly accountable to them for the injury.

--John Stuart Mill

Deeds of violence in our society are performed largely by those trying to establish their self-esteem, to defend their self-image, and to demonstrate that they, too, are significant. Violence arises not out of superfluity of power but out of powerlessness.

--Rollo May

For a punishment to be just it should consist of only such gradations of intensity as suffice to deter men from committing crimes.

--Cesare Beccaria

Self-respect is the root of discipline: the sense of dignity grows with the ability to say no to oneself.

--Abraham J. Heschel

You can almost be certain that the man who commits violent crimes has been treated violently as a child.

--Karl Menninger

If a boy be of a mischievous, wicked inclination, no school will ever make him good.

--Henry Fielding

Deep down, kids are starving for discipline because they know on an intuitive level that they can't accomplish anything without it.

--Dale Patton

No punishment has ever possessed enough power of deterrence to prevent the commission of crimes. On the contrary, whatever the punishment, once a specific crime has appeared for the first time, its reappearance is more likely than its initial emergence could have been.

--Hannah Arendt

Man-like it is to fall into sin;
Fiend-like it is to dwell therein.

--Henry Wadsworth
Longfellow

Discipline is the rudimentary thread of the learning cloak.

--Greg Henry Quinn

For children to experience growth, they must experience consequences.

--Greg Henry Quinn

It is as expedient that a wicked man be punished as that a sick man be cured by a physician; for all chastisement is a kind of medicine.

--Plato

The foolish and wicked practice of profane cursing and swearing is a vice so mean and low that every person of sense and character detests and despises it.

--George Washington

Every unpunished murder takes away something from the security of every man's life.

--Daniel Webster

You can't legislate intelligence and common sense into people.

--Will Rogers

Rather suffer an injustice than commit one.

--Unknown

Call one a thief and he will steal.

--Thomas Carlyle

What is the use of running when we are not on the right road?

--German Proverb

All that we do is done with an eye to something else.

--Aristotle

While we should condemn stealing, we should be careful not to condemn the student who stole.

--Amy Howard

Never get into fights with ugly people because they have nothing to lose.

--Robin Williams

DON'T BLAME THE CHILDREN!

We read in the paper and hear on the air
Of killing and stealing and crime everywhere.
We sigh and say as we notice the trend
'This young generation, where will it end?'
But can we be sure that it's their fault alone
That maybe a part of it isn't our own?

Are we less guilty who place in their way
Too many things that can lead them astray?
Too much money to spend--too much idle time;
Too many movies of passion and crime;
Too many books not fit to be read;
Too much evil in what they hear said;
Too many children encouraged to roam
By too many parents who just won't stay home.

Kids don't make the movies, they don't write the books
That paint the gay pictures of gangsters and crooks;
They don't make the liquor, they don't run the bars,
They don't make the laws and they don't buy the cars.
They don't peddle drugs that addle the brain,
That's all done by older folks greedy for gain.
Delinquent teenagers; oh, how we condemn!
The sins of the nation and blame it on them.
By the laws of the blameless the Savior made known
Who is their among us to cast the first stone?
For in so many cases, it's sad, but it's true,
The title, 'DELINQUENT' fits older folks, too.

--Stan Miller

There is no man so good that if he placed all his actions and thoughts under the
scrutiny of the laws, he would not deserve hanging ten times in his life.

--Michel de Montaigne

Sometimes the best way to convince someone he is wrong is to let him have his way.

--Red O'Donnell

Violence is the last refuge of the incompetent.

--Isaac Asimov

Without discipline, there is no life at all.

--Katharine Hepburn

One ship drives east, and another west
With the self-same winds that blow;
'Tis the set of the sails
And not the gales,
Which decides the way to go.

--Ella Wheeler Wilcox

I believe that we are solely responsible for our choices, and we have to accept the consequences of every deed, word, and thought throughout our lifetime.

--Elisabeth Kübler-Ross

My will shall shape my future. Whether I fail or succeed shall be no man's doing but my own. I am the force; I can clear any obstacle before me or I can be lost in the maze. My choice, my responsibility; win or lose, only I hold the key to my destiny.

--Elaine Maxwell

The first idea that the child must acquire, in order to be actively disciplined, is that of the difference between good and evil; and the task of the educator lies in seeing that the child does not confound good with immobility, and evil with activity. Our aim is to discipline for activity, for work, for good; not for immobility, not for passivity, not for obedience.

--Maria Montessori

When good people in any country cease their vigilance and struggle, then evil men prevail.

--Pearl S. Buck

It is a painful thing
To look at your own trouble and know
That you yourself and no one else has made it.

--Sophocles

Do what's right. Do it right. Do it right now.

--B. C. Forbes

Evil is not *merely* a by-product of unfavorable circumstances; it is too widespread and too deep-seated to admit of any such explanation; so widespread, so deep-seated that one can only conclude that what the religions have always taught is true, and that evil is endemic in the heart of man.

--C. E. M. Joad

I am,
indeed,
a king,
because I know how
to rule myself.

--Pietro Aretino to
Agostino Ricchi

Not being able to govern events, I govern myself, and apply myself to them, if they will not apply themselves to me.

--Michel de Montaigne

Freedom is obtained not by the enjoyment of what is desired but by controlling desire itself.

--Epictetus

In the twentieth century what astonished many of us is not so much that human nature is fundamentally corrupt; we are astonished rather that it does not behave more wickedly than it obviously does.

--Morton Irving Seiden

To know what is right and not to do it is the worst cowardice.

--Confucius

What the child says, he has heard at home.

--Nigerian Proverb

All cornered animals bite.

--Haitian Proverb

Violence is as American as cherry pie.

--H. Rap Brown

He who cannot dance will say: 'The drum is bad.'

--Ashanti Proverb

If you obey all the rules, you miss all the fun.

--Katharine Hepburn

All good government must begin in the home. It is useless to make good laws for bad people.

--H. R. Hawes

Most powerful is he who has himself in his own power.

--Seneca

It is part of the cure to wish to be cured.

--Seneca

The effects of our actions may be postponed but they are never lost. There is an inevitable reward for good deeds and an inescapable punishment for bad. Meditate upon this truth, and seek always to earn good wages from Destiny.

--Wu Ming Fu

It is an accepted law of ethics that punishment in the Court of Conscience, unlike that in Courts of Law, lessens with each repeated and unrebuked offense.

--Joseph S. Auerbach

The antidote for crime should be administered in childhood, by the parents. The problem is not fundamentally that of the improper child so much as it is that of the improper home.

--Justice John W. Hill

While actions are always to be judged by the immutable standard of right and wrong, the judgments we pass upon men must be qualified by considerations of age, country, station and other accidental circumstances; and it will then be found that he who is most charitable in his judgment is generally the least unjust.

--Southey

Society punishes not the vices of its members, but their detection.

--Countess of Blessington

The vices of the rich and great are mistaken for errors, and those of the poor and lonely for crimes.

--Countess of Blessington

You'll never make the crooked straight without a ruler.

--Seneca

Mischief all comes from much opening of the mouth.

--Chinese Proverb

Laws are spider webs through which the big flies pass and the little ones get caught.

--Honoré Balzac

Thieves respect property; they merely wish the property to become their property that they may more perfectly respect it.

--G. K. Chesterton

Violence is the repartee of the illiterate.

--Alan Brien

The good man who goes wrong is usually the bad man who has just been found out.

--Unknown

Building a conscience is what discipline is all about. The goal is for a youngster to end up believing in decency, and acting—whether anyone is watching or not—in helpful and kind and generous, thoughtful ways.

--James L. Hymes, Jr.

Excessive attention, even if it's negative, is such a powerful 'reward' to a child that it actually reinforces the undesirable behavior. You need to learn restraint, to respond to far fewer situations, to ask yourself questions like, 'Is this really important?' 'Could I let this behavior go?' 'What would happen if I just wait?' 'Could I lose by doing nothing?'

--Stanley Turecki

Never assume one child is always the victim and the other the aggressor. Remember, no matter how things appear, it takes two to tango. If you look closely enough...you will see how the victim subtly provokes the aggressor into attacking.

--Ron Taffel

A child with no limits is a child who will grow to hate freedom.

--Fred G. Gosman

When we approach discipline as learning, this ability to internalize moral behavior will occur in the natural course of growth. Children will make mistakes, but, given half a chance, they will learn from them. Our disappointment and displeasure give them pause—and a strong desire to do better the next time around. However, when parents are too quick to punish (or when they assume that children will not really learn from their mistakes without paying a penalty), these lessons may be lost.

--Cathy Rindner
Tempelsman

Call them rules or call them limits. Good ones, I believe, have this in common: they serve reasonable purposes; they are practical and within a child's capability; they are consistent; and they are an expression of loving concern.

--Fred Rogers

I think of discipline as the continual everyday process of helping a child learn self-discipline.

--Fred Rogers

Children can't make their own rules and no child is happy without them. The great need of the young is for authority that protects them against the consequences of their own primitive passions and their lack of experience, that provides them with guides for everyday behavior and that builds some solid ground they can stand on for the future.

--Leontine Young

No one knows better than children how much they need the authority that protects, that sets the outer limits of behavior with known and prescribed consequences. As one little boy expressed it to his mother, 'You care what I do.'

--Leontine Young

Love your enemies—it will drive them crazy.

--Reverend Lewis

Fighting is essentially a masculine idea; a woman's weapon is her tongue.

--Hermione Gingold

Two wrongs don't make a right, but they often make a fight.

--Unknown

Routine physical punishment such as spanking teaches a toddler that might makes right and that it is fine to hit when one is stronger and can get away with it.

--Alicia F. Lieberman

With divorce, adolescents feel abandoned, and they are outraged at that abandonment. They are angry at both parents for letting them down. Often they feel that their parents broke the rules and so now they can too.

--Mary Pipher

Traditionally parents have wondered what their teens were doing, but now teens are much more likely to be doing things that can get them killed.

--Mary Pipher

What causes adolescents to rebel is not the assertion of authority but the arbitrary use of power, with little explanation of the rules and no involvement in decision-making....Involving the adolescent in decisions doesn't mean that you are giving up our authority. It means acknowledging that the teenager is growing up and has the right to participate in decisions that affect his or her life.

--Laurence Steinberg

Teasing is universal. Anthropologists have found the same fundamental patterns of teasing among New Zealand aborigine children and inner-city kids on the playgrounds of Philadelphia.

--Lawrence Kutner

Courtin's manual of etiquette of 1671 explains: 'These little people are allowed to amuse themselves without anyone troubling to see whether they are behaving well or badly; they are permitted to do as they please; nothing is forbidden them; they laugh when they ought to cry, they cry when they ought to laugh, they talk when they ought to be silent, and they are mute when good manners require them to reply. It is cruelty to allow them to go on living in this way. The parents say that when they are bigger they will be corrected. Would it not be better to deal with them in such a way that there was nothing to correct?'

--Philippe Aries

Ambivalence reaches the level of schizophrenia in our treatment of violence among the young. Parents do not encourage violence, but neither do they take up arms against the industries which encourage it. Parents hide their eyes from the books and comics, slasher films, videos and lyrics which form the texture of an adolescent culture. While all successful societies have inhibited instinct, ours encourages it. Or at least we profess ourselves powerless to interfere with it.

--C. John Sommerville

What eleven- to thirteen-year-old boys fear is passivity of any kind. When they do act passively we can be fairly certain that it is an act of aggression designed to torment a parent or teacher....Mischief at best, violence at worst is the boy's proclamation of masculinity.

--Louise Kaplan

'Our earth is degenerate in these latter days. Bribery and corruption are common. Children no longer obey their parents....The end of the world is evidently approaching.' Sound familiar? It is, in fact, the lament of a scribe in one of the earliest inscriptions to be unearthed in Mesopotamia, where Western civilization was born.

--C. John Sommerville

A decline in supervision is not the entire story. Even in the fifties there were under-supervised children...who nevertheless did not become pregnant at thirteen...and who did not smoke anything stronger than an occasional Camel or Lucky Strike....It took a combination of unsupervised children and a permissive, highly charged sexual atmosphere and an influx of easily acquired drugs and the wherewithal to buy them to bring about precocious experimentation by young and younger children. This occurred in the mid-seventies.

--Marie Winn

The widespread fear among today's parents that their manageable children will turn overnight into dope fiends, school dropouts, or voracious sexual voluptuaries reflects a certain anger and animosity towards the young, a fear and loathing that helps turn the myth into a self-fulfilling prophecy. After all, there were 'bad' children and uncontrolled teenagers in the past; nevertheless, parents expected their own children to be good, to grow up well....The fact that today's parents are amazed if their children do not turn into black sheep makes it clear that a less than optimistic, indeed a deeply distrustful and negative, attitude towards children exists today.

--Marie Winn

The situation of our youth is not mysterious. Children have never been very good at listening to their elders, but they have never failed to imitate them. They must, they have no other models.

--James Baldwin

Those children who are beaten will in turn give beatings, those who are intimidated will be intimidating, those who are humiliated will impose humiliation, and those whose souls are murdered will murder.

--Alice Miller

I believe that if we are to survive as a planet, we must teach this next generation to handle their own conflicts assertively and nonviolently. If in their early years our children learn to listen to all sides of the story, use their heads and then their mouths, and come up with a plan and share, then, when they become our leaders, and some of them will, they will have the tools to handle global problems and conflict.

--Barbara Coloroso

As boys without bonds to their fathers grow older and more desperate about their masculinity, they are in danger of forming gangs in which they strut their masculinity for one another, often overdo it, and sometimes turn to displays of fierce, macho bravado and even violence.

--Frank Pittman

Much is made of the accelerating brutality of young people's crimes, but rarely does our concern for dangerous children translate into concern for children in danger. We fail to make the connection between the use of force on children themselves, and violent antisocial behavior, or the connection between watching father batter mother and the child deducing a link between violence and masculinity.

--Letty Cottin Pogrebin

Can we not teach children, even as we protect them from victimization, that for them to become victimizers constitutes the greatest peril of all, specifically the sacrifice—physical or psychological—of the well-being of other people? And that destroying the life or safety of other people, through teasing, bullying, hitting or otherwise, 'putting them down,' is as destructive to themselves as to their victims.

--Lewis P. Lipsitt

Men who have been raised violently have every reason to believe it is appropriate for them to control others through violence; they feel no compunction over being violent to women, children, and one another.

--Frank Pittman

You do something evil if you do nothing good.

--Unknown

If the desire to kill and the opportunity to kill always came together, who would escape hanging?

--Mark Twain

Half the evil in the world is gossip started by good people.

--Ed Howe

No man is so good as not to deserve hanging ten times over were he to submit all his thoughts and actions to the laws.

--Michel de Montaigne

Laws can embody standards; governments can enforce laws—but the final task is not a task for government. It is a task for each and every one of us. Every time we turn our heads the other way when we see the law flouted—when we tolerate what we know to be wrong—when we close our eyes and ears to the corrupt because we are too busy, or too frightened—when we fail to speak up and speak out—we strike a blow against freedom and decency and justice.

--Robert F. Kennedy

The ultimate weakness of violence is that it is a descending spiral, begetting the very thing it seeks to destroy. Instead of diminishing evil, it multiplies it. Through violence you may murder the liar, but you cannot murder the lie, nor establish the truth. Through violence you may murder the hater, but you do not murder hate. In fact, violence merely increases hate. So it goes. Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate: only love can do that.

--Martin Luther King, Jr.

Commit a crime and the world is made of passing policemen.

--Jeb Stuart Magruder

Freedom...is nothing more than an opportunity to discipline ourselves, rather than to be disciplined by others.

--Thomas A. Murphy

Hate is a prolonged form of suicide.

--Douglas V. Steere

Men often mistake notoriety for fame, and would rather be remarked for their vices and follies than not to be noticed at all.

--Harry S. Truman

Doing what is right isn't the problem; it's knowing what is right.

--Lyndon B. Johnson

No one knows who built the temple at Ephesus, but Erostratus is remembered for having burned it down.

--Jean-Paul Sartre

Good purposes should be the directors of good actions, not the apology for bad.

--Thomas Fuller

Deeds of violence in our society are performed largely by those trying to establish their self-image, to defend their self-image, and to demonstrate that they, too, are significant.

--Rollo May

Ethnic, religious and racial mixture—above all the last of these—are the fundamental determinants of American violence.

--Richard H. Hofstadter

There is no pillow so soft as a clear conscience.

--French Proverb

A child's conduct will reflect the ways of his parents.

--Arnold Lobel

I had been educated to the belief that when I was wrong....it was my responsibility—mine alone—to admit my fault and make amends.

--Avi

When one misbehaves with impunity, one continues to misbehave.

--Dan L. Miller

The most significant change in a person's life is a change of attitude. Right attitudes produce right actions.

--William J. Johnson

You may have habits that weaken you. The secret of change is to focus all your energy, not on fighting the old, but on building the new.

--Socrates

Pick battles big enough to matter, small enough to win.

--Jonathan Kozol

If you are losing a tug-of-war with a tiger, give him the rope before he gets to your arm. You can always buy a new rope.

--Max Gunther

Crime expands according to your willingness to put up with it.

--Barry J. Farber

Crime is contagious.

--Justice Louis D.
Brandeis

The whole reason for juvenile delinquency is mental unemployment.

--Jackie Gleason

In the judicial, social and educational circumstances in which we live, we must not...endanger the physical and mental well-being of a minor with any type of corporal punishment.

--Dorit Beinisch—Israel
Supreme Court
Justice

It is true that many of the causes of discipline problems lie within the nature of our society as well as within the nature of our schools.

--Eugene R. Howard

Gangs are everywhere. They are the catchall of throwaway kids.

--Unknown

Gangs are only as strong as the community allows them to be.

--Robert D. Ramsey

Every baby born in this country gets on one of two trains—one bound for heaven or one bound for hell. And the children on the train to hell see the kids on the other train. The tragedy is that our society has built so few switching stations to help youngsters change their lives.

--Eli Newberger, M.D.

When children act out, what they're really saying is, 'Please love me enough to set some limits.'

--Jim Fay & Charles Fay

Mercy to the criminal may be cruelty to the people.

-- Arab proverb

Guiding the behavior of young children involves establishing mutual respect and expecting cooperation. Effective discipline is positive and child focused. It encourages self-control and appropriate behavior. Through effective discipline, children can learn to make positive choices, learn problem-solving skills, and learn values of respect and responsibility.

—Peggy O' Harrelson

How will you spend eternity? Smoking or non-smoking?

--Unknown

Discipline is not a simple device for securing superficial peace in the classroom; it is the morality of the classroom as a small society.

--Emile Durkheim

What we call evil is simply ignorance bumping its head in the dark.

--Henry Ford

How many crimes are committed merely because their authors could not endure being wrong!

--Albert Camus

Violence among young people is an aspect of their desire to create. They don't know how to use their energy creatively so they do the opposite and destroy.

--Anthony Burgess

The past cannot be changed. The future is yet in your power.

--Mary Pickford

Keep out of the suction caused by those who drift backward.

--E. K. Piper

Forcible ways make not an end of evil, but leave hatred and malice behind them.

--Sir Thomas Browne

Wicked people obey from fear—good people, from love.

--Aristotle

Laws are felt only when an individual comes into contact with them.

--Susanne la Follette

Whatever needs to be maintained through force is doomed.

--Henry Miller

The great thieves lead away the little thief.

--Diogenes

Violence is essentially wordless, and it can begin only where thought and rational communication have broken down.

--Thomas Merton

Discipline is the soul of an army. It makes small number formidable; procures success to the weak, and esteem to all.

--George Washington

It's so easy to be wicked without knowing it, isn't it?

--L. M. Montgomery

The boys throw stones at the frog in sport, but the frogs die not in sport but in earnest.

--Bion of Borysthenes

Honor is like a steep island without a shore; one cannot return once one is outside.

--Nicolas Boileau

A good scare is worth more to a man than good advice.

--Ed Howe

Doing what's right isn't the problem. It is knowing what's right.

--Lyndon B. Johnson

In battling evil, excess is good; for he who is moderate in announcing the truth is presenting half-truth. He conceals the other half out of fear of the people's wrath.

--Kahlil Gibran

Rather the pain of discipline, than the pain of regret.

--Bob Andrews

A good name, like good will, is got by many actions and lost by one.

--Lord Jeffery

Nothing makes it easier to resist temptation than a proper bringing-up, a sound set of values - and witnesses.

--Franklin P. Jones

The greatest part of virtue lies in avoiding the opportunity for vice.

--St. Augustine

The evil of the world is made possible by nothing but the sanction you give it.

---Ayn Rand

Discipline is doing what you don't want to do when you don't want to do it.

--Sign in Graham
High School, St.
Paris, Ohio
Wrestling Room

Let your child's first lesson be obedience, and the second may be whatever you want.

--Benjamin Franklin

Disorder and crime are usually inextricably linked, in a kind of developmental sequence. Social psychologists and police officers tend to agree that if a window in the building is broken and is left unrepaired, all the rest of the windows will soon be broken. This is as true in nice neighborhoods as in rundown ones... One unrepaired broken window is a signal that no one cares. We suggest that 'untended' behavior also leads to the breakdown of community controls... A piece of property is abandoned, weeds grow up, a window is smashed. Adults stop scolding rowdy children; the children, emboldened, become more rowdy. Families move out, unattached adults move-in. Teenagers gather in front of the corner store. The merchant asks them to move; they refuse. Fights occur.

--George L. Kelling and
James Q. Wilson

If people are good only because they fear punishment, and hope for reward, then we are a sorry lot indeed.

--Albert Einstein

The evil is half-cured whose cause we know.

--William Shakespeare

In the early days of the Internet, the primary danger to kids seemed to be from predatory adults. But it turns out that the perils adults pose, although they can be devastating, are rare. The far more common problem kids face when they go online comes from other kids: the hum of low-grade hostility, punctuated by truly damaging explosions, that is called cyberbullying.

--Emily Bazelon

Bullies aren't particularly creative....Scrolling through the trove of insults...almost all of them fell under one (or more) of six categories: they were about appearance, intelligence, race, ethnicity, sexuality, or social acceptance and rejection.

--Emily Bazelon

The difficult child is the child who is unhappy. He is at war with himself; and in consequence, he is at war with the world.

--A. S. Neill

Though the dungeon, the scourge, and the executioner be absent, the guilty mind can apply the goad and scorch with blows.

--Lucretius

A child who is allowed to be disrespectful to his parents will not have true respect for anyone.

--Billy Graham

If you pursue good with labor, the labor passes away but the good remains; if you pursue evil with pleasure, the pleasure passes away and the evil remains.

--Marcus Tullius Cicero

A thief believes everybody steals.

--Edward W. Howe

Authority without wisdom is like a heavy ax without an edge, fitter to bruise than polish.

--Anne Bradstreet

While it is widely assumed that bullies focus on socially isolated children, a recent study offers evidence that popular children get bullied, too. Researchers at the University of California and Pennsylvania State University found that students' chances of being bullied rise 25% if they move from a group with average popularity to the 95th percentile. Those with higher social status also experienced greater psychological stress when bullied, because they felt they had more to lose.

--Quentin Fottrell

Man is condemned to be free; because once thrown into the world, he is responsible for everything he does.

--Jean-Paul Sartre

A rattlesnake that doesn't bite teaches you nothing.

--Jessamyn West

Our attitude towards others determines their attitude towards us.

--Earl Nightingale

Cruelty might be very human, and it might be cultural, but it's not acceptable.

--Jodie Foster

There's a voice inside you that tells you what you should do.

--Alan Rickman

The evil that men do lives after them;
The good is oft interred with their bones.

—William Shakespeare

Your beliefs don't make you a better person; your behavior does.

—Sukhraj S. Dhillon

Any act often repeated soon forms a habit; and habit allowed, steady gains in strength. At first it may be but as a spider's web, easily broken through, but if not resisted it soon binds us with chains of steel.

—Tryon Edwards

Every one goes astray, but the least imprudent are they who repent the soonest.

—Voltaire

We will never hear about the truly perfect crime.

—Unknown

No amount of law enforcement can solve a problem that goes back to the family.
—J. Edgar Hoover

Man is a wolf to man.
—Sigmund Freud

The good or ill of a man lies within his own will.
—Epictetus

You're only as sick as your secrets.
—David Gregory

The ultimate tragedy is not the oppression and cruelty by the bad people but the silence over that by the good people.
—Martin Luther King, Jr.

Prison is no longer a rare or extreme event among our nation's most marginalized groups. Rather it has now become a normal and anticipated marker in the transition to adulthood.
—Devah Pager

By 2000, more than 1 million black children had a father in jail or prison—and roughly half of those fathers were living in the same household as their kids when they were locked up. Paternal incarceration is associated with behavior problems and delinquency, especially among boys.
—Ta-Nehisi Coates

The rich middle-and high-school kids...show higher rates of alcohol and drug abuse on average than poor kids, and much higher rates than the national norm. They report clinically significant depression or anxiety or delinquent behaviors at a rate two to three times the nation average. Starting in the seventh grade, the rich cohort includes just as many kids who display troubling levels of delinquency as the poor cohort, although the rule-breaking takes different forms. The poor kids, for example, fight and carry weapons more frequently....The rich kids, meanwhile, report higher levels of lying, cheating, and theft.
—Hanna Rosin citing a Yale Psychiatry Department study by Suniya Luthar

The strictest law sometimes becomes the severest injustice.

—Benjamin Franklin

There's three types of people. Moral people know the difference between right and wrong and do right. Immoral people know right and wrong and choose to do wrong. Amoral people don't know the difference.

—Richard Dreyfuss

Honor isn't about making the right choices. It's about dealing with the consequences.

—Midori Koto

Evil events from evil causes spring.

—Aristophanes

Behavior in the human being is sometimes a defense, a way of concealing motives and thoughts, as language can be a way of hiding your thoughts and preventing communication.

—Abraham Maslow

It is right to hate sin, but not to hate the sinner.

—Giovanni Guareschi

I can't control your behavior; not do I want that burden...but I will not apologize for refusing to be disrespected, to be lied to, or to be mistreated. I have standards; step up or step out.

—Steve Maraboli

A 'naughty child' doesn't exist - a child who acts out is simply a child with unmet needs.

—Birgitte Coste

A lie doesn't become truth,
Wrong doesn't become right,
And evil doesn't become good
Just because it's accepted by a majority.

—Rick Warren

Every human being is the author of his own health or disease.

—Buddha

It is not only what we do, but also what we do not do, for which we are accountable.

—Moliere

You can't teach children to behave better by making them feel worse. When children feel better, they behave better.

—Pam Leo

You know that little voice in our head that keeps you from saying things you shouldn't? I should probably get one of those.

—*someecards*

You can pour holy oil and holy water on a thug until you have emptied buckets of both; but at the end he will be a consecrated thug, but a thug all the same unless interior intentions and a disciplined man are present.

—William H. O'Connell

When you see a snake, never mind where he came from.

—W. G. Benham

On wrongs swift vengeance waits.

—Alexander Pope

Idleness and lack of occupation tend - nay are dragged - towards evil.

—Hippocrates

True independence and freedom can only exist in doing what's right.

—Brigham Young

One may go wrong in many different ways, but right only in one, which is why it is easy to fail and difficult to succeed—easy to miss the target and difficult to hit it.

—Aristotle

Actions are right in proportion as they tend to promote happiness, wrong as they tend to produce the reverse of happiness. By happiness is intended pleasure and the absence of pain, by unhappiness, pain and the privation of pleasure.

—John Stuart Mill

Popularity is a trap. The research is overwhelming. For instance, a study tracking nearly 200 13-year-olds over the course of a decade found that those who acted old for their age by sneaking into movies, forming early romantic relationships, shoplifting, and basing friendships on appearance were considered by their peers to be the popular kids. The ‘cool kids,’ the same study found, had a 45 percent greater rate of problems due to substance abuse by age 22, and a 22 percent greater rate of criminal behavior, compared with the average teen in the study. Such behavior made the popular group far less socially acceptable as young adults than they were at 13, which suggests that while the cool kids achieved temporary social status, they never developed the skills needed for deep, durable friendships.

—Ron Fournier

Circumstances cause us to act the way we do. We should always bear this in mind before judging the actions of others. I realized this from the start during World War II.

—Thor Heyerdahl

When children and adolescents misbehave, we usually assume that they’re doing so because they have considered the consequences of their actions and calculated that the benefits of misbehavior outweigh the costs. So our natural response is to increase the cost of misbehavior, by ratcheting up punishment. One of the chief insights that recent neurobiological research has provided, however is that young people, especially those who have experienced significant adversity, are often guided by emotional and psychological and hormonal forces that are far from rational. This doesn’t mean that teachers should excuse or ignore bad behavior. But it does explain why harsh punishments so often prove ineffective in motivating troubled young people to succeed.

—Paul Tough

Most American schools today operate according to a philosophy of discipline that has its roots in the 1980s and ’90s, when a belief that schools would be safer and more effective if they had ‘zero tolerance’ of violence, drug use, and other types of misbehavior led to a sharp rise in suspensions. In 2010, more than a tenth of all public-high-school students nationwide were suspended at least once. And suspension rates are substantially higher among certain demographic groups. African American students, for example, are suspended three times as often as white students. In Chicago public high schools (which have particularly good and well-analyzed data on suspensions), 27 percent of students who live in the cities’ poorest neighborhoods received an out-of-school suspension during the 2013-14 school year, as did 30 percent of students with a reported personal history of abuse or neglect.

—Paul Tough

Edward L. Deci and Richard M. Ryan, two professors at the University of Rochester argued that we are mostly motivated not by the material consequences of our actions but by the inherent enjoyment and meaning that those actions bring us, a phenomenon called intrinsic motivation. They identified three key human needs—our need for competence, our need for autonomy, and our need of relatedness, meaning personal connection—and they posited that intrinsic motivation can be sustained only when we feel that those needs are being satisfied.

—Paul Tough

When kids dress up, their behavior dresses up, too.

—Brian Pindar

Discipline is just choosing between what you want now and what you want most.

—Augusta F. Kantra

One of the most important keys to success is having the discipline to do what you know you should do, even when you don't feel like doing it.

—Todd Smith

Most adults are used to thinking that firmness means punishment, lectures, or some other form of control. Not so! Firmness, when combined with kindness, means respect for the child, for you, and for the situation.

—Jane Nelson

The only discipline that lasts is self-discipline.

—Bum Phillips

Self-discipline: Controlling your own behavior and actions responsibly without being told.

—Unknown

Only disciplined people become free, but their discipline is not obedience to others: their discipline is obedience to their own inner voice. And they are ready to risk anything for it.

—Osho

The processes of teaching the child that everything cannot be as he wills it are apt to be painful both to him and to his teacher.

—Anne Sullivan Macy

What we do on some great occasion will probably depend on what we already are: and what we are will be the result of previous years of self-discipline.

—H. P. Liddon

O' What may man within him hide, though angel on the outward side!

—William Shakespeare

Correction does much, but encouragement does more.

—Johann Wolfgang von
Goethe

Only the disciplined are truly free. The undisciplined are slaves to moods, appetites and passions.

—Stephen Covey

If you discipline yourself today, you'll enjoy your life more tomorrow.

—Vicki Hitzges

Quality means doing it right when no one is looking.

—Henry Ford

Discipline is all about love. Discipline is all about encouraging self-control. Discipline is all about trust. Discipline is all about teaching obedience Discipline is a journey.

—Unknown

Discipline is helping a child solve a problem. Punishment is making a child suffer for having a problem. To raise problem solvers, focus on solutions not retribution.

—L. R. Knost

Discipline must come through liberty. Here is a great principle which is difficult for followers of common-school methods to understand. How shall one obtain discipline in a class of free children? Certainly in our system, we have a concept of discipline very different from that commonly accepted. If discipline is founded upon liberty, consider an individual disciplined only when he has been rendered as artificially silent as a mute and as immovable as a paralytic. He is an individual annihilated, not disciplined.

—Maria Montessori

When I do good, I feel good; when I do bad, I feel bad. That's my religion.

—Abraham Lincoln

Classroom Discipline: That set of activities by which the teacher promotes appropriate student behavior and eliminates inappropriate student behavior, develops good interpersonal relationships and a positive socio-emotional climate in the classroom, and establishes and maintains an effective and productive classroom organization.

—Max Weber

Discipline is a symbol of caring to a child. He needs guidance. If there is love, there is no such thing as being too tough with a child. A parent must also not be afraid to hang himself. If you have never been hated by your child, you have never been a parent.

—Bette Davis

All good is hard. All evil is easy. Dying, losing, cheating, and mediocrity is easy. Stay away from easy.

—Scott Alexander

Watch your thoughts; they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; it becomes your destiny.

—Patrick Overton

Good people do not need laws to tell them to act responsibly, while bad people will find a way around the laws.

—Plato

If someone is going down the wrong road, he doesn't need motivation to speed him up. What he needs is education to turn him around.

—Jim Rohn

The only disability in life is a bad attitude.

—Scott Hamilton

Attitude is a little thing that makes a big difference.

—Winston Churchill

Habit is habit, and not to be flung out of the window by any man, but coaxed downstairs a step at a time.

--Mark Twain

When a person praises punishment, 9 times out of 10 this means he is prepared to administer it rather than submit to it.

-Unknown

When emotionally upset, people cannot remember, attend, learn, or make decisions clearly. As one management consultant put, 'stress makes people stupid.'

---Daniel Goleman

People seldom improve when they have no model to copy but themselves.

—Oliver Goldsmith

Life is 10% what happens to us and 90% how we react to it.

—Dennis P. Kimbro

It is a paradox of evil that stretches back at least as far as Socrates, who opined in one of his dialogues that no one commits evil knowing they are doing wrong—evildoers think they are doing the right thing....Hitler or Joseph Stalin or [West African dictator] Charles Taylor. They're all similar. They don't to have the [remorse] gene. They only have, 'I am a hero, I am a martyr, I am fighting for my people.' That's their truth.

—Ron Rosenbaum

Education must enable young people to affect what they have recognized to be right, despite hardships, despite dangers, despite inner skepticism, despite boredom, and despite mockery from the world.

—Kurt Hahn

What's done to children, they will do to society.

—Karl Menninger

Among my favorite tricks was raising my hand for the lavatory pass, and then heading out for an epic schoolwide spin. I was evolving into the kind of kid who knew the line between hijinks and delinquency, but had no sense of how easily the first led to the second.

--Ta-Nehisi Coates

Conviction is worthless unless it is converted into conduct.

—Thomas Carlyle

No change of circumstances can repair a defect of character.

--Ralph Waldo Emerson

To see what is right and not to do it is cowardice.

—Confucius

The question for the child is not ‘Do I want to be good?’ but ‘Whom do I want to be like?’

—Bruno Bettelheim

Rise above principle and do what is right.

—Walter Heller

The precepts of the law are these: to live honestly, to injure no one, and to give every man his due.

—Justinian I

Charity isn't a good substitute for justice.

—Jonathan Kozol

Do all the good you can,
By all the means you can,
In all the ways you can,
In all the places you can,
At all the times you can,
To all the people you can,
As long as you ever can.

—John Wesley

All that is necessary for evil to triumph is for good men to do nothing.

—Edmund Burke

The sad truth is that most evil is done by people who never make up their minds to be good or evil.

—Hannah Arendt

No one ever became extremely wicked suddenly.

—Juvenal

No man chooses evil because it is evil; he only mistakes it for happiness, the good he seeks.

—Mary Wollstonecraft

The line separating good and evil passes not through states, nor between classes nor between parties either — but right through the human heart.

—Alexandr Solzhenitzyn

Truth is like the sun. You can shut it out for a time, but it ain't goin' away.

—Elvis Presley

It is silly to go on pretending that under the skin we are brothers. The truth is more likely that under the skin we are all cannibals, assassins, traitors, liars and hypocrites.

—Henry Miller

Men are not punished for their sins, but by them.

—Elbert Hubbard

People pay for what they do, and still more, for what they have allowed themselves to become. And they pay for it simply: by the lives they lead.

—Edith Wharton

Act so as to elicit the best in others and thereby in thyself.

—Felix Adler

Goodness is the only investment that never fails.

—Henry David Thoreau

Every man, at the bottom of his heart, wants to do right. But only he can do right who knows right; only he knows right who thinks right; only he thinks right who believes right.

—Tiorio

When things go wrong don't go with them.

—Elvis Presley

All blame is a waste of time. No matter how much fault you find with another, and regardless of how much blame you place, it will not change you. The only thing blame does is keep the focus off you when you are looking for external reasons to explain your unhappiness or frustration. You may succeed in making another feel guilty of something, but you won't succeed in changing whatever it is about you that is making you unhappy.

—Dr. Wayne Dyer

When dealing with people, remember you are not dealing with creatures of logic, but with creatures bristling with prejudice and motivated by pride and vanity.

—Dale Carnegie

What ought not to be done do not even think of doing.

—Epictetus

He has honor if he holds himself to an ideal of conduct though it is inconvenient, unprofitable, or dangerous to do so.

—Walter Lippmann

10 THINGS THAT REQUIRE ZERO TALENT

1. Being on time
2. Work ethic
3. Effort
4. Body language
5. Energy
6. Attitude
7. Passion
8. Being coachable
9. Doing extra
10. Being prepared

—Molly Fletcher

Right discipline consists, not in external compulsion, but in the habits of mind which lead spontaneously to desirable rather than undesirable activities.

—Bertrand Russell

Remember you are always responsible for how you act, no matter how you feel.

—Robert Tew

A bad attitude is like a flat tire. You won't go anywhere until you change it.

—Zig Ziglar

A 2004 study by Public Agenda, a public opinion research group, indicated that more than one third of teachers had either seriously considered leaving teaching or knew a colleague who left because of intolerable student behavior.

—*New York Times*

Could we change our attitude, we should not only see life differently, but life itself would come to be different.

—Katherine Mansfield

The only disability in life is a bad attitude.

—Scott Hamilton

He teaches me to be good that does me good.

--Thomas Fuller

One good teacher in a lifetime may sometimes change a delinquent into a solid citizen.

--Philip Wylie

Children should be led into the right paths, not by severity, but by persuasion.

—Terence

The misbehaving child is NEVER ill.

--Fred Gosman

Kids forget much of what we teach them. They never forget how we treat them.

--James Fitzpatrick

I love the most the students with troubled lives.

--Wally Lamb

When I see birches bent to right and left
Across the line of straighter darker trees,
I like to think some boy's been swinging them.
But swinging doesn't bend them down to stay.
Ice storms do that....

Once they are bowed.
So low for so long, they never right themselves.

—Robert Frost

My school has this cute thing they do where if you're good with classroom management they give you most of the behavior problems.

—*First Grade Fun Times*

Correction does much, but encouragement does more.

—Johann Wolfgang von
Goethe

None will improve your lot
If you yourselves do not.

—Bertolt Brecht

Nothing can stop the man with the right mental attitude from achieving his goal:
nothing on earth can help the man with the wrong mental attitude.

--Thomas Jefferson

Children need to learn to take responsibility for their actions so that they do not be-
come adults believing that nothing is ever their fault.

—*www.atiseminars.org*

An adolescent is a teenager who acts like a baby when you don't treat him like an
adult.

--S. F. Brandt

I am convinced that every boy, in his heart, would rather steal second base than an
automobile.

—Campbell Clark

Could the young but realize how soon they will become mere walking bundles of
habits, they would give more heed to their conduct while in the plastic state.

—William James

Calming down a noisy, rebellious group of adolescents is a lot like defusing a bomb.
Careful, premeditated, calm responses are crucial to success.

--James Nehring

13ers ['Generation Xers'] have been bombarded with study after story after column
about how bad they supposedly are. Americans in their teens and twenties, we are
told, are consumed with violence, selfishness, greed, bad work habits, and civic apa-
thy. Turn on the TV, and it's hard to see a bad-news-for-America story-from crime
to welfare to consumerism-in which young bodies and faces don't show up promi-
nently in the footage.

—Neil Howe and Bill
Strauss

DON'T BLAME THE CHILDREN!

We read in the papers and hear on the air
Of killing and stealing and crime everywhere.
We sigh and say as we notice the trend,
'This young generation, where will it end?'
But can we be sure that it's their fault alone,
That maybe a part of it, isn't our own?

Are we less guilty, who place in their way
Too many things that can lead them astray:
Too much money, too much idle time;
Too many movies of passion and crime;
Too many books not fit to be read;
Too much evil in what they hear said;
Too many children encouraged to roam,
By too many parents who just won't stay home.

Kids don't make the movies, they don't write the books,
That paint the gay pictures of gangsters and crooks;
They don't make the liquor, they don't run the bars,
They don't make the laws and they don't sell the cars.
They don't peddle drugs that addle the brain,
That's all done by older folks greedy for gain.

Delinquent teenagers; Oh, how we condemn
The sins of the nation and blame it on them.
By the laws of the blameless the Savior made known,
Who is there among us to cast the first stone?
For in so many cases, (it's sad, but it's true),
The title, 'DELINQUENT' fits older folks, too.

--Margaret Hogan

We must shift the focus of our classrooms from obedience to understanding.

—Robert John Meehan

Good habits formed at youth make all the difference.

—Aristotle

The kids who need the most love will ask for it in the most unloving of ways.

—*Facebook.com / joyofmom*

Arguing with a teenager is like wrestling in the mud with a pig. Sooner or later you figure out that they're enjoying it.

—Unknown

The greatest terror a child can have is that he is not loved, and rejection is the hell of fears....And with rejection comes anger, and with anger some kind of crime in revenge.

--John Steinbeck

When a boy is eleven years old you had better find something to engage his interest. I offer it as a theorem that a boy that age is either doing something or breaking something.

--Jerrold R. Zacharias

In their landmark survey of single parenthood, Sara McLanahan and Gary Sandefur showed that children in single-parent homes do not do as well as children who are living with both biological parents. They are more likely to have trouble in school, more likely to drop out of school and, later, more likely to become single parents themselves. Some of this is simply the fact that unstable people are more likely to become single parents and also more likely to have difficulty parenting. But even the children of widows and widowers do worse on many measures than children of intact homes—a problem that was recognized back in the 19th century, when disease and work accidents frequently carried off parents in their prime. Something about living with only one parent holds kids back. That 'something'...is fewer resources. The Internet overflows with essays on the resourcefulness, grit, and sheer heroism of single parents who manage to be 'both mother and father' to their children. But while we should have nothing but admiration for people who do their best in a bad situation, we should still recognize that for the child, and often for the parent, it's a bad situation.

--Megan McArdle

The children now love luxury; they have bad manners, contempt for authority; they show disrespect for elders and love chatter in 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 their teachers.

--Socrates (469–399 B.C.)

There is no end to the violations committed by children on children.

--Elizabeth Bowen

The childhood shows the man,
As morning shows the day.

--John Milton

Children have always taken risks and will continue to do so (which is why some experts argue that restricting them in every way imaginable only pushes them to go farther to find hazards that adults have not yet anticipated); children will always play with objects not intended to be toys; children will always use toys in ways the manufacturers—or the parents—do not recommend. They are driven to experiment and create; that is what developing human beings do.

--Christina Schwarz

Children are completely egoistic; they feel their needs intensely and strive ruthlessly to satisfy them.

--Sigmund Freud

The flight to safety also happened at school. Dangerous play structures were removed from playgrounds; peanut butter was banned from student lunches. After the 1999 Columbine massacre in Colorado, many schools cracked down on bullying, implementing 'zero tolerance' policies. In a variety of ways, children born after 1980—the Millennials—got a consistent message from adults: life is dangerous, but adults will do everything in their power to protect you from harm, not just from strangers but from one another as well.

—Greg Lukianoff and
Jonathan Haidt

We like children who are a little afraid of us, docile, deferential children, though not, of course, if they are so obviously afraid that they threaten our image of ourselves as kind, lovable people whom there is no reason to fear. We find ideal the kind of 'good' children who are just enough afraid of us to do everything we want, without making us feel that fear of us is what is making them do it.

--John Holt

A person who has been punished is not less inclined to behave in a given way; at best, he learns how to avoid punishment.

—B. F. Skinner

All crimes, all hatreds, all wars can be reduced to unhappiness.

—A. S. Neill

MEMO FROM YOUR CHILD

1. Don't spoil me. I know quite well that I ought not have all that I ask for, I'm only testing you.
2. Don't be afraid to be firm with me, I prefer it. It makes me feel more secure.
3. Don't let me form bad habits, I have to rely on you to detect them in the early stages.
4. Don't make me feel smaller than I am, It only makes me behave stupidly big.
5. Don't correct me in front of people if you can help it.
6. Don't make me feel that my mistakes are sins, it upsets my set of values.
7. Don't be upset when I say 'I hate you,' it's not you I hate, but your power to hinder.
8. Don't protect me from consequences, I need to learn the painful way sometimes.
9. Don't nag, if you do I will need to protect myself by appearing deaf.
10. Don't make rash promises, remember I feel badly let down when promises are broken.
11. Don't tax my honesty too much, I am easily frightened into telling lies.
12. Don't be inconsistent, that completely confuses me and makes me lose faith in you.
13. Don't tell me my fears are silly, they are terribly real to me and you can do much to reassure me if you try to understand.
14. Don't ever suggest that you are perfect or infallible. It gives me too great a shock when I discover that you are neither.

15. Don't forget that I can't thrive without lots of love and understanding, but I don't need to tell you that, do I?

—Unknown

Unable to understand how or why the person we see behaves as he does, we attribute his behavior to a person we cannot see, whose behavior we cannot explain either but about whom we are not inclined to ask questions.

—B. F. Skinner

Some of us learn control, more or less by accident. The rest of us go all our lives not even understanding how it is possible, and blaming our failure on being born the wrong way.

—B. F. Skinner

It is not our criminal actions that require courage to confess, but those which are ridiculous and foolish.

—Jean-Jacques Rousseau

He who can live in infamy is unworthy of life.

—Pierre Corneille

No use to shout at them to pay attention. If the situations, the materials, the problems before the child do not interest him, his attention will slip off to what does interest him, and no amount of exhortation or threats will bring it back.

—John Holt

The greatest revolution of our generation is the discovery that human beings, by changing the inner attitudes of their minds, can change the outer aspects of their lives.

—William James

Behavior which appears superficially correct but is intrinsically corrupt always irritates those who see below the surface.

—James Bryant Conant

Ignorance is the primary source of all misery and vice.

--Victor Cousin

Education is the best preventive of the evils now most dreaded.

--Rutherford B. Hayes

The most violent element in society is ignorance.

--Emma Goldman

Education is the vaccine for violence.

--Edward James Olmos

Beginning in 2011, Swanson Primary School in New Zealand submitted itself to a university experiment and agreed to suspend all playground rules, allowing the kids to run, climb trees, slide down a muddy hill, jump off swings, and play in a 'loose-parts pit' that was like a mini adventure playground. The teachers feared chaos, but in fact what they got was less naughtiness and bullying—because the kids were too busy and engaged to want to cause trouble, the principal said.

--Hanna Rosin

It's easier for young girls than for young boys to behave: As is well established, they start elementary school with a developmental edge in some key areas. They have longer attention spans, more-advanced verbal and fine-motor skills, and greater social adeptness. They generally don't charge through the halls like wild animals, or get into fights during recess. Soon they learn that they are most valuable, and most in favor, when they do things the right way: neatly and quietly.

--Katty Kay and Claire
Shipman

Girls seem to be more easily socialized. They get a lot of praise for being perfect says Carol Dweck. In turn, they begin to crave the approval they get for being good. There's certainly no harm intended by overworked, overstressed teachers (or parents). Who doesn't want a kid who works hard and doesn't cause a lot of trouble?

--Katty Kay and Claire
Shipman

Although a man be able to recite 300 odes, if he knows not how to act, of what use is his learning?

—Confucius

Low-income parents as a group tend toward a firmly directive approach with their children, whereas middle-class parents typically favor a more solicitous tack, encouraging their kids to question adult authority....the different effects on behavior: dutiful respect versus a sense of entitlement.

—Sarah Carr

Instruction increases inborn worth, and right discipline strengthens the heart.
--Horace

The child who desires education will be bettered by it; the child who dislikes it disgraced.

—John Ruskin

For if you suffer your people to be ill-educated, and their manners to be corrupted from their infancy, and then punish them for those crimes to which their first education disposed them, what else is to be concluded from this, but that you first make thieves and then punish them.

—Sir Thomas More

If you are willing to discipline yourself, the physical universe won't need to discipline you.

—Leonard Orr

Almost all the criminals we see started out as children who needed help early in life.

—Police Chief John
Douglass

Change your thoughts and you change your world.

--Norman Vincent Peale

The ignorant classes are the dangerous classes. Ignorance is the womb of monsters.
--Henry Ward Beecher

The only part of the conduct of any one, for which he is amenable to society, is that which concerns others. In the part which merely concerns himself, his independence is, of right, absolute. Over himself, over his own body and mind, the individual is sovereign.

—John Stuart Mill

A good scare is worth more to a man than good advice.

—Ed Howe

Viewing the child solely as an immature person is a way of escaping confronting him.

--Clark Moustakas

It is...sometimes easier to head an institute for the study of child guidance than it is to turn one brat into a decent human being.

--Joseph Wood Krutch

Children disgrace us in public by behaving just like we do at home.

--Unknown

This is what a father ought to be about: helping his son to form the habit of doing right on his own initiative, rather than because he's afraid of some serious consequence.

--Terence

Let the child's first lesson be obedience, and the second will be what thou wilt.

--Benjamin Franklin

The father who does not teach his son his duties is equally guilty with the son who neglects them.

—Confucius

Harsh counsels have no effect; they are like hammers which are always repulsed by the anvil.

--Helvetius

A disciplinarian can train his child to do almost anything, except to run into his arms when he comes home.

--Unknown

Whenever reality reinforces a child's fantasied dangers, the child will have more difficulty in overcoming them...So, while parents may not regard a spanking as a physical attack or an assault on a child's body, the child may regard it as such, and experience it as a confirmation of his fears that grownups under certain circumstances can really hurt you.

--Selma H. Fraiberg

Research has convincingly demonstrated that using the 'rod' creates children who are not more obedient but who are instead simply more angry and aggressive than other kids. Parents who routinely slap or strike their children are actually handing them a model of violence to imitate—and many do indeed grow to be abusive, some even murderously so.

--Julius Segal

Many a man spanks his children for the things his own father should have spanked out of him.

--Don Marquis

Children act in the village as they have learned at home.

-- Swedish Proverb

No matter how calmly you try to referee, parenting will eventually produce bizarre behavior, and I'm not talking about the kids. Their behavior is always normal.

--Bill Cosby

When my kids become wild and unruly, I use a nice, safe playpen. When they're finished, I climb out.

--Erma Bombeck

Respect is taught at home. If your kid is a disrespectful bastard, it's your fault. Not society's or a video game's fault. Yours.

—Unknown

A bully won't stop until he is stopped.

—Slogan

Associate with well-mannered persons and your manners will improve. Run around with decent folk and your own decent instincts will be strengthened. Keep the company of bums and you will become a bum.

--Stanley Walker

The key to a happy life is to focus on doing good not doing well.

--Erma Bombeck

People pay for what they do, and still more for what they have allowed themselves to become. And they pay for it very simply; by the lives they lead.

—James A. Baldwin

Know that you don't have to be perfect; you can be good.

—John Steinbeck

Be good, be young, be true! Evil is nothing but vanity, let us have the pride of good, and above all let us never despair.

—Alexandre Dumas

We must all face the choice between what is right and what is easy.

—J. K. Rowling

MY FRIENDS

There are days when I think to myself, where did I meet my friends at. Most of my friends that I hang around with is involved in smoking pot, taking speeders and some other kinds of drugs.

I'm the only one out of my friends who has never did any kind of drug before in my life. The only think I have ever tried is drinking, but I only drink once in a great while. I don't drink beer and all the hard stuff, I drink California Coolers.

Most of the time they try to get me to get high or drunk with them. I really don't hang around with them too much anymore because I am always working, so I guess I use for an excuse.

My best friend Tammie, who has a brain tumor always want to go out and party. She gets high and drunk all the time. I don't know why she does it, maybe so everybody will thinks she's cool, but drinking and getting high is not cool, it is plain stupid.

I thought maybe that by Tammie mixing drugs and alcohol, it may have an effect in on the tumor which is lodged in her brain.

While I'm around her & some other friends while they are high, it seems we can communicate a lot better, but while they are straight, all they are concerned about is getting more drugs in the body. I have a problem with being with them while they are high because they want to get into trouble. I mean I have fun with them, but then they get to the point where they want more excitement, so it's hard on me. I usually just tell them I have to go home or go to work. Usually my excuses work. All my friends, well most of them any way always ask me why I haven't ever tried drugs. I would just tell them that I can have a great time, just like any other person who is on drugs. The only thing is, is that I am not and never will be for the rest of my life. Peer pressure is very stressful to a teenager. It has many effects on us, but in many different ways. Your peers may say 'If you don't do this or that' it will be the end of a very good relationship between you and your friends. Its hard on me because they think I am a total square because I don't do drugs or alcohol. I don't skip school and I get pretty good marks in school They don't understand what it is like for me. All they are concerned about is getting involve in drugs. They don't even try to understand, and I just wish they would.

—Anonymous Teen

Do the best you can until you know better. Then when you know better, do better.

—Maya Angelou

The only person you are destined to become is the person you decide to be.

—Ralph Waldo Emerson

When the students are occupied, they're not juvenile delinquents.

—Arlen Specter

My students tag tables, walls, and chairs because their greatest fear is that no one will ever remember them. They do not believe they can give impassioned speeches, rally people in protest, paint masterpieces. They think they will die, small and forgotten, and it dictates their every action.

—Thomm Quackenbush

When I act tough they listen politely till the spasm passes.

—Frank McCourt

If you hang out with chickens, you're going to cluck and if you hang out with eagles, you're going to fly.

—Steve Maraboli

Once, I ordered two thousand lady bugs from the local garden center and set them loose in the atrium. I sprinkled marigold seeds in the ficus planters and put gold fish in the lobby fountain. These are things I did with no consequences, no repercussions. My nineteen detentions were for smart answers and missed homework. There is no equivalent punishment for making the world a stranger place.

—Brenna Yovanoff

Schoolboys are a merciless race, individually they are angels, but together, especially in schools, they are often merciless.

—Fyodor Dostoyevsky

There's a huge difference for taking responsibility for one's actions, and taking credit, and in this scenario I think we need to give credit where credit is due. I won't take responsibility for my teacher's drinking problem, but I will take credit for it.

—Benjamin Tomes

What is generally known as discipline in traditional schools is not activity, but immobility and silence. It is not discipline, but something that festers inside a child, arousing his rebellious feelings.

—Maria Montessori

You've never seen a Columbine done by a black child. Never. They always say, 'We can't believe it happened here. We can't believe it's these suburban white kids.' It's only them!

—Van Jones

Defiance is a typical part of adolescence, so putting teenagers in jail for swearing or refusing to follow an order is akin to arresting a 2-year-old for having a meltdown at the grocery store. It essentially outlaws the human condition.

—Amanda Ripley

The U.S. Supreme Court ruled in 1969 against a Des Moines, Iowa, school district, finding that students had a right to protest peacefully on school grounds. In this case, the Court said, the teenage plaintiffs could wear black armbands in protest of the Vietnam War, as long as they did so without 'materially and substantially' disturbing class. Justice Hugo Black issued an ominous dissent. 'It is the beginning of a new revolutionary era of permissiveness in this country,' he wrote. 'Groups of students all over the land are already running loose, conducting break-ins, sit-ins, lie-ins, and smash-ins.' Following the federal ruling, state and local officials passed a flurry of laws that would punish students who were disturbing class, anywhere from universities to elementary schools. At the time, it's worth remembering, black students weren't just protesting; they were also integrating white classrooms, backed by the federal government. 'As soon as we started introducing black bodies into white schools, we got these laws,' says Jenny Egan, a public defender for juveniles in Maryland who regularly represents clients charged with disturbing school. 'That's not a coincidence.'

—Amanda Ripley

Most law-enforcement officers are trained to assert authority, to take control of the situation. In a school context, that's bad advice.

—Mark Soler

Regardless of GPA, race or prior offenses, students who have been arrested are nearly twice as likely as their peers to drop out of high school, even if they never go to court, according to a 2006 study by the criminologist Gary Sweeten. 'Just being arrested can have long-term consequences,' says Josh Gupta-Kagan, an assistant professor specializing in juvenile justice at the University of South Carolina School of Law. 'Teenagers start to see the school as out to get them.'

—Amanda Ripley

As a society, our understanding of teenagers has not caught up to the science. In the past 15 years, neuroscientists have discovered that a teenager's brain is different in important ways from an adult's brain. It is more receptive to rewards than to punishment, and the parts that control impulses and judgement are still under construction. Which means that back talk and fake burps are predictable teenage acts—to be corrected, not prosecuted.

—Amanda Ripley

'America generally loves crime and punishment—this idea that punishment somehow corrects behavior, that it teaches kids a lesson,' says Jenny Egan, the Maryland public defender. In reality, the more involvement kids have with the legal system, the worse their behavior gets. Kids who get arrested and appear in court are nearly four times as likely to drop out of high school, Gary Sweeten found. But most people in the chain of decision making—from state lawmaker to the teacher to the principal to the school police officer to the prosecutor—do not realize how much damage their actions can do. Egan says: 'I don't think a majority of people in the system understand what it does to a child to put him in handcuffs and take him to court—at the very moment when he is trying to figure out who he is in the world.'

—Amanda Ripley

Teachers dread nothing so much as unusual characteristics in precocious boys during the initial stages of their adolescence. A certain streak of genius makes an ominous impression on them, for there exists a deep gulf between genius and the teaching profession. Anyone with a touch of genius seems to his teachers a freak from the very first. As far as teachers are concerned, they define young geniuses as those who are bad, disrespectful, smoke at fourteen, fall in love at fifteen, can be found at sixteen hanging out in bars, read forbidden books, write scandalous essays, occasionally stare down a teacher in class, are marked in the attendance book as rebels, and are budding candidates for room-arrest. A schoolmaster will prefer to have a couple of dumbheads in his class than a single genius, and if you regard it objectively, he is of course right. His task is not to produce extravagant intellects but good Latinists, arithmeticians and sober decent folk. The question of who suffers more acutely at the other's hands - the teacher at the boy's, or vice versa - who is more of a tyrant, more of a tormentor, and who profanes parts of the other's soul, student or teacher, is something you cannot examine without remembering your own youth in anger and shame. Yet that's not what concerns us here. We have the consolation that among true geniuses the wounds almost always heal. As their personalities develop, they create their art in spite of school. Once dead, and enveloped by the comfortable nimbus of remoteness, they are paraded by the schoolmasters before other generations of students as showpieces and noble examples. Thus the struggle between rule and spirit repeats itself year after year from school to school. The authorities go to infinite pains to nip the few profound or more valuable intellects in the bud. And time and again the ones who are detested by their teachers are fre-

quently punished, the runaways and those expelled, are the ones who afterwards add to society's treasure. But some—and who knows how many?—waste away in quiet obstinacy and finally go under.

—Hermann Hesse

AFTER SCHOOL SPECIAL

Dear Mr. Schneider,
I attended your elementary
School almost thirty years ago
And I'm very sure that
You will remember
Me.

My name is Suzy.
I'm that hyperactive girl
From the Egyptian family
Who used to always play dead
On the playground during
Recess.

You used to keep me
After school a lot,
And then my father would
Force me to make the long
Walk home in the cold or rain.
Sometimes I would arrive
After dark.

I'm writing to tell you
That I was bored as a kid.
I was bored by your curriculum
And the way I was always taught a
Bunch of useless
Junk.

I did not like being locked up
In a prison of scheduled time
Learning about irrelevant material,

And watching belittling cartoons and
Shows approved by academia that
Made me even more
Bored.

As a kid
Who was constantly
Growing, evolving, and
Being shaped by all around me,
I wanted to travel,
See other kids
In the world like me,
To understand what was going
On amongst us and around us,
To know what we were here for
And what was our real purpose
For existence.

I have some questions
I would like to ask you, Mr. Schneider,
Now that I know that you are no
Longer a school principal,
But the new superintendent
Of the entire school
District.

I want to know
Why racism today
Was not clearly explained to me
Even though we covered events
That happened long ago.
I want to know why you
Never shared with us
Why other countries
Never liked us,
Why we are taught to compete,
To be divided in teams,
And why conformity is associated

With popularity, while
Eccentricity is considered
Undesirable?

I want to know
Why my cafeteria lunches
Were slammed packed
With bottom-tier
Processed junk food
Only suitable
For pigs?
And why is it
That whenever a bully
Slammed a kid into a locker for
His lunch money,
Nobody explained to us
That egotism, selfishness and greed
Were the seeds of
War?

I want to know
Why we were never taught
To stick up for each other,
To love one another, and that
Segregation sorted by the
Occupations of our fathers,
The neighborhoods we lived in, our houses,
Choices of sport, wealth, clothing,
Color of our skin
And the texture of our hair
Should never, ever
Divide us?

And lastly,
I want to know why
Is it that whenever I pledged
Allegiance to the flag,
I was never told that I was
Actually hailing to the
Chief?

You used to say that
I was a troubled child,
A misfit, and that I needed
Obedience training,
But you never acknowledged that
I was the fastest runner in the district
And that I took the school
To State and Nationals to compete
In the Spelling Bee among kids
Grades higher than me.
And that it was me,
Who won that big trophy
That sat in your office when you
Used to detain me for hours
And tell me I was no
Good.

Mr. Schneider,
If we are not taught truths as kids,
Then how do you expect us to
Grow up to be truthful citizens?
If we are only being taught the written way,
And it has not shown positive effects
In societies of yesterday or today,
Then how can we progress as a
United and compassionate
Nation?
What good is it,
To memorize the histories
Of our forefathers,
Without learning what could be
Gained from their lessons and mistakes
To improve our future
Tomorrows?

And finally,
I want to thank you;
For I know you have a tough job
Dealing with rebellious children like me.
Your job of mass processing and boxing
The young minds of America has not been an easy one,
And I congratulate you
On your recent promotion.
But I sincerely want to thank you,
Thank you,
And thank you,
For always pointing out
That I was
Different.

—Suzy Kassem

We criminalize juvenile behavior that is considered normal by psychologists. We are creating criminals. I really believe that.

—Aleksandra Chauhan

You have not converted a man because you have silenced him.

—John Morley

There are no bad students, only discouraged ones.

--Unknown

Public schools are the nurseries of all vice and immorality.

--Henry Fielding

Every choice comes with a consequence. Once you make a choice, you must accept responsibility. You cannot escape the consequences of your choices, whether you like them or not.

—Roy T. Bennett

High school regulations are chillingly similar to the Army's.

--Ira Glasser

School is a twelve-year jail sentence where bad habits are the only curriculum truly learned. I teach school and win awards doing it. I should know.

—John Taylor Gatto

Despise school and remain a fool.

—German Proverb

Students whose parents frequently meet with teachers and principals don't seem to improve faster than academically comparable peers whose parents are less present at school. Other essentially useless parenting interventions: observing a kid's class; helping a teenager choose high-school courses; and, especially, disciplinary measures such as punishing kids for getting bad grades or instituting strict rules about when and how homework gets done. This kind of meddling could leave children more anxious than enthusiastic about school.

--Dana Goldstein

I speak up in class, I get sent to office. Megan speaks up in class, she's a 'strong, assertive model student.' I post a few flyers saying that the vending machines on school property are a sign that our school has sold out to corporate-industrial establishment, I get (what else?) Saturday detention. Megan starts a campaign to serve local foods in the lunchroom (oh, and can we please maybe get rid of the soda machines?) and the local newspaper does a write-up about her.

She's like me, only not. Not like me at all. She's the golden girl and I'm...tarnished. So forgive me if I hate her a little.

—Katie Alender

We need to understand the difference between discipline and punishment. Punishment is what you do to someone; discipline is what you do for someone.

—Zig Ziglar

Children deprived of words become school dropouts; dropouts deprived of hope behave delinquently. Amateur censors blame delinquency on reading immoral books and magazines, when in fact, the inability to read anything is the basic trouble.

—Peter S. Jennison

Whatever it is that you're feeling, whatever it is you have a question about, whatever it is that you long to know, there is some book, somewhere, with the key. You just have to search for it.

—Adriana Trigiani

Stupidity, outrage, vanity, cruelty, iniquity, bad faith, falsehood - we fail to see the whole array when it is facing in the same direction as we.

—Jean Rostand

I WAS DRUGGED BY MY PARENTS

When I was asked why we didn't have a drug problem when you and I were growing up, I replied

'I had a drug problem when I was young. I was drug to Church on Sunday morning. I was drug to church for weddings and funerals. I was drug to family reunions.

I was drug by my ears when I was disrespectful to adults. I was also drug to the woodshed when I disobeyed my parents, told a lie, brought home a bad report card, did not speak with respect, spoke ill of the teacher or the preacher, or if I didn't put forth my best effort in everything that was ask of me.

I was drug to the sink to have my mouth washed out if I uttered profanity. I was drug to the neighbors to help some poor soul who had no one to mow the yard, repair the clothesline, or chop some firewood.

Those drugs are still in my veins and they affect my behavior. Those drugs are stronger than cocaine, crack or heroine. If children today had this kind of drug problem America would be a much better place.'

—Unknown

Be as careful of the books you read, as of the company you keep; for your habits and character will be as much influenced be the former as by the latter.

--Paxton Hood

Many who resort to crime ultimately can't read or write.

—Wally Amos

Each wrong act brings with it its own anesthetic, dulling the conscience and blinding it against further light, and sometimes for years.

—Rose Macaulay

Nothing improves a student's hearing more than praise.

—George Pawlas

Listen to the whispers and you won't have to hear the screams.

--Cherokee Saying

Behaviors are a choice. Feelings are sometimes out of our control. Behavior has to do with choices.

—Randall Terry

Hard though it may be to accept, remember that guilt is sometimes a friendly internal voice reminding you that you're messing up.

—Marge Kennedy

You don't need religion to have morals. If you can't determine right from wrong then you lack empathy, not religion.

—Kane Bailey

If men were angels, no government would be necessary.

--James Madison

Why has government been instituted at all? Because the passions of men will not conform to the dictates of reason and justice without constraint.

--Alexander Hamilton

What we do today, right now, will have an accumulated effect on all our tomorrows.

—Alexandra Stoddard

Discipline is what helps you consciously do things in order to reach a desired goal. Discipline is a rejection of entitlement and expectation. Discipline is having a strong awareness that your choices have impact and that your actions make a difference.

—Cameron Díaz

Abuse in any form by either party is wrong, duh, but whine to me when violence against men is the same as violence against women, because newsflash, it's not. The risk that men pose to women is not the same as the one we pose to men, statistics prove that. Y'all have to worry about a crazy girlfriend keying your car, we have to worry about a crazy guy KILLING us.

—Katie Miller

A healthy attitude is contagious but don't wait to catch it from others. Be a carrier.

—Tom Stoppard

There appears to be irrefutable evidence that the mere fact of physical overcrowding induces violence.

--Harvey Wheeler

Poverty is the parent of revolution and crime.

—Aristotle

Living in a frustrating, stress-inducing environment like a ghetto every day of your life makes many people walking powder kegs. There's a pent-up rage that isn't ventilated elsewhere; when something happens to trigger that rage, it can be murderous.

--Dr. LaMaurice Gardner

When our society looks at us and says our schools are troubled, what they are really saying is that our society is troubled and by implication they are saying, 'Help us, dear teachers. You are our hope.'

--Linda Holt

There is a social burden placed on schools by poverty, drug abuse, violence, and hopelessness. Troubled children carry the ills of their homes and neighborhoods into their classrooms every day. In too many parts of the United States, teachers must feed their students' bodies and souls before they can even begin to feed their minds.

--Nan Stone

Society is well governed when the people obey the magistrates, and the magistrates obey the law.

—Solon

The lack of money is the root of all evil.

--Mark Twain

Good and evil are equally distributed across the economic spectrum and not particular to the wealthy or the poor.

--Paul G. Schervish

If a man is a thief, he chooses to be one and he chooses all that this decision entails. He could choose to be otherwise, for instance, to be an honest man. He could choose, in effect, a new project rather than the one that he has adopted. Furthermore, he may do this whenever he chooses. In other words, nothing about a thief's past makes his future inevitable. In fact, there's no telling how many different projects he could undertake in defining who he will be.

—Jean-Paul Sartre

To be happy here is man's chief end,
For to be happy he must needs be good.

—Kirke White

Parents who discipline their child by discussing the consequences of their actions produce children who have better moral development, compared to children whose parents use authoritarian methods and punishment.

—Simon Baron-Cohen

Black girls are 20 percent of preschool girls, but 54 percent of the girls facing out-of-school suspension in preschool. That number, and also the disparities around corporal punishment, are two points that show how schools are assessing threats among really young children. Those of us who have seen a 6-year-old throw a tantrum know they can throw a mean tantrum—but there are ways we can respond without pushing them out of school. What this says to me is that Black girls, from a very young age, are treated as disposable. What it also says is that we need to find ways to support them.

—Mary Ellen Flannery

One teacher can make a difference. And not every teacher has to be that teacher. But when a child has at least one adult on campus who they can connect with, their likelihood of success increases and their likelihood of suspension decreases.

—Mary Ellen Flannery

The empathic mindset allows for the educator so see beyond a student's actions, and to develop strategies to connect with students rather than just say, 'This kid needs to get out of my classroom.' The emphasis is: This kid has a need and how can I meet it? How can I understand them as a real person?

—Mary Ellen Flannery

The numbers are stark: One in four U.S. students will witness or experience a traumatic event before the age of 4, and more than two-thirds by age 16. These children do not—the cannot—simply close their eyes to what they've seen or experienced. With each forced eviction, each arrest of an adult in their home, each abuse to their own bodies, an instinctive trigger to 'fight or flee' is pulled over and again. Over time, a child's developing brain is changed by these repeated traumatic experiences. Areas that govern the retention of memory, the regulation of emotion, and the development of language skills are affected. The result is a brain that has structurally adapted for survival under the most stressful circumstances,—but not for success in school.

—Mary Ellen Flannery

Black girls make up 16 percent of girls in U.S. public schools, but 42 percent of girls' expulsions and more than a third of girls' school-based arrests.

—Mary Ellen Flannery

Self-discipline is the ability to organize your behavior over time in the service of specific goals.

—Nathaniel Branden

Being good or being evil is not something that is inherent in our nature over which we have no control, rather we define ourselves by the choices we make, moment by moment, situation by situation. All it takes is an act of will to be the best that we can be.

—Laurence Overmire

If you don't know when you're good, how can you know when you're bad?

—Will Adolphy

The only moral lesson which is suited for a child—the most important lesson for every time of life—is this: 'Never hurt anybody.'

—Jean-Jacques Rousseau

Let me be clear about this. I don't have a drug problem. I have a police problem.

--Keith Richards

A fraternity-related hazing death has occurred nearly every year since 2000. Hospital transports for alcohol overdose are a common occurrence Thursday through Saturday nights on college campuses across the country. One in five women will be sexually assaulted while in college....More than half of college students involved in clubs, teams, and organizations experience hazing, and nearly half experienced it prior to coming to college.

--Scott Smith

You know very well what the right choice is, yet you keep making the wrong one.

—Richard O'Connor

A child who fears excessive retaliation for even minor offenses will learn very early on that to lie is to protect himself....If your child intuits that you will react very punitively to his wrongdoing, he may be tempted to lie and may become, as time goes on, a habitual liar.

--Lawrence Balter

A recent survey revealed the following facts about student cheating: 78 percent of the students surveyed had cheated in school, and 93 percent weren't caught.

Reasons for cheating?

Didn't seem like a big deal—66%

Competition for grades—44%

Didn't think I'd get caught—16%

To get into a good college—12%

—*Who's Who Among
American High
School Students*

Good and evil are equally distributed across the economic spectrum and not particular to the wealthy or the poor.

--Paul G. Schervish

What's worse than a youngster getting caught cheating is for a youngster to cheat and not get caught.

—Unknown

Put up with it and you will get more of it.

--Lynne Deal

Probably the most forbidding figure throughout our entire public or private school career was the principal or headmaster. Whether it was a man or woman, we always sensed a pervading air of ultimate authority. Everyone in the school was responsible to this person. When our problems could not be handled within the classroom, it was to the principal we were sent. This was the final stopping place before expulsion. Instinctively we knew that no matter who ran the school system or the school board, the autonomy and control of our school was under the rule of the principal, administrator, or headmaster. Most of us simultaneously feared and respected him, but we never really understood his functions. What were his responsibilities? He simply seemed always to be there, always omnipotent, and always the final arbiter in the decisions and problems affecting our lives at school.

--Murray M. Kappelman
and Paul R.
Ackerman

Virtuous men do good by setting themselves up as models before the public, but I do good by setting myself up as a warning.

--Michel de Montaigne

As long as the world shall last there will be wrongs, and if no man objected and no man rebelled, those wrongs would last forever.

--Clarence Darrow

Bad behavior and irrational decisions are almost always caused by fear. If you want to change the behavior, address the fear.

—Seth Godin

Behave as though you are under continual observation.

--Spanish Proverb

Feelings are real and legitimate; children behave and misbehave for a reason, even if adults cannot figure it out.

—Unknown

Everybody is his own best physician when it comes to behavior.

--Hans Selye

All human behavior has a reason. All behavior is solving a problem.

—Michael Crichton

People who hurt other people have usually been hurt so badly themselves that all they know how to do is hurt back.

--Terry McMillan

All violence is an attempt to replace shame with self-esteem.

—James Gilligan

It's not a secret that the best predictor of future behavior is past behavior.

—Lee Johnson

Human Nature is not a problem that can be fixed by rules and regulations. All solutions to the existing problems must be based on how people behave, not on how we think they should behave.

—Kirk Chisholm

Nothing gets transformed in your life until your mind is transformed.

—Ifeanyi Enoch Onuoha

Volatile expressions of anger and hostility combined with a tendency to blame others often result from feeling shame.... If you are shame-prone, any accusation directed at you, regardless of how mildly it may be delivered, has the potential to make you feel that you have failed or that you are inadequate. Rather than simply admit wrongdoing, you get angry and accusatory in order to hold yourself blameless. Using anger or hostility for self-protection hides your vulnerability and needs. Unfortunately, since most people are repelled by an angry response, this method may be effective.

Your anger may drive away the very people who should know your real feelings, and it may deprive you of the opportunity to allow others to be aware of your needs. Behaving in an offensive or frightening way toward others can cause them to retreat out of fear. But, actually, the fear is your own, which you have turned against someone else in the form of anger.

—Mary C. Lamia

My head is a prison I've been locked in from the start,
So if I'm treated like a criminal I might as well play the part.

—Dan Garfat-Pratt

Punitive measures whether administered by police, teachers, spouses or parents have well known standard effects: (1) escape-education has its own name for that: truancy, (2) counterattack-vandalism on schools and attacks on teachers, (3) apathy—a sullen do-nothing withdrawal. The more violent the punishment, the more serious the by-products.

—B. F. Skinner

Sorry to disappoint you but I can't 'spank the Autism out' of my child any more than I can slap the ignorance out of you.

—T-Shirt Slogan

Maybe it's because he never had any control over what was happening to him as a boy. Being late was somehow a way of taking charge.

—Jan Karon

Attendance once again was tagged as the most troublesome day-to-day problem in the administration of secondary schools.

—N. Deleonibus

Absenteeism is seen by school administrators as their major discipline problem.

—D. L. Duke

Any time you have young people who are not in school, that is a negative drain on society as a whole. Often, we find truancy is a gateway to other forms of delinquency.

—Patrick Dobard

It started out with people calling me names, and then it got worse. They threw things at me, they vandalized my house, and they sang nasty songs about me in school hallways and classrooms. It got so bad that I felt like I was in danger physically. [Erika Harold, Miss America 2003] Bullying is a pervasive problem in the United States, and no one is immune. Erika Harold survived bullying, but it left an indelible mark. Bullying is a type of aggression that consists of behaviors intended to cause harm to another person or group of people. These actions may be direct, such as teasing, taunting, and hitting, or indirect, such as social isolation or exclusion....A nationwide study done by the National Institute of Child Health and Human Development involving 15,686 children in grades six through 10 showed that 30% of young people were bullying victims, perpetrators, or both. These statistics cross gender lines and socioeconomic status...A study of 558 middle school students living in the Midwest showed more than 80% of them reporting bullying behaviors within the previous 30 days.

—Sandra L. Pollock

Girls view socially aggressive behavior to be just as hurtful as physically aggressive behavior. Socially aggressive behavior (indirect bullying) may be more salient with girls than boys, but it is just as harmful. It may be that girls are more sensitive to subtler forms of aggression, as in facial expressions and emotional games.

—Sandra L. Pollock

We may give advice, but we cannot inspire conduct.

--La Rochefoucauld

We are our choices.

--Jean Paul Sartre

Regardless of your past, your future is a clean slate.

—Unknown

You are free to do whatever you like. You only need to face the consequences.

--Sheldon Kipp

Books are standing counselors and preachers, always at hand, and always disinterested; having this advantage over oral instructors, that they are ready to repeat their lesson as often as we please.

--Robert Chambers

I much prefer working with kids whose life could be completely upended by a reading of a book over a weekend. You give them a book to read—they go home and come back a changed person. And that is so much more interesting and exciting.

--Russell Banks

Kids who are trying to ‘make it’ in a broken home need to read books about other kids who face similar situations. They need to know that they are not alone in their experiences—that others feel pain and anger, loneliness and frustration....They can learn the possible alternatives that exist by seeing what others (even fictional ‘others’) do. In this way they may realize that they do have lives of their own independent of their parents.

—Beverly Haley

It’s very important that all children are able to be not just entertained, but also that the stories can help them with the challenges in their personal lives.

—Roald Dahl

Reading is the best medicine for a sick man, the best music for a sad man, the best counsel for a desperate man, the best comfort for one afflicted.

--John Florio

Bullies often come from home environments where physical punishment is used and children are taught to strike out physically as a way to solve problems. Parental involvement and warmth are often lacking. These children have little empathy for their victims and often find ways to defend their actions by saying they were provoked. In the study of 558 middle school students, bullying behaviors were positively correlated with families where physical discipline was used, adult supervision was lacking, negative peer influence was present, and neighborhoods were considered unsafe. Conversely, the likelihood of bullying was significantly reduced for students who spent time with adults who modeled nonviolent strategies for conflict resolution. This suggests the substantial influence adult (parent, teacher, school counselor) behavior can play in a child’s life.

—Sandra L. Pollock

The *National Association of Mediation in Education* suggests many reasons for implementing conflict resolution programs in the school, including:

1. Conflict is a natural human state often accompanying changes in our institutions or personal growth. It is better approached with skills than avoidance.
2. More appropriate and effective systems are needed to deal with conflict in the schools setting than expulsion, suspension and detention.
3. Conflict resolution programs can result in improved communication between and among students, teachers, administrators and parents.
4. Conflict resolution can result in a reduction of violence, vandalism, chronic school absence and suspension.
5. Conflict resolution programs provide a forum for addressing common concerns and improve the school climate.
6. Conflict resolution training helps both youth and adults to deepen their understanding about themselves and others and provides them with lifetime skills.
7. Shifting the responsibility for solving conflicts from adults to students frees administrators and faculty to concentrate on instruction and rather than discipline.
8. Recognizing that youth are competent to participate in the resolution of their own disputes encourages student growth and develops skills such as listening, critical thinking and problem solving that are basic to all learning.
9. Conflict resolution training with its emphasis upon listening to other's points of view and finding common ground, assists in preparing students to live in a diverse world.

—*National Association
of Mediation in
Education*

BULLYING: WHAT DO WE KNOW?

What is bullying?

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. These negative actions can be verbal, nonverbal, or physical in nature.

Who are the victims of bullying?

Research does not support the assertion that certain children are bullied because of 'external deviations'—for example, obesity, red hair, an unusual dialect, or wearing glasses. The only physical characteristic that makes children more likely to be victims of bullying is below-average physical size and strength. The most likely victims are 'passive' or 'nonassertive' students who inadvertently send signals to bullies

that they will not retaliate if attacked. They tend to be more anxious, insecure, cautious, quiet, and sensitive than average.

Boys are more likely to be both bullies and victims than are girls. Boys often bully directly (open attacks), while girls often bully indirectly (more subtle attacks such as social isolation or rumor-spreading).

Who are the bullies?

Typical bullies are, obviously, characterized by aggressive behavior—both toward their peers and often toward adults. They have a more positive attitude toward violence than their peers, are impulsive, like to dominate others, and have little empathy with their victims. Contrary to popular belief that bullies use aggressive acts to hide their low self-esteem, studies indicate that bullies often have a positive view of themselves and unusually low levels of anxiety or insecurity.

Bullies are described as having an ‘aggressive reaction pattern combined (in the case of boys) with physical strength.’ Active or ‘hot-headed’ children are also more likely to develop into bullies than children with quieter temperaments.

Sometimes, otherwise ‘nice’ children can take part in bullying when certain group mechanisms are in place:

1. They’ve seen a model (the bully) acting aggressively.
2. Their own inhibitions against aggression are weakened (which might occur if they see that a bully is ‘rewarded’ for bad behavior, for example).
3. They experience a decreased sense of individual responsibility because several other children participate in the bullying; this ‘diffusion’ of responsibility also results in fewer guilt feelings when the incident is over.
4. They gradually experience a change in their perception of the victim. As a result of continuous bullying, the victim may eventually be viewed as worthless, (almost ‘begging to be beaten up’) by a larger group of peers.

—Dan Olweus

All crimes, of course, are offenses against oneself.

—W. H. Auden

By doing nothing, men learn to do evil.

—Columella

All men are bad and ever ready to display their vicious nature, whenever they may find occasion for it.

—Niccolo Machiavelli

The fact is that people are good. Give people affection and security, and they will give affection and be secure in their feelings and their behavior.

—Abraham Maslow

When authority does not allow children to question everything, the children will question authority.

--Greg Henry Quinn

The absurd duty, too often inculcated, of obeying a parent only on account of his being a parent, shackles the mind and prepares it for a slavish submission to any power but reason.

--Mary Wollstonecraft

Good laws, if they are not obeyed, do not constitute good government.

--Aristotle

He who is allowed to do as he likes will soon run his head into a brick wall out of sheer frustration.

--Robert Musil

People don't realize how a man's whole life can be changed by one book.

—Malcolm X

Books differ from all other propaganda media, primarily because one single book can significantly change the reader's attitude and action to an extent unmatched by the impact of any other single medium.

--Unidentified CIA
Official

How others treat me is their path; how I react is mine.

--Dr. Wayne Dyer

Reputation is character minus what you've been caught doing.

--Michael Lapoce

Right actions in the future are the best apologies for bad actions in the past.

—Tryon Edwards

RESPECT

Rules that we should live by
are simple and direct
and one of them is treating
other people with respect.

And even though we disagree
on many things it's true.
We have no right to interfere
with what they say or do.

--Carolyn Jacks

Elicit commitment and respect, and you will own obedience.

--Greg Henry Quinn

My personal philosophy is quite simple. I am responsible for me and must oversee with great sensitivity the impact of what I say and/or do on others.

--Barbara Jordan

Absolute morality is the regulation of conduct in such a way that pain shall not be inflicted.

--Herbert Spencer

If you don't want anyone to know it, don't do it.

--Chinese Proverb

The good man is the man who, no matter how morally unworthy he has been, is moving to become better.

--John Dewey

Learning does not take place in isolation. Students bring to the learning setting what they have experienced and the values they have been taught at home and in their neighborhoods. This affects how they respond.

--*National Center for
Education
Statistics*

He who goes with wolves learns to howl.

--Spanish Proverb

It's better to walk alone, than with a crowd going in the wrong direction.

—Unknown

A silly idea is current that good people do not know what temptation means. This is an obvious lie. Only those who try to resist temptation know how strong it is... A man who gives in to temptation after five minutes simply does not know what it would have been like an hour later. That is why bad people, in one sense, know very little about badness. They have lived a sheltered life by always giving in.

—C. S. Lewis

Accept the past as the past and realize that each new day you are a new person who doesn't need to carry old baggage into the new day with you. It's amazing how many people ruin the beauty of today with the sorrows of yesterday. Yesterday doesn't exist anymore! For example, if ever I feel foolish or guilty about something I've done, I learn from it and attempt to do better the next time. Shame or guilt serves no one. Such feelings actually keep us down, often lowering the vibrations of those around us, as well. Living in the present moment is the recurring baptism of the soul, forever purifying every new day with a new you.

—Alaric Hutchinson

Children who have things their own way may even feel that their parents do not love them since they do not care what they do.

--Louis Kaplan

If you have told a child a thousand time and he still does not understand, then it is not the child who is the slow learner.

—Walter Barbie

By 2000, more than 1 million black children had a father in jail or prison—and roughly half of those fathers were living in the same household as their kids when they were locked up. Paternal incarceration is associated with behavior problems and delinquency, especially among boys.

—Ta-Nehisi Coates

When we only look at behavior, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look behind the behavior, we see that little struggling human, our little human, who needs our help with something.

—Rebecca Eanes

Whenever you do a thing, act as if all the world were watching.

—Thomas Jefferson

Peer pressure is not a monolithic force that presses adolescents into the same mold....Adolescents generally choose friends whose values, attitudes, tastes, and families are similar to their own. In short, good kids rarely go bad because of their friends.

--Laurence Steinberg

Those who cannot live fully often become destroyers of life.

--Anaïs Nin

There is no acceptable level of hazing in high school or college sports. What sometimes is referred to as good-natured hazing is an oxymoron. It only takes one player to have that permission to take things out of bounds.

—Hank Nuwer

[On school uniforms] Don't these schools do enough damage making all these kids think alike, now they have to make them look alike too? It's not a new idea, either. I first saw it in old newsreels from the 1930s, but it was hard to understand because the narration was in German.

—George Carlin

Boys end to bully one another physically, while girls are more likely to do so by undermining a victim's social status or relationships. Social media give middle-and high-school girls a platform on which to carry out the style of aggression they favor, ostracizing and excluding other girls around the clock.

—Jean M. Twenge

The best way to make children good is to make them happy.

--Oscar Wilde

Eighty percent of our criminals come from unsympathetic homes.

--Hans Christian
Anderson

A daughter can metaphorically punch her mother in the face a million times, and mom won't leave. If a daughter does this to her friends, they will leave. Teens act out at home, in part, because they are so comfortable with the love and security of home.

--Lauren Kessler

The power of choosing good and evil is within the reach of all.

—Origen

Self discipline is that which, next to virtue, truly and essentially raises one man above another.

—Joseph Addison

Disgrace does not consist in the punishment, but in the crime.

—Vittorio Alfieri

The time is always right to do what is right.

—Martin Luther King Jr.

Upon the conduct of each depends the fate of all.

--Alexander the Great

Students are always at more risk than their teachers, which helps explain some students' delinquent behavior. They are afraid of failing, or being criticized and embarrassed in front of the class, so they reject the teacher first.

--Scott Berkun

Public schools must follow suspension and expulsion policies written by the school district; charter schools write their own rules, and many have a no-excuses style that mandates good posture, precisely folded arms and legs, and silent hallways—injunctions some hail as essential to a strong school culture and others skewer as paternalistic and inhumane.

—Elizabeth Green

It is not easy to do something good, but it is extremely difficult to do something bad.

—Charles Eames

Bad manners lead to insult, and insult leads to hatred, and hatred leads to violence. Good manners, whether genuine or not, make it possible for humans to live together.

—Georgie Anne Geyer

It is one thing to praise discipline, and another to submit to it.

—Miguel de Cervantes

Dealing with bullying in school used to be about breaking up fights in the hallways, counseling students who spread rumors or passed vicious notes, or responding to racist or homophobic language in the classroom. Those ‘good old days’ are fast slipping into history. Although the traditional forms of bullying continue to be used, young adolescents have at their disposal a growing number of new tools for the purpose: e-mail, blogs, Internet chat rooms, instant messaging, and cell phone text messaging.

The telephone is no longer the communication tool of choice—shocking news to a generation of elders who still think cell phones are new technology. Two national studies...indicate that between one-fifth and one-third of young adolescents reported being victims of cyberbullying. These figures are even higher for users of specific tools: 56% of chat room participants reported that they felt abused, and 49% of text messaging users felt the same, at some time or another.

—Tom Erb

Though cyberbullying shares basic elements with traditional bullying in that it is about relationships, power, and control where bullies attempt to establish illegitimate power and control over their victims, it is different in several significant ways. There is more anonymity available to the cyberbully, who can often remain unknown to the victim. In addition, hurtful messages can be spread to a very wide audience with remarkable speed. Cyberbullies themselves may receive little feedback on their actions and are seldom forced to take responsibility. Since it may occur outside of school time and involve equipment not owned by the school, cyberbullying is not clearly a legal issue for schools, yet its fallout can impair students’ performance in school. Finally, cyberbullying is even further under the radar screen of most adults than is traditional bullying.

—Bill Belsey

Technology’s progression is often equated with the advancement of human societies. Pivotal innovations, such as the Internet, have forever changed how people interact. Though these developments have allowed the human race to make great strides in many fields, they have also allowed forms of transgression to become more rampant and widespread. This is evident when considering how traditional bullying has evolved into an issue today known as cyberbullying. While bullying and cyberbullying are often similar in terms of form and technique they also have many differences. Unlike traditional bullying, cyberbullying allows the offender to mask his or her identity behind a computer. This anonymity makes it easier for the offender to strike blows against a victim without having to see the victim’s physical response. The distancing effect that technological devices have on today’s youth often leads them to say and do crueler things compared to what is typical in a traditional face-to-face bullying situation.

—Richard Donegan

If you would convince a man that he does wrong, do right. Men will believe what they see.

—Henry David Thoreau

There are several good protections against temptations, but the surest is cowardice.

—Mark Twain

What if, instead of making schools more prison-like, we addressed the issue of school violence by implementing strategies used by many churches to make them safer places filled with more love and kindness? Here are 10 ideas:

1. Ensure all who enter feel welcomed. Try using posters, front door greeters, or music.
2. Treat the community like family. Let people know you're glad to see them and ask how they're doing.
3. Embrace those around you. Provide comfort and find appropriate ways to demonstrate caring and support.
4. Find a simple and meaningful model that guides the work and tells others that they matter.
5. Live stream and record so that those who can't be there in person can still learn remotely.
6. Appreciate performance and the arts. All the arts can be used as tools for inspiration.
7. Celebrate the success of community members. Make time each day to recognize these successes.
8. Have a strong social media presence. This allows everyone to connect and share and keep abreast of what's happening.
9. Invite guests to observe. When others from the local community or further afield come to see what's happening, they're inspired and they encourage those who are at work in the community.
10. Support others in need. Be aware of these needs and have adequate support services available.

—Lisa Nielsen

The truth is, no matter how trying they become, babies two and under don't have the ability to make moral choices, so they can't be bad. That category only exists in the adult mind.

—Anne Cassidy

The face of evil is always the face of total need.

—William S. Burroughs

The healthy man does not torture others—generally it is the tortured who turn into torturers.

—Carl Jung

Dear Teacher, I talk to everyone, so moving my seat won't help.

—Internet Meme

A dad says to his daughter when he finds out she was bullying other children...

Pick up that glass. She did.

Throw in on the floor. She did.

The glass smashes into pieces.

Now say sorry to it.

The daughter says why?

Dad says just do it.

The daughter says sorry to the glass.

The dad say, is it back together as one piece?

The daughter says no Dad.

The dad says some things cannot always be fixed by saying sorry.

Remember this next time you want to hug someone either physically or mentally.

Bullying is not ok at any age.

Cuts and bruises heal, but memories last forever!

—Georgina Bittourna
Meyer

Acceptance of what has happened is the first step to overcoming the consequences of any misfortune.

—William James

You cannot push anyone up the ladder unless he is willing to climb.

—Andrew Carnegie

You can't change someone who doesn't see an issue with their actions.

—*informativequotes.com*

There couldn't be better parents than mine, loving yet strict. They disciplined with love. A child without discipline is, in away, a lost child. You cannot have freedom without discipline.

—Ricardo Montalban

24% describe social media as mostly negative (27% cite bullying, 17% say it harms personal relationships, and 14% say it's distracting or addicting).

—*Pew Research Center*
(2018)

The bullying started as early as first grade for me, steadily getting worse as time wore on. Classmates quickly pegged me as 'the gay one' and that was that. Turns out, they were right....Like me, nine out of ten LGBTQ teens today report being bullied in school. Almost half of LGBTQ teens report being physically harassed, and another quarter have been physically assaulted.

—Bill Browning

Many are saved from sin by being so inept at it.

—Mignon McLaughlin

We real cool. We
Left school. We

Lurk late. We
Strike straight. We

Sing sin. We
Thin gin. We

Jazz June. We
Die soon.

—Gwendolyn Brooks

He threatens many that hath injured one.

—Ben Jonson

Excuses are the nails used to build a house of failure.

—Don Wilder and Bill
Rechin

Don't make excuses—make good.

—Elbert Hubbard

Don't do what you'll have to find an excuse for.

—Proverb

He that is good for making excuses is seldom good for anything else.

—Benjamin Franklin

The best day of your life is the one on which you decide your life is your own. No apologies or excuses. No one to lean on, rely on, or blame. The gift is yours—it is an amazing journey—and you alone are responsible for the quality of it. This is the day your life really begins.

—Bob Moawad

Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.

—Plato

When a child hits a child, we call it aggression.
When a child hits an adult, we call it hostility.
When an adult hits an adult, we call it assault.
When an adult hits a child, we call it discipline.

—Haim G. Ginott

Where did we ever get the crazy idea that in order to make children do better, first we have to make them feel worse? Think of the last time you felt humiliated or treated unfairly. Did you feel like cooperating or doing better?

—Jane Nelsen

It is ordained in the eternal constitution of things, that men of intemperate minds cannot be free. Their passions forge their fetters.

—Edmund Burke

Showing a lack of self-control is in the same vein granting authority to others: 'Perhaps I need someone else to control me.'

—Criss Jami

Parents teach children discipline for two different, indeed diametrically opposed, reasons: to render the child submissive to them and to make him independent of them. Only a self-disciplined person can be obedient; and only such a person can be autonomous.

—Thomas Stephen Szasz

When you know better, you do better.

—Maya Angelou

Misbehavior and punishment are not opposites that cancel each other—on the contrary they breed and reinforce each other.

—Haim G. Ginott

Training moments occur when both parents and children do their jobs. The parent's job is to make the rule. The child's job is to break the rule. The parent then corrects and disciplines. The child breaks the rule again, and the parent manages the consequences and empathy that then turn the rule into reality and internal structure for the child.

—Dr. Henry Cloud & Dr.
John Townsend

Discipline isn't a dirty word. Far from it. Discipline is the one thing that separates us from chaos and anarchy. Discipline implies timing. It's the precursor to good behavior, and it never comes from bad behavior. People who associate discipline with punishment are wrong: with discipline, punishment is unnecessary.

—Buck Brannaman

Discipline imposed from the outside eventually defeats when it is not matched by desire from within.

—Dawson Trotman

We cultivate our feelings the way we cultivate a garden: we can't entirely prevent weeds from coming up, but we can take care to remove them before they do much harm.

—Phillip Cary

Striving to be good is the ultimate struggle of every man. Being bad is easy, but being good requires sincere commitment, discipline and strength. We have to work hard every day just to remain good.

—Suzy Kassem

If there is no discipline, there is anarchy. Good citizenship demands attention to responsibilities as well as rights.

—Joe Clark

Discipline is not about rules. It's about respect. Respect for yourself and others.

—Janna Cachola

Respond to your
children with love in
their worst moments
their broken moments
their angry moments
their selfish moments
their lonely moments
their frustrated moments
their inconvenient moments
because it is in their most
unlovable human moments
that they most need to feel loved.

—L. R. Knost

YELLING silences your message. Speak quietly so your children can hear your words instead of just your voice.

—L. R. Knost

Discipline is only a short term deterrent. It has never been responsible for long term change—only encouragement, upliftment and love can possibly do that!

—Elizabeth Richardson

Listen instead of lecture. Communicate instead of command. Relate instead of retaliate. Be flexible instead of being fixated on getting your own way. Seek to be part of the solution instead of part of the problem. In short, behave the way you want your children to learn to behave.

—L. R. Knost

Every strength has a corresponding challenge and every challenge has a corresponding strength. The inattentive child may be a deep thinker. The uncooperative child may be a good leader. The emotionally-charged child may be gifted with exceptional empathy. The rule-defying child may be an out-of-the-box innovator.

When faced with challenging behaviors, look for the corresponding strength, and focus on nurturing that gift while providing gentle guidance and coping techniques for the challenging areas. That is the essence of working with, instead of against, our children.

—L. R. Knost

If we don't discipline ourselves, the world will do it for us.

—William Feather

‘I know you see me as some crazy old bitch nagging at you,’ she said, ‘but you forget the reason I ride you so hard and give you so much shit is because I love you. Everything I have ever done I’ve done from a place of love. If I don’t punish you, the world will punish you even worse. The world doesn’t love you. If the police get you, the police don’t love you. When I beat you, I’m trying to save you. When they beat you, they’re trying to kill you.’

—Trevor Noah

There’s a wound most troubled boys share, which, at its core, comes from the feeling that they don’t have their father’s unconditional love.

—Clayton Lessor

When a boy feels as if no one cares about him, or as if he will never amount to anything, he truly believes it doesn’t matter what he does.

—Clayton Lessor

I may deserve your disappointment as well as a lecture and strict discipline, but what I need is your understanding, your guidance, and your unconditional love.

—Richelle E. Goodrich

Rebuke without love is abuse. But, a love that would never rebuke? I dare to admit that that, too, would be a kind of abuse.

—Criss Jami

Brutality will not—cannot—accomplish what a kindly disposition will; and, if folks could only know how quickly a ‘balky’ child will, through loving and cuddling, grow into a charming, happy youth, much childish gloom and sorrow would vanish; for a man or woman who is ugly to a child is too low to rank as highly as a wild animal; for no animal will stand, for an instant, anything approaching an attack, or any form of harm to its young. But what a lot of tots find slaps, yanks and hard words for conditions which do not call for such harsh tactics! No child is naturally ugly or ‘cranky.’ And big, gulping sobs, or sad, unhappy young minds, in a tiny body should not occur in any community of civilization. Adulthood holds many an opportunity for such conditions. Childhood should not.

—Ernest Vincent Wright

We spend a lot of time defining behavior by the negative ‘that was inappropriate.’ These commands are vague and inefficient...Telling students what to do in a way that is specific, concrete, sequential and observable refocuses us on teaching.

—Doug Lemov

So often, children are punished for being human. Children are not allowed to have grumpy moods, bad days, disrespectful tones, or bad attitudes, yet we adults have them all the time! We think if we don't nip it in the bud, it will escalate and we will lose control. Let go of that unfounded fear and give your child permission to be human. We all have days like that. None of us are perfect, and we must stop holding our children to a higher standard of perfection than we can attain ourselves. All of the punishments you could throw at them will not stamp out their humanity, for to err is human, and we all do it sometimes.

—Rebecca Eanes

Children cannot develop a sense of inner discipline if all of the control comes from the outside.

—Babara Coloroso

Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.

—Daniel J. Siegel

Discipline is a given; the choice is whether it is applied internally or externally.

—Orrin Woodward

Be very careful when you judge another human being. Do not measure anybody strictly based on the bad you see in them and ignore all the good. Be wary of any man who intentionally ignores another man's record of deeds or work history simply to impose their own agenda. Such a man's judgment lacks merit and should be disregarded immediately. Without a conscience, there is no truth in them.

—Suzy Kassem

Your good character and attitude should be your message to the world.

—Bamigboye Olurotimi

We create our fate every day . . . most of the ills we suffer from are directly traceable to our own behavior.

—Henry Miller

The line between good and evil is permeable and almost anyone can be induced to cross it when pressured by situational forces.

—Philip Zimbardo

All cruelty springs from weakness.

—Seneca

Severe punishment unquestionably has an immediate effect in reducing a tendency to act in a given way. This result is no doubt responsible for its widespread use. We ‘instinctively’ attack anyone whose behavior displeases us—perhaps not in physical assault, but with criticism, disapproval, blame, or ridicule. Whether or not there is an inherited tendency to do this, the immediate effect of the practice is reinforcing enough to explain its currency. In the long run, however, punishment does not actually eliminate behavior from a repertoire, and its temporary achievement is obtained at tremendous cost in reducing the over-all efficiency and happiness of the group.

—B. F. Skinner

As we examine the youth of today, we must realize that the negative behavior we see on the outside, is a result of a deeper need on the inside.

—Eric M. Watterson

Let’s understand a person’s background, before we condemn their behavior.

—Eric M. Watterson

We may not always be able to control what we are, but we can control what we do. Everyone has a dark side, but we have a choice not to act on it.

—Akiroq Brost

Your behavior is not based on your circumstances. It is based on your decisions.

—Akiroq Brost

Beautiful behavior is like sunshine to the soul.

—Joan Jessalyn Cox

People act the way they do because they have learned to act that way.

—Aubrey C. Daniels

Every day in a hundred small ways our children ask,

‘Do you hear me?’

‘Do you see me?’

‘Do I matter?’

Their behavior often reflects our response.

—L. R. Knost

The most attractive thing about you should have less to do with your face or body and more to do with your attitude and how you treat people.

—Germany Kent

No one else ‘makes’ us do anything. They can’t make us nag them, or make us angry, or make us have to strike out at them, or make us drink alcohol, or make us yell at them, or anything else. We are responsible for our choices, including our responses and reactions.

—Cathy Burnham
Martin

Studies find that kids who are punished are more likely to misbehave in the future. Punishment actually increases the undesired behavior.

—Joanna Faber

Don’t focus on the action, focus on the mentality behind the action. Analyzing the mentality will help us differentiate between a one-time error and a long-term character flaw.

—Izey Victoria Odiase

The quickest way to change a child’s behavior and attitude is to get him involved in fixing his mistake. The best way to inspire a child to do better in the future is to give him an opportunity to do better in the present. A punishment makes him feel bad about himself. Making amends helps him feel good about himself, and helps him to see himself as a person who can do good.

—Joanna Faber

Beauty is a behavior. As is ugliness.

—Richelle E. Goodrich

Behavior has consequences, and stupid behavior often has terrible consequences.

—James C. Dobson

I think the world honestly would be a much healthier place if instead of trying to find rationalizations for our bad behavior we would just say, ‘I was an asshole. Sure, there were reasons behind it, but that doesn’t matter.’

—Colin Quinn

Every society has the criminals that it deserves.

—Havelock Ellis

While humans have the propensity to develop a suite of prosocial behaviors, they are also capable of developing antisocial behavior, engaging in substance abuse, experiencing depression, and bearing children at an early age...Young people who develop aggressive behavior tendencies are likely to develop problems with tobacco, alcohol, and other drug use; to fail academically; to have children at an early age; and to raise children likely to have the same problems.

—Anthony Biglan

Behavior isn't something someone 'has.' Rather, it emerges from the interaction of a person's biology, past experiences, and immediate context.

—L. Todd Rose

People have enough reasons not to like you just based on how you look; don't give them any more based on how you act.

—Una LaMarche

Just as we have created a society in which it would be unthinkable to light up a cigarette in the Kennedy Center lobby, we can create a society where it is unthinkable that a child suffers abuse, fails in school, becomes delinquent, or faces teasing and bullying. We could have a society in which diverse people and organizations work together to ensure that families, schools, workplaces, and neighborhoods are nurturing and that our capitalistic system functions to benefit everyone.

—Anthony Biglan

The most effective alternative process [to punishment] is probably extinction. This takes time but is much more rapid than allowing the response to be forgotten. The technique seems to be relatively free of objectionable by-products. We recommend it, for example when we suggest that a parent 'pay no attention' to objectionable behavior on the part of his child. If the child's behavior is strong only because it has been reinforced by 'getting a rise out of' the parent, it will disappear when this consequence is no longer forthcoming.

—B. F. Skinner

Readers who have owned animals will appreciate how difficult it would be to train a dog to play exclusively in his own yard, to fetch his sweater whenever he sees it is raining outside, or to be generous in sharing his dog biscuits with other dogs. Yet these same people would not even question the feasibility of trying to use reward and punishment to teach their children the same behaviors.

—Thomas Gordon

Our ability to have patience, and our attitude toward others, define who we are at any given time.

—Ellen J. Barrier

Half of teachers leave the profession within their first four years, and kids with behavior challenges and their parents are cited as one of the major reasons.

—Ross W. Greene

We generally describe the most repulsive examples of man's cruelty as brutal or bestial, implying that such behavior is characteristic of less highly developed animals than ourselves. In fact, however, the extremes of brutal behavior are confined to us: there exists no parallel in nature to our savage treatment of each other. The unmistakable truth is that man is the most vicious and cruel species that ever walked the earth.

—Hans Askenasy

Just because your pain is understandable, doesn't mean your behavior is acceptable.

—Steve Maraboli

In our hearts, we always know what's right and wrong. That's not the struggle. The struggle is wanting what's wrong for you and gauging whether or not the consequences are worth it.

—Penelope Douglas

When a wise man is advised of his errors, he will reflect on and improve his conduct. When his misconduct is pointed out, a foolish man will not only disregard the advice but rather repeat the same error.

--Gautama Buddha

Where did we ever get the crazy idea that in order to make children do better, first we have to make them feel worse? Think of the last time you felt humiliated or treated unfairly. Did you feel like cooperating or doing better?

—Jane Nelsen

Crime does not decrease in proportion to the severest punishment.

—Charlotte Perkins
Gilman

A stick beats more ugliness into a person than it ever beats out.

—Nellie Bly

The belief that children must be punished to learn better behaviors is illogical. Children learn to roll, crawl, walk, talk, read, and other complex behaviors without a need for punishment. Why, then, wouldn't the same gentle guidance, support, and awareness of developmental capabilities that parents employ to help their little ones learn those complex skills also work to help them learn to pet the cat gently and draw on paper instead of walls?

—L. R. Knost

Some parents cannot distinguish between punishment and discipline. Anyone can punish a child and many parents do it out of frustration. Discipline requires time, patience, and love and may include some punishment. To punish children without discipline usually involves a parent who is frustrated and has turned to anger.

—Eric W. Hickey

You cannot take vengeance on a whole people because of the doings of a few wicked men.

—Katherine Arden

The beauty of problem-solving is that, unlike punishment, it offers endless possibilities. If you're committed to punishment and your child continues to misbehave, all you can do is punish more severely. You might hit him harder or take away more privileges, but chances are you won't get any closer to your goal of having a cooperative child. And you'll create a lot of ill will in the process. With problem-solving, you can always go back and brainstorm some more. When you put your heads together, you're bound to come up with something that will work for both of you.

—Joanna Faber

Studies find that kids who are punished are more likely to misbehave in the future. Punishment actually increases the undesired behavior.

—Joanna Faber

The threat of punishment at home or school only served as a challenge to figure out how to circumvent the consequences when I did what I wanted to do anyway. I didn't fear the punishment, I just saw it as an inconvenience to work around.

—M. E. Thomas

Evil gains work their punishment.

—Sophocles

Only the man who has enough good in him to feel the justice of the penalty can be punished; the others can only be hurt.

—William Ernest
Hocking

Committing a crime is like incurring a debt: you can either pay it off now, or pay it off later—with interest.

—Clifford Cohen

You will find that we simply provided the noose. You built the gallows, mounted the steps, put your neck in the rope, and jumped.

—Thomm Quackenbush

Love was always and only about good feeling. In early adolescence when we were whipped and told that these punishments were ‘for our own good’ or ‘I’m doing this because I love you,’ my siblings and I were confused. Why was harsh punishment a gesture of love? As children do, we pretended to accept this grown-up logic; but we knew in our hearts it was not right. We knew it was a lie. Just like the lie the grown-ups told when they explained after the harsh punishment, ‘This hurts me more than it hurts you.’ There is nothing that creates more confusion about love in the minds and hearts of children than unkind and/or cruel punishment meted out by the grown-ups they have been taught should love and respect. Such children learn early on to question the meaning of love, to yearn for love even as they doubt it exists.

—Bell Hooks

You cannot change someone using fear, degradation, humiliation, or by comparing them to others. It can only be done through love, with love, for love.

—Suzy Kassem

They value punishment because they think it means their actions are important—that they are important. You don’t get punished for doing something unimportant, after all.

—Robert Jackson
Bennett

We punish ourselves instantly, when we choose to be destructive. We reward ourselves, when we choose being our loving selves.

—Raphael Zernoff

Punishment creates crime.

—Silvia Hartmann

Studies have suggested a correlation between exclusionary discipline policies and practices and an array of serious educational, economic, and social problems....High rates of suspensions in schools have been related to lower school-wide academic achievement and standardized test scores. In addition, schools and communities bear the increased direct and indirect costs associated with grade retention and dropouts.

—*U.S. Department of
Education*

Suspension and expulsion can influence a number of adverse outcomes across development, health, and education. Young students who are expelled or suspended are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not. While much of this research has focused on expulsion and suspension in elementary, middle, and high school settings, there is evidence that expulsion or suspension early in a child's education is associated with expulsion or suspension in later school grades. Not only do these practices have the potential to hinder social-emotional and behavioral development, they also remove children from early learning environments and the corresponding cognitively enriching experiences that contribute to healthy development and academic success later in life. Expulsion and suspension practices may also delay or interfere with the process of identifying and addressing underlying issues, which may include disabilities or mental health issues. Some of these children may have undiagnosed disabilities or behavioral health issues and may be eligible for additional services, but in simply being expelled, they may not receive the evaluations or referrals they need to obtain services. For example, the source of challenging behavior may be communication and language difficulties, skills that can be improved through early assessment and intervention services. In these cases, appropriate evaluation and follow-up services are critical, but less likely if the child is expelled from the system. Finally, expulsions may contribute to increased family stress and burden. In many cases, families of children who are expelled do not receive assistance in identifying an alternative placement, leaving the burden of finding another program entirely to the family. There may be challenges accessing another program, particularly an affordable high-quality program. Even in cases where assistance is offered, often there is a lapse in service which leaves families, especially working families, in difficult situations.

—*U.S. Department of
Health and
Human Services*

Men are punished by their sins, not for them.

—Elbert Hubbard

We've seen time and again that school districts with high out-of-school suspension rates also tend to have lower-than-average graduation rates. We've seen that severe discipline policies often increase the numbers of suspensions and expulsions without effectively making schools safer or creating better learning environments. And we've seen that the impacts of exclusionary policies are not felt equally in every segment of the population—with students of color and those with disabilities often receiving different and more severe punishments than their peers.

—Eric Holder

Today, principals and other school personnel recognize that traditional disciplinary practices often do not result in the desired outcome, especially for students with more challenging behavior problems. Indeed, there is mounting evidence that imposing negative consequences for unacceptable behavior can increase antisocial acts, school vandalism, tardiness and truancy, and the dropout rate, all of which school officials are working hard to eliminate. For example, the common practice of suspension provides little more than a brief respite from the immediacy of a student's academic or behavior problems. As most principals can attest, a student rarely returns to school with a more positive attitude or increased enthusiasm toward learning. In fact, with each suspension, the probability increases that the student will fall further behind academically, which only serves to trigger more misbehavior to escape further classroom frustration or failure. It follows that there must be a better way to deal with students who behave inappropriately.

—*Virginia Department of
Education*

Schools with higher rates of out-of-school suspension and expulsion are not safer for students or faculty ... Research indicates a negative relationship between the use of suspension and expulsion and school-wide academic achievement, even when controlling for demographics such as socioeconomic status. In other words, aggressive out-of-school suspension and expulsion policies may not only hurt those against whom they are applied but may also paradoxically hurt those students the policies were supposedly designed to protect and help ... Out-of-school suspension and expulsion that are used too readily are ineffective deterrents to inappropriate behavior and are harmful and counterproductive to the student, the family, the school district, and the community as a whole, both short- and long-term.

—*American Academy of
Pediatrics*

A suspension can be life altering. It is the number-one predictor—more than poverty—of whether children will drop out of school, and walk down a road that includes greater likelihood of unemployment, reliance on social-welfare programs, and imprisonment.

—*National Education Association*

Far too many of our most vulnerable students are excluded from class for minor, non-violent behavior, which puts them at great risk for academic failure, dropping out, and an unnecessary journey down the school to prison pipeline.

—Dennis Van Roekel

Often students return even further behind than they were, and they have little or no support to catch up. Also, during a removal from school, students often engage in even more negative behavior, which results in contact with law enforcement and the juvenile justice system. Once a youth has had contact with law enforcement or has been placed into a juvenile justice facility, the stigma cannot be erased; this sets the trajectory for ongoing negative and disruptive contact with school personnel, law enforcement, peers and families. Suspensions are also a predictor of students' risk for dropping out. New research has shown that even a single suspension increases the likelihood of low achievement and of dropping out of school altogether.

—*American Federation of Teachers*

Suspensions are also a predictor of a student's risk for dropping out. As such, beyond the moral consequences of these policies, we must also consider the economic consequences ... The number of students missing instructional time highlights an urgent need to significantly decrease, if not eliminate, the use of out-of-school suspensions.

—*National School Boards Association*

Schools with higher rates of school suspension and expulsion appear to have less satisfactory ratings of school climate, to have less satisfactory school governance structures, and to spend a disproportionate amount of time on disciplinary matters. Perhaps more important, recent research indicates a negative relationship between the use of school suspension and expulsion and school-wide academic achievement, even when controlling for demographics such as socioeconomic status.

—*American Psychological Association*

National PTA supports positive school discipline policies that keep children in school and learning over exclusionary discipline policies (suspension and expulsion) that tends to exacerbate a child's behavior problems by pushing students out of the place (school) created to support them and keep them safe ... National PTA believes that exclusionary discipline practices should only be used in schools as a last resort effort to preserve the safety of students and staff ... Overly punitive discipline policies ... are not effective in addressing or improving student behavior. Rather, recent research has revealed that such policies contribute to a host of negative consequences including an increase in problem behavior and engagement in risky and dangerous behavior, a less positive school climate, decreased academic achievement, increased risk of dropout and involvement in the juvenile justice system.

—*National Parent
Teacher
Association*

Suspension and expulsion may set individuals who already display antisocial behavior on an accelerated course to delinquency by putting them in a situation in which there is a lack of parental supervision and a greater opportunity to socialize with other deviant peers. Further, expulsion results in the denial of educational services, presenting specific legal as well as ethical dilemmas for student with disabilities. Finally, there is no evidence that removing students from school makes a positive contribution to school safety.

—*National Association of
School
Psychologists*

After two years of being bullied, Ty Field-Smalley faced his tormentor in the school gym.

'Ty finally had enough. He retaliated,' father Kirk Smalley recalled. 'It seems it's always the second guy that gets caught,' Smalley said. Ty, 11, was suspended and brought home by his mother, who wanted to stay with the sixth-grader but had to return to work.

'He didn't do his homework. He didn't do his chores. Instead my boy killed himself on my bedroom floor,' Samlley said.

—Marni Pyke

About 28 percent of U.S. students in grades six through 12 experience bullying, but only one-third or less tell an adult about it.

—*U.S. Department of
Health and
Human Services*

Bullying can result in anxiety, depression and lower grades, and combined with other stressors can increase the chance someone could engage in suicide-related behaviors.

—Marni Pyke

If the *Old Testament* were a reliable guide in the matter of capital punishment, half the people in the United States would have to be killed tomorrow.

—Steve Allen

What to Do If You're Bullied

There are things you can do if you are being bullied:

Look at the kid bullying you and tell him or her to stop in a calm, clear voice. You can also try to laugh it off. This works best if joking is easy for you. It could catch the kid bullying you off guard.

If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.

There are things you can do to stay safe in the future, too.

Talk to an adult you trust. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.

Stay away from places where bullying happens.

Stay near adults and other kids. Most bullying happens when adults aren't around.

—*stopbullying.gov*

CONCLUSIVE [BULLYING] RESEARCH HAS SHOWN:

Prevalence:

Between 1 in 4 and 1 in 3 U.S. students say they have been bullied at school. Many fewer have been cyberbullied.

Most bullying happens in middle school. The most common types are verbal and social bullying.

There is growing awareness of the problem of bullying, which may lead some to believe that bullying is increasing. However, studies suggest that rates of bullying may be declining. It still remains a prevalent and serious problem in today's schools.

Risk Factors:

Young people who are perceived as different from their peers are often at risk for being bullied.

Effects:

Bullying affects all youth, including those who are bullied, those who bully others, and those who see bullying going on. Some effects may last into adulthood.

Group Phenomenon:

Bullying is not usually a simple interaction between a student who bullies and a student who is bullied. Instead, it often involves groups of students who support each other in bullying other students.

Changing Roles:

There is not a single profile of a young person involved in bullying. Youth who bully can be either well connected socially or marginalized, and may be bullied by others as well. Similarly, those who are bullied sometimes bully others. Youth who both bully others and are bullied are at greatest risk for subsequent behavioral, mental health, and academic problems.

Disconnect Between Adults and Youth:

There is often a disconnect between young people's experience of bullying and what the adults see. Also, adults often don't know how to respond when they do recognize bullying.

Promising Prevention Strategies:

Solutions to bullying are not simple. Bullying prevention approaches that show the most promise confront the problem from many angles. They involve the entire school community—students, families, administrators, teachers, and staff such as bus drivers, nurses, cafeteria and front office staff—in creating a culture of respect. Zero tolerance and expulsion are not effective approaches.

Bystanders who intervene on behalf of young people being bullied make a huge difference.

Studies also have shown that adults, including parents, can help prevent bullying by keeping the lines of communication open, talking to their children about bullying, encouraging them to do what they love, modeling kindness and respect, and encouraging them to get help when they are involved in bullying or know others who need help.

—*stopbullying.gov*

Everything you do is based on the choices you make. It's not your parents, your past relationships, your job, the economy, that is to blame. You and only you are responsible for every decision you make. Period.

—*Workingwomen.com*

If you continue to defend your child's wrong behavior...one day you will pay an attorney to do the same.

—Internet Meme

Discipline, most simply stated, is the business of enforcing simple classroom rules that facilitate learning and minimize disruption.

—Fredric H. Jones

50% of classroom time is lost due to student misbehavior and being off task.

80% of lost time is due to talking without permission.

19% is lost to daydreaming, out of seat, making noises, etc.

1% is lost to more serious misbehavior, such as fighting.

Most of the lost time can be avoided by systematically employing seating arrangements, limit setting techniques, and responsibility training through incentives.

Teachers need to arrange classroom furniture in ways that maximize their mobility and allow greater physical proximity to students. This proximity allows easy access to each student. Teachers need to put the least distance and the fewest physical barriers between themselves and their students....Without assigned seating, the ones who want to talk or disrupt the classroom environment will sit in the back of the classroom next to their close friends.

Teachers must employ very specific, limit setting techniques.

Limit setting means the actions taken by the teacher to control the student's natural reflexes and motivate students back to work while the students are doing seatwork and the teacher is lecturing.

Limit setting techniques primarily involve the use of body language designed to convince students that their teachers are in control.

Effective Body Language:

- Eye contact
- Physical Proximity
- Body Carriage
- Facial Expression

—Fredric H. Jones

IMPROVING SCHOOL AND CLASSROOM DISCIPLINE

School personnel seeking to improve the quality of discipline in their schools and classrooms are encouraged to follow the guidelines implicit in the discipline research. These include:

AT THE SCHOOL LEVEL:

- Engage school and community-wide commitment to establishing and maintaining appropriate student behavior in school and at school-sponsored events.
- Establish and communicate high expectations for student behavior.
- With input from students, develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community.
- Work on getting to know students as individuals; take an interest in their plans and activities.
- Work to improve communication with and involvement of parents and community members in instruction, extracurricular activities, and governance.
- If commercial, packaged discipline programs are used, modify their components to meet your unique school situation and delete those components which are not congruent with research.

FOR THE PRINCIPAL:

- Increase your visibility and informal involvement in the everyday life of the school; increase personal interactions with students.
- Encourage teachers to handle all classroom discipline problems that they reasonably can; support their decisions.
- Enhance teachers' skills as classroom managers and disciplinarians by arranging for appropriate staff development activities.

AT THE CLASSROOM LEVEL:

- Hold and communicate high behavioral expectations.
- Establish clear rules and procedures and instruct students in how to follow them; give primary-level children and low-SES children, in particular, a great deal of instruction, practice, and reminding.
- Make clear to students the consequences of misbehavior.
- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.

- Maintain a brisk instructional pace and make smooth transitions between activities.
- Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
- Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.
- Identify those students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.
- Make use of cooperative learning groups, as appropriate.
- Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.
- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.

WHEN DISCIPLINE PROBLEMS ARISE:

- Intervene quickly; do not allow behavior that violates school or classroom rules to go unchecked.
- As appropriate, develop reinforcement schedules and use these with misbehaving students.
- Instruct students with behavior problems in self-control skills; teach them how to observe their own behavior, talk themselves through appropriate behavior patterns, and reinforce themselves for succeeding.
- Teach misbehaving students general prosocial skills--self-awareness, cooperation, and helping.
- Place misbehaving students in peer tutoring arrangements; have them serve either as tutors or tutees, as appropriate.
- Make use of punishments which are reasonable for the infraction committed; provide support to help students improve their behavior.
- Make use of counseling services for students with behavior problems; counseling should seek the cause of the misconduct and assist students in developing needed skills to behave appropriately.
- Make use of in-school suspension programs, which include guidance, support, planning for change, and skill building.
- Collaborate with misbehaving students on developing and signing contingency contracts to help stimulate behavioral change; follow through on terms of contracts.
- Make use of home-based reinforcement to increase the effectiveness of school-based agreements and directives.
- In schools which are troubled with severe discipline problems and negative climates, a broad-based organizational development approach may be needed to bring about meaningful change; community involvement and support is critical to the success of such efforts.

INEFFECTIVE DISCIPLINE PRACTICES:

- Avoid the use of vague or unenforceable rules.
- Do not ignore student behavior which violates school or classroom rules; it will not go away.
- Avoid ambiguous or inconsistent treatment of misbehavior.
- Avoid draconian punishments and punishments delivered without accompanying support.
- Avoid corporal punishment.
- Avoid out-of-school suspension whenever possible. Reserve the use of suspension for serious misconduct only.

The strength of the research base supporting these guidelines suggests that putting them into practice can help administrators and teachers to achieve the ultimate goal of school discipline, which, ...is ‘to teach students to behave properly without direct supervision.’

—Kathleen Cotton

Developmentally appropriate literature that addresses the topic of bullying is a critical component of a program to combat this problem. Not only must the literature be readable, it must also be relevant to young adolescent lives. If students connect to the literature, identify with the protagonist, and relate the theme to their own experiences, they will achieve a higher level of comprehension. This increased understanding of the text can lead to changes in affect and behavior. If the literature deals with the terrible consequences of bullying, it could help the victim and the bully. The victim may derive comfort or coping strategies from reading about another in a similar situation. In addition, the bully might begin to identify with a fictional victim, leading to empathy and the possibility for change.

—Carol Hillsberg and
Helene Spak

A good story has more power than an essay in demonstrating how to behave. Students in middle school are capable of taking a story to a high level and turning it into something personal and meaningful. A program that fights bullying through the use of excellent stories offers an effective means to undercut the power and presence of bullies at school.

—Carol Hillsberg and
Helene Spak

A main characteristic of a bully is his or her need to gain control over another. Bullies can gain control over others through physical force or threats, verbal teasing, and exclusion from peers....Physical bullies often hit, kick, or shove others. Verbal bullies use words to harm others through name-calling, insulting, making racist comments, or harsh teasing. Relational bullies often focus on excluding one person from their peer group and usually do so through verbal threats and spreading rumors. Finally, reactive bullies are individuals who are often both bully and victim. Typically victims first, they respond to victimization with bullying behavior. While both boys and girls engage in and are victims of bullying, research has shown differences in their bullying behaviors. For example, boys engage in bullying more frequently than girls. Also, boys are more likely to engage in physical or verbal bullying, while girls often revert to relational bullying....Bullies and victims are both at risk for negative future outcomes. As bullies go through adolescence they are more at risk for severe problems such as delinquency, alcohol and drug abuse, and dropping out of school. In addition, both bullies and victims have been found to be more depressed than students who are not involved in bullying. Depression associated with bullying and victimization can lead to academic problems, self-defeating behaviors, and interpersonal problems. Finally, victims are particularly at risk if there is no emotional support provided or if the bullying behavior is severe and prolonged. These victims are more likely to suffer from academic problems, absenteeism, loneliness, and loss of friends. Given schools' increasing concern about helping students succeed academically, and given connections between bullying and potential for low academic performance or dropping out of school, addressing the problem of bullying is essential.

—Amy Milsom & Laura
L. Gallo

How can writing be used to solve a behavior problem, as in the case of a student who comes late to class?

Although students are often late for 'no good reason,' sometimes those reasons are important to them. Teachers who automatically assign detention are not willing to listen to what a student might have to say.

If right before class Janie's boyfriend announces that he is breaking up with her, it's not hard to figure out why, when she is late, she becomes angry at the teacher who says, 'Report to me after school.' If, however, the teacher hands Janie a piece of paper and says in a calm and neutral voice, 'Please write and tell me why you're late,' Janie has a chance to explain without wasting classtime.

Writing doesn't replace punishment in this situation—although 'punishment' might not be called for—but it allows the student a chance to reflect on the situation and to cool down. The teacher later reads what the student wrote and can then make a decision about the next step.

Later by talking to the student privately, person-to-person, not authority-to-subordinate, the teacher can enlist the student's help in solving the problem so detention isn't even necessary.

The student is not put into a power struggle with the teacher where both would end up losing. The teacher treats the student as a person worthy of consideration. Being treated as someone whose opinions count gives the student a sense of control in the situation. The teacher has not given up any authority by allowing the student to explain, but the teacher's willingness to listen prevents the student from feeling like a victim.

The amazing thing about using writing to communicate is that often when students have 'no good excuse' for being late, not doing their homework, or whatever, they actually follow up their written explanation with a commitment to take care of the problem....Teachers have fewer problems to deal with in the classroom if they work with students to find solutions rather than trying to maintain control by punishing students to show them who's boss....If penalties or consequences are called for, the teacher can often get students to accept responsibility of the situation when they take time to listen to the student's view either on paper or in person and to explain their own view in a natural conversational tone.

Writing itself isn't the key, but writing offers the busy teacher a means of giving the student an opportunity to talk on paper, buying some time to consider the situation, and scheduling a private conference with the student as a follow-up, if necessary. Such a meeting may have to be held after school, but it serves a different purpose than that of detention.

—Anne Wescott Dodd

HIGHLIGHTS OF RESEARCH ON CLASSROOM MANAGEMENT

Teachers who are effective managers:

- use time as effectively as possible;
- implement group strategies with high levels of involvement and low levels of misbehavior;
- choose lesson formats and academic tasks conducive to high student engagement;
- communicate clearly rules of participation;
- prevent problems by implementing a system at the beginning of the school year.

—Carolyn M. Evertson
and Alene H.
Harris

CONSTRUCTIVE PRINCIPAL—STUDENT INTERACTIONS

Eliciting cooperation from students with CD [Conduct Disorder] is fundamental to changing their behavior. Principals can help by following a few basic guidelines when working with students who have been referred to their office:

- Be supportive. Reinforce that the goal is to help the student be able to adhere to behavioral expectations or the code of conduct and, ultimately, succeed in school.
- Clarify the situation. State clearly what the problem behavior is, according to the staff member who made the referral, and why this behavior is a concern. Avoid blaming or being judgmental.
- Listen for understanding. Allow the student to explain his or her behavior. Paraphrase what you heard. Note any discrepancies between the students' account and the staff member's. Be objective.
- Acknowledge the student's feelings. Observe their verbal and nonverbal cues: 'As I listen to you, you seem to feel...'
- Review the school's code of conduct and behavioral expectations. Confirm that the student understands those expectations and the consequences for failing to adhere to them. Go over it again if necessary
- Confirm that the student understands why their behavior is a problem, acknowledging that he or she does not need to agree with you.
- Engage the student in problem solving. Ask what he or she thinks is needed to help control his or her behavior (e.g., mediation, support, reminders).
- Focus first on positive behavioral supports rather than punishment. These incentives must link to something the student values (e.g., earning points of compliance that equate to extra time in the weight room).
- Define potential punitive consequences if the student continues to behave inappropriately. These should be sequential and graded in severity and should only be employed when all positive supports have been exhausted.
- Summarize and review the discussion, the plan for changing the behavior, and the consequences. Consider writing the plan down.
- Address any legitimate issues the student raises.

—Amanda L. Lannie and
Barry L. McCurdy

THE PROBLEM-SOLVING METHOD

Step 1. Initiate mediation: begin problem-solving

Get to the conflict and make a statement

Get to the child's level: kneel, squat or sit

Stop aggressive behavior

Neutralize object of conflict: hold it or put it aside

Step 2. Gather data: get information

Find out each child's point of view

Feelings

Desires

Assure children that each will have a turn to talk

Step 3. Define the problem: find out what each child wants

Restate children's feelings

If child won't speak, describe how s/he appears to feel

or

Describe how you would feel: 'I would feel sad if he said that to me.'

Restate children's desires: 'Sammy wants _____ and Sally wants _____.'

Explain the problem: 'We have two children and only one toy.'

Step 4. Generate alternative solutions: brainstorm ideas

Ask questions: 'How could we solve this problem?'

Get ideas from all children: disputants and observers

Step 5. Agree on a solution

When the children accept a solution, rephrase it

Make sure the solution is safe

Check out how the solutions will be carried out: Who? When? How? etc.

Step 6. Follow-through

Monitor to make sure the agreement is going according to plan

Serve as time-keeper for turns

Bring closure by announcing that the problem is solved

—Sue Dinwiddie

Avoiding punishment is a major motive for lying in children. They also lie to gain privacy and maintain social status. When a child tells a lie, they consider the consequence if caught and realize they will be in trouble. But in the excitement of the moment, children pretty much overlook or forget about any consequences for the lie. 'Fear of a parent's anger is no doubt the single biggest cause of child's lies,' says Dr. Thomas Lickona. In trying to get a child to be truthful, parental anger can be the greatest obstacle. Many times, a parent's bad mood makes it hard for children to confess what they have done.

—Paul Ekman

There are two types of bullies, aggressive and passive. An aggressive bully is usually described as someone who is unable to deal with frustration. These individuals appear to be more inclined toward violence and belligerence than other children in the same age group. Passive bullies are those who team up with an aggressive bully but rarely instigate violence or intimidation themselves. Instead, a passive bully will participate in aggression toward weaker children, but he or she will continue to remain a follower of the more assertive bully.

—D. R. Coy

Teacher attitudes and behaviors are probably the most significant aspects of classroom management. Management is dependent upon the behavior of the individual teacher, and there are specific behaviors and attitudes that have a direct effect on the way students behave. Teachers who are friendly, cheerful, fair, consistent, honest, helpful, interested, and interesting have good relationships with students. Adolescents will be much more likely to cooperate with teachers who show themselves to be empathetic, warm, and genuine.

Successful teachers appear competent, confident, credible, enthusiastic, receptive to student input, and clear in presentations. These teachers are also less likely to ignore, belittle, harass, shame, put down, or exclude their students. Instead, they are pleasant and businesslike in their interactions with them. Their classes show evidence of mutual respect, and they encourage hard work and personal responsibility. These teachers can also encourage positive behavior in students by displaying positive behavior themselves. Much has been written about the effects of teacher modeling on student behavior. Students learn a great deal by observing the actions of the significant adults in their lives. Teachers are significant adults and can influence student behavior by modeling such behaviors as courtesy, tolerance, respect, promptness, and self-control.

Middle school students have very definite opinions about the characteristics of a 'good' teacher. In a recent study...middle school students gave their perceptions of the qualities of an effective teacher. The responses are listed in rank order, with number one being the most frequently mentioned: (1) helpful; (2) nice; (3) caring, patient, and kind; (4) good sense of humor; (5) understanding; (6) makes learning fun and interesting; (7) fair; (8) uses class time wisely; (9) assigns a reasonable amount of meaningful homework; (10) knowledge of subject and how to teach; (11) good listener (friend you can talk with who listens and helps you with your problems); (12) in control of class; (13) loves kids; (14) smart; and (15) willing to explain things over again and give an example. Middle school teachers with these positive attitudes and behaviors will have little difficulty with management.

—Daisy F. Reed

RANDOM IDEAS FOR CLASSROOM DISCIPLINE:

- Teach and remind students of behavior you expect for class in general and for specific activities. Occasionally during the lesson remind students of the behavior you expect, and as often as possible recognize and praise appropriate behavior (particularly with the most difficult students—‘I like the way Nico is paying attention and ready to start the song,’ ‘Jane is quiet and ready to go,’ ‘I like the way you all lined up.’ (You can even set a goal for yourself to provide during class 5 positive comments each for your misbehavers.) It makes your day as a teacher much more pleasant to be giving out positive comments as opposed to yelling and being upset.
- One of the most effective approaches with most students is to communicate frequently with parents and enlist their help in managing the students’ behavior. This takes work, and many teachers don’t communicate as often as they should, but if you can develop an ongoing dialogue with the parents of difficult students, it can ease your classroom management workload tremendously. Call every week, and call also to offer praise for improved behavior. If you’re dealing with 15 nasty students, that’s only 15 calls per week. You might work out a contract with parents. If the student behaves well in class, they can have some special privilege at home—pick a movie for weekend viewing, a McDonald’s meal, stay up a half hour later than usual, play a video game for longer than usual—whatever the parent thinks will best motivate the student to behave in music class. If parents use e-mail, you can also communicate with them via e-mail. If you put a lot of effort into ongoing parent communication, it can make a difference.
- You can even ask parents who are available during the day to attend your class while their child is present to oversee their child’s behavior. The parent can just check into the main office and say they have a meeting with you and then come down to the classroom.
- As a teacher you can also make a special arrangement with a misbehaving student to earn privileges in class for proper behavior. For instance, if you have to reprimand them about proper behavior more than twice, they lose their privilege. After about three class sessions, you can change the criteria to no reprimands about proper behavior. Privileges can be ‘sitting at the teacher’s desk or in a special place,’ ‘being first in line,’ or ‘choosing an activity,’ for instance. You can also use tangible rewards such as stickers, school supplies, decals, colored pencils, bookmarks, pencil toppers, or discount coupons for local merchants. With your school ID, you could talk to

store managers at McDonald's, Target, Burger King, etc. to get a supply of discount coupons to use as incentives.

You can also have the misbehaving student keep a behavior chart. Make up a chart with check boxes for every five minutes of class. The student gets to mark a box for every five minutes of good behavior. (Monitor or nod or smile to the student if she silently seeks your approval or acknowledgment.) If the student has all boxes checked at the end of the period, and you concur with the checks, the student earns a reward.

- Use peer pressure by offering class rewards for good behavior and following proper procedures. Recognize and praise good behavior frequently, and have some criteria for the class earning their reward.
- Teach and demonstrate and even give bad examples of the behavior you want students to demonstrate—general classroom behavior, lining up behavior, behavior for a specific activity, etc. Many teachers just expect good behavior but don't actually teach it. It is just as important to teach behavior as it is to teach music. You must have student attention and engagement for your lesson to be successful and for students to learn.
- Move the misbehaving student right next to you as you teach so you can closely monitor behavior and so you can praise positive behavior more easily.
- Set up a tape recorder or use a smart phone in the classroom and explain to the students that you will turn on the recorder when someone starts misbehaving. You will then play the recorded audio for the parent and the principal. (In reality you need only play it for the parent during a conference or phone conference.) To affect behavior, many times you need only to threaten to turn on the recorder. But if you do turn it on, follow through with playing it during a phone conference or personal conference so students know it's not an idle threat. You can also use a video recorder for this procedure.
- Hold a private one-on-one conference with the student. Many teachers yell at students and consequence students but never really sit down to have a personal discussion with the student. During the conference make expectations clear but also listen to any concerns the student may have and solicit conversation from the student on how the two of you can work together to have a pleasant classroom experience without misbehavior.

—Dan L. Miller

The principal sets the tone of discipline in the school. There are many ways to go about this, but before one considers these methods, the most important aspect of discipline is to have a clear, concise, and reasonable set of rules, defensible to teachers, students and the community. If these rules are not defensible, they should be changed. A rule without reason leads to attack by one or all groups concerned.

The rules for discipline are ultimately the responsibility of the administrator. It would be very helpful for the administrator to listen to and enlist the help of all groups concerned with setting up these rules, as long as each group understands that the administrator will make the final decision. All disciplinary rules should be subject to review and revision whenever necessary. An administrator has to take into consideration all aspects of discipline: Moral, legal and educational.

An administrator has to set standards of conduct in the school to allow for individual teacher differences. What is a behavioral problem to one teacher may not be a problem to another. Some classroom activities demand different classroom atmospheres. A math class may at one time need total silence to work and concentrate on the task at hand, while in other classes, when groups are working, noise might be the order of the day. The principal must realize these differences and be able to recognize when noise or silence is constructive. The rule 'silence is golden' may be a sign of a classroom dictator who works through total fear.

—David G. Carter

Handling children's anger can be puzzling, draining, and distressing for adults. In fact, one of the major problems in dealing with anger in children is the angry feelings that are often stirred up in us. It has been said that we as parents, teachers, counselors, and administrators need to remind ourselves that we were not always taught how to deal with anger as a fact of life during our own childhood. We were led to believe that to be angry was to be bad, and we were often made to feel guilty for expressing anger.

It will be easier to deal with children's anger if we get rid of this notion. Our goal is not to repress or destroy angry feelings in children—or in ourselves—but rather to accept the feelings and to help channel and direct them to constructive ends.

Parents and teachers must allow children to feel all their feelings. Adult skills can then be directed toward showing children acceptable ways of expressing their feelings. Strong feelings cannot be denied, and angry outbursts should not always be viewed as a sign of serious problems; they should be recognized and treated with respect.

To respond effectively to overly aggressive behavior in children we need to have some ideas about what may have triggered an outburst. Anger may be a defense to avoid painful feelings; it may be associated with failure, low self-esteem, and feelings of isolation; or it may be related to anxiety about situations over which the child has no control.

Angry defiance may also be associated with feelings of dependency, and anger may be associated with sadness and depression. In childhood, anger and sadness are very close to one another and it is important to remember that much of what an adult experiences as sadness is expressed by a child as anger.

—Luleen S. Anderson

In dealing with angry children, our actions should be motivated by the need to protect and to teach, not by a desire to punish. Parents and teachers should show a child that they accept his or her feelings, while suggesting other ways to express the feelings. An adult might say, for example, ‘Let me tell you what some children would do in a situation like this...’ It is not enough to tell children what behaviors we find unacceptable. We must teach them acceptable ways of coping. Also, ways must be found to communicate what we expect of them. Contrary to popular opinion, punishment is not the most effective way to communicate to children what we expect of them.

—Luleen S. Anderson

Catch the child being good. Tell the child what behaviors pleases you. Respond to positive efforts and reinforce good behavior. An observing and sensitive parent will find countless opportunities during the day to make such comments as, ‘I like the way you come in for dinner without being reminded’; ‘I appreciate your hangin up your clothes even though you were in a hurry to get out to play’; ‘You were really patient while I was on the phone’; ‘I’m glad you shared your snack with your sister’; ‘I like the way you’re able to think of others’; and ‘Thank you for telling the truth about what really happened.’

Similarly, teachers can positively reinforce good behavior with statements like, ‘I know it was difficult for you to wait your turn, and I’m pleased that you could do it’; ‘Thanks for sitting in your seat quietly’; ‘You were thoughtful in offering to help Johnny with his spelling’; ‘You worked hard on that project, and I admire your effort.’

—Fritz Redl and David
Wineman

Disruptive students have one common characteristic in their unsuccessful efforts to fulfill their psychological needs. They are denying or ignoring the reality of the world around them. Some break school rules and regulations; some claim the principal and teachers are plotting against them; and some withdraw and become complacent or apathetic. These students are denying reality in an attempt to protect themselves from feelings of defeat, loneliness, and insignificance.

—Diane Frey and Joseph
A. Young

Good discipline includes creating an atmosphere of quiet firmness, clarity, and conscientiousness, while using reasoning. Bad discipline involves punishment which is unduly harsh and inappropriate, and it is often associated with verbal ridicule and attacks on the child's integrity.

As one fourth grade teacher put it: 'One of the most important goals we strive for as parents, educators, and mental health professionals is to help children develop respect for themselves and others.' While arriving at this goal takes years of patient practice, it is a vital process in which parents, teachers, and all caring adults can play a crucial and exciting role. In order to accomplish this, we must see children as worthy human beings and be sincere in dealing with them.

—Luleen S. Anderson

The more expensive a school is, the more crooks it has—I'm not kidding.

—J. D. Salinger

Based on [William] Glasser's two unchanging psychological needs of loving and being loved and having self-worth, students have a need for:

- Caring—someone to like them, to be concerned about them, and to appreciate them as human beings.
- Understanding—more than just a superficial acquaintance, to be shown a tolerant attitude and empathy.
- Identification—to know they are individuals separate and distinct from other people, and are aware of their roles in life.
- Recognition—to be given some special notice or attention, to be acknowledged with a show of appreciation, to be given some social status.

When students receive the care, understanding, identification, and recognition from the person(s) they value, the students have increased positive feelings and more positive self-concepts.

With self-concept improved, the students have more confidence about themselves. They believe they can accomplish tasks and develop the self-motivation to behave in a more socially acceptable manner. With increased confidence comes an increase in willingness to learn/change.

— Diane Frey and Joseph A.
Young

EFFECTIVE DISCIPLINE MEANS:

1. Listening to what students are thinking and feeling.
2. Clearly defining behavioral and academic expectations, and involving students in the development of such expectations.

3. Becoming proficient with both verbal and nonverbal nuances of communication that can be very helpful in sidestepping potential power struggles.
4. Having high expectations for all students and refusing to accept irresponsible behavior.
5. Occasionally allowing yourself as an educator to act in ways that are inconsistent with the perceptions that others have.
6. Becoming familiar with research on classroom arrangement, learning styles, lesson pacing, and the various theories of discipline
7. Thinking of discipline in terms of ways of preventing problems, actions to take to stop problems when they do occur, and future plans around resolving ongoing problems.
8. Providing instruction at a level in which high success is attainable by each student in the classroom.

—Allen Mendler

CHOOSING A SOCIAL EMOTIONAL LEARNING CURRICULUM

LOOK FOR A CURRICULUM THAT:

- Becomes part of a school wide and community-wide discussion (with parents) about values, beliefs about how to treat one another, and policies that reflect these values.
- Poses developmentally and culturally appropriate social dilemmas for discussion.
- Challenges the idea that aggression and bullying are inevitable and expected behavior. Demonstrates how people can resolve tensions and disagreements without losing face by giving detailed examples of people who responded to violence in an actively nonviolent manner.
- Encourages students to express their feelings and experiences concerning bullying and enables students to generate realistic and credible ways to stay safe.
- Supports critical analysis of the issues and rejects explanations of behavior based on stereotypes (such as the idea that boys will use physical violence and girls will use relational violence).
- Helps children and teens become critical consumers of popular culture.
- Addresses all types of bullying.
- Discusses how bullying reflects broader societal injustice.
- Gives ideas for what the adults in the school can do as part of the whole school effort.

BEWARE OF ANY CURRICULUM THAT:

- Ignores such issues as injustice, stereotype, and imbalance of power regarding gender, race, social class, and sexual orientation.
- Focuses on the victim's behavior as the reason for being a target of bullying.
- Focuses on student behavior without addressing schoolwide climate.
- Emphasizes having students tell the teacher about the bullying and ignoring bullying assaults.
- Focuses on either bullying only or victimization only.
- Portrays victims or bullies as unpopular misfits.
- Simplistic or trendy solutions (for example, 'boys will be boys').
- Promotes good solutions, such as peer mediation, but does not provide clear guidelines for when these strategies should and should not be used.
- Lacks evidence-based, population-specific suggestions for design, implementation, training, and evaluation.

—Donna M. San Antonio

REACTING, ANALYZING, AND RESPONDING TO TEACHER-STUDENT CONFLICT

Most conflict resolution programs emphasize problem-solving skills and self-responsibility....classroom discipline should be a learning experience and should focus on problem solving and self control. Use [William] Glasser's steps below to resolve teacher-student conflicts.

- Wait until the student is no longer upset and meet privately with the student.
- Discuss the misconduct, asking the student to identify the misbehavior and analyze its effect on self and classmates.
- Assist the student in making a specific plan of how to act appropriately under similar circumstances in the future.
- Collaborate with the student to identify positive and negative consequences resulting from using or failing to use the plan.
- Review the plan periodically and modify as necessary.

—Dorothy Henrikson

TEN BASIC STEPS OF CONSTRUCTIVE CONFLICT RESOLUTION

Students, teachers, administrators, and parents can all benefit from the following suggestions for resolving conflict.

- State the problem clearly.
- Identify who owns the problem.
- Brainstorm to identify every possible solution.
- Evaluate the practicality of each alternative.
- Identify the consequences of each alternative.
- Select the best alternative.
- Plan how and when to carry out the proposed solution.
- Implement the solution.
- Evaluate the outcome.
- Elect and implement the new best alternative, if necessary.

—Edward W. Arrington

THE ANTISOCIAL LADDER

- Step 1: Ineffective Parenting
- Step 2: Antisocial Behavior
- Step 3: Academic Failure
- Step 4: Peer Rejection
- Step 5: Deviant Peer Group
- Step 6: Delinquency

—Elizabeth Ramsey and
Gerald R.
Patterson

Contrary to what many of us believe, bullying in school does not primarily involve boys. Popular portrayals, such as *The Lord of the Flies* and *Lords of Discipline*, which depict only boys as both the bullies and the victims, do not reflect reality....only 47% of the victims of bullying in middle school are boys. Thus, according to the students' own perceptions, the majority (53%) of the victims of bullies are girls.

Not surprisingly, the bullying that takes place among boys tends to be more physical (punching, kicking, pushing, and so on) than that which takes place among girls (which is usually more verbal in nature). Among the students who said that the bullying they had experienced was mostly physical, 89.3% were boys. Among those student who said that the bullying they experience was mostly verbal, 67.1% were girls.

—Frank J. Barone

No form of hazing is OK. While taping players to goal posts or stuffing them in lockers might see like harmless fun, hazing has a tendency to escalate.

Researchers found that 13 percent of kids who were hazed wanted revenge, and that doesn't bode well. The kids who were hazed the previous year tend to be the hazers the next year. What they do is ratchet it up a notch, make it a little more degrading, make it a little more dangerous.

—Hank Nuwer and
Norman Pollard

The most common management routine is to have the students begin work as soon as they walk into the classroom. That means an assignment is already posted, it's there every day, and it's in the same place every day.

The second most common procedure is one teachers use to quiet the class....The teacher says, 'Give me five,' and the students go through five steps:

- Eyes on speaker
- Quiet
- Be still
- Hands free
- Listen

In five seconds the class is quiet.

—Harry Wong

The most common mistake is that teachers don't do classroom management. They present lessons, and if something goes wrong, they discipline. Classroom management is not discipline. You manage a store. You don't discipline a store. You manage a team. You manage a classroom. You don't discipline a classroom. Classroom management is the practices and procedures that allow teachers to teach and students to learn.

—Harry Wong

DE-ESCALATION

Confronting an angry, potentially aggressive student can increase or decrease the potential for problems. Develop de-escalation procedures, such as the following, with your staff members and practice them through role-play:

- Reduce the student's potential to engage in face-saving aggression by removing any peer spectators.

- ❑ Take a nonthreatening stance with your body at an angle to the student and your empty hands at your sides in plain sight. A walkie-talkie can look weapon like in the hand of a staff member and may seem threatening to an emotionally upset student.
- ❑ Maintain a calm demeanor and steady, level voice, even in the face of intense verbal disrespect or threats from the student.
- ❑ Acknowledge the student’s emotional condition empathetically—for example, ‘You’re really angry, and I want to understand why.’
- ❑ Control the interaction by setting limits—such as, ‘I want you to sit down before we continue’ or ‘We can talk, but only if you stop swearing.’
- ❑ Provide problem-solving counseling with a school psychologist or counselor at the earliest opportunity.

—Jim Larson

TOP TEN BULLYING PREVENTION STRATEGIES FOR SECONDARY SCHOOLS

- ❑ Provide a definition of bullying to students, parents, and staff members.
- ❑ Share the district’s policies and consequences for bullying with students, parents, and staff members.
- ❑ With input from students and staff members, develop a map of hot spots where bullying is most likely to occur.
- ❑ Advise staff members to watch for evidence of electronic bullying and report incidents to the appropriate authority.
- ❑ Provide parents and staff members with a list of potential warning signs for bullying behaviors.
- ❑ Encourage the use of student support groups for students who are new to the school as well as those who have trouble managing their anger.
- ❑ Remind staff members that bullying may manifest itself in the form of gay bashing or athletic hazing.
- ❑ Advise victims to respond appropriately.
- ❑ Encourage bystanders to be friend to the victim in a time of need.
- ❑ Teach social responsibility.

—Judy Bruner and
Dennis Lewis

SPECIFIC ATTITUDES AND BEHAVIORS OF TEACHERS THAT SUPPORT THE DEVELOPMENT OF ACCEPTABLE STUDENT BEHAVIOR INCLUDE:

- ❑ Holding and communicating high expectations for student learning and behavior. Through the personal warmth and encouragement they express to students and the classroom requirements they establish, effective teachers make sure that students know they are expected to learn well and behave appropriately.
- ❑ Establishing and clearly teaching classroom rules and procedures. Effective teachers teach behavioral rules and classroom routines in much the same way as they teach instructional content and they review these frequently at the beginning of the school year and periodically thereafter. Classroom rules are posted in classrooms.
- ❑ Specifying consequences and their relation to student behavior. Effective teachers are careful to explain the connection between students' misbehavior and teacher-imposed sanctions. This connection, too, is taught and reviewed as needed.
- ❑ Enforcing classroom rules promptly, consistently, and equitably. Effective teachers respond quickly to misbehavior, respond in the same way at different times, and impose consistent sanctions regardless of the gender, race, or other personal characteristics of misbehaving students.
- ❑ Sharing with students the responsibility for classroom management. Effective teachers work to inculcate in students a sense of belonging and self-discipline, rather than viewing discipline as something imposed from the outside.
- ❑ Maintaining a brisk pace for instruction and making smooth transitions between activities. Effective teachers keep things moving in their classrooms, which increases learning as well as reduces the likelihood of misbehavior.
- ❑ Monitoring classroom activities and providing feedback and reinforcement. Effective teachers observe and comment on student behavior, and they reinforce appropriate behavior through the provision of verbal, symbolic, and tangible rewards.

—Kathleen Cotton

Many educators say the rise in cheating is due to an erosion of ethics in a self-centered culture. Some point to habits ingrained in students through years of working together in cooperative learning situations. Others pin the blame on teachers who don't care if kids cheat or who would rather avoid the hassle of disciplining those who do. Still others bemoan growing numbers of indulgent parents who refuse to hold their kids accountable....people are so much more concerned about drugs and violence. Cheating is getting worse, but it's getting less attention....More serious is

that many parents defend their kids even when they know they cheated. These parents may not even question the evidence. Rather, educators say, parents sometime cut straight to the excuse, hoping to secure more lenient punishments. And teachers often buckle under the pressure. In a survey of 356 high school teachers by The American School Board Journal, roughly seven out of 10 teachers said parental pressure discourages educators from penalizing student cheaters.

The parents sometime offer startling excuses in defense of their children's indefensible behavior. One high school world history teacher who responded to the ASBJ survey says, 'I've had parents say to me that if they had not cheated, they never would have passed French in college.'

At North Springs High School in Fulton County, Ga., school officials are clamping down hard on student cheating. But North Springs principal Peter Zervakos says some parents don't understand why, especially when their kid is the one being punished. They tell him cheating is a fact of life in the business world—so, what's the big deal? Others argue that cheating is a justifiable reaction to academic pressure. 'It's scary because they really believe this,' says Zervakos.

—Kevin Bushweller

Any teacher can be trained to deal with behavior problems. What is necessary is for the teacher to have a systematic plan for what happens in the classroom before it happens. The effective teacher is one who:

- ❑ Identifies wants and needs. A teacher must be capable of letting the students know what type of behavior he expects.
- ❑ Sets limits. A teacher must know how to respond meaningfully to disruptive students.
- ❑ Follow-through positively. A teacher must back up his positive verbal assertions with positive consequences.
- ❑ Plans discipline. A teacher must have a systematic discipline plan before it is needed.
- ❑ Asks for help. A teacher must know how to win the cooperation of the principal and the disruptive student's parents in his discipline efforts.

—Lee Canter

Studies have found that most children have cheated, or thought about cheating, on schoolwork. While schools battle this issue, there are two important things parents can do to help. First, from the time children are very young, parents must emphasize and reward honest behavior. Second, parents must make sure that their children know that cheating will not be tolerated at home or at school.

—*National Association of
Elementary School
Principals*

Your school board can play a major role in efforts to clamp down on student cheating. Here are several measures you can undertake to help discourage and prevent student cheating:

- ❑ Survey students, parents, and teachers to find out how serious the problem of cheating is in your district.
- ❑ Talk to school administrators. Have they seen a rise in cheating? How do they think cheating incidents should be handled?
- ❑ Outline specific punishments for cheating offenses and enforce them consistently. Schools run into trouble when one student fails a test because of cheating but another gets a second chance after the same offense.
- ❑ Instruct teachers not to give the same tests year after year. Otherwise, kids will simply find a way to get copies of the test from students who took the classes the previous year.
- ❑ Make a strong statement as a board about the importance of rigorous test monitoring. Require teachers to stay in the room when giving a quiz or test unless there is an emergency. Also, require teachers to pay close attention to students during a test—they should not become engrossed in reading a news paper or grading papers during that time.
- ❑ Make sure that any policy against cheating addresses the growing use of new technologies.
- ❑ Educate parents about why schools will not tolerate cheating and how they can help. For instance, parents can talk to their kids about why cheating is wrong and monitor them to make sure they are doing their homework themselves, not copying from friends.

—Kevin Bushweller

Why do children join gangs? Gangs can fill an emotional need for children that is not being met at home. Kids who join gangs are looking for something that is missing in their family life. Gangs offer acceptance that the family may not be offering. They also offer solidarity which may be missing from families where parents are absent or not available. Gang dress and rituals provide a sense of stability and belonging, and gang membership brings respect and a feeling of power that children find alluring.

—*National Association of
Elementary School
Principals*

Most cyberbullying falls into the following categories:

- ❑ **Flaming:** online fights using electronic messages that include angry and vulgar language

- ❑ **Harassment, threats, and stalking:** repeatedly sending cruel, vicious, or threatening messages [including sexual harassment]
- ❑ **Denigration:** sending or posting gossip or rumors about a person to damage his or her reputation or friendships
- ❑ **Impersonation:** using another person's e-mail account to send harmful material or leading a victim into a hurtful or embarrassing situation by pretending to be someone else
- ❑ **Outing and trickery:** engaging someone in instant messaging, tricking him or her into revealing sensitive information, and forwarding that information to others
- ❑ **Exclusion:** intentionally excluding someone from an online group.

—Nancy E. Willard

THIRTEEN INGREDIENTS OF A CLASSROOM DISCIPLINE PLAN

Effective classroom managers maintain good discipline based on prevention. Researchers have found that successful teachers prevent potential problems from escalating into disruptive behavior by following certain principles for creating and maintaining good discipline. Thirteen ingredients that combine to make effective classroom discipline are:

- ❑ Establish rules.
- ❑ Keep the rules to a minimum.
- ❑ Let students help determine the rules.
- ❑ Keep the wording simple.
- ❑ Use a positive approach... 'Walk down the hall,' rather than, 'No running in the hall.'
- ❑ Post the rules in your classroom.
- ❑ Explain and discuss the rules.
- ❑ Practice the rules with the students by a role-playing.
- ❑ Set the consequences for rule violation.
- ❑ Communicate expectations about behavior to students and parents.
- ❑ Deal with the misbehavior quickly.
- ❑ Consistently follow through with consequences when misconduct occurs.
- ❑ Review the rules regularly.

—Dorothy Garman

EFFECTIVE TEACHER COMMANDS: ESTABLISHING CLASSROOM CONTROL

As classroom managers, teachers regularly use commands to direct students to start and stop activities. Instructors find commands to be a crucial tool for classroom management, serving as instructional signals that help students to conform to the teacher's expectations for appropriate behaviors.

Teachers frequently dilute the power of their classroom commands, however, by:

- ❑ Presenting commands as questions or polite requests. Commands have less impact when stated as questions or requests, because the student may believe that he or she has the option to decline. The teacher who attempts, for example, to quiet talking student by saying, "Tonya, could you mind keeping your voice down so that other students can study?" should not be surprised if the student replies, "No, thank you. I would prefer to talk!"
- ❑ Stating commands in vague terms. A student may ignore commands such as "Get your work done!" because it does not state specifically what behaviors the teacher expects of the student.
- ❑ Following up commands with excessive justifications or explanations. Because teachers want to be viewed as fair, they may offer long, drawn-out explanations for why they are requiring the class or an individual student to undertake or to stop a behavior. Unfortunately, students can quickly lose the thread of the explanation and even forget the command that preceded it!

Use effective commands

Teachers can reduce problems with student compliance and make their commands more forcible by following research-based guidelines.

Effective commands:

- ❑ Are brief. Students can process only so much information. Students tend to comply best with brief commands because they are easy to understand and hard to misinterpret.
- ❑ Are delivered one task or objective at a time. When a command contains multi-step directions, students can mishear, misinterpret, or forget key

steps. A student who appears to be noncompliant may simply be confused about which step in a multi-step directive to do first!

- ❑ Are delivered in a matter-of-fact, businesslike tone. Students may feel coerced when given a command in an authoritative, sarcastic, or angry tone of voice. Teachers will often see greater student compliance simply by giving commands that are neutral or positive manner.
- ❑ Are stated as directives rather than questions. Perhaps to be polite, teachers may phrase commands as questions (e.g., ‘Could we all take out our math books now?’). A danger in using question commands is that the student may believe that he or she has the option to decline! Teachers should state commands as directives, saving questions for those situations in which the student exercises true choice.
- ❑ Avoid long explanations or justifications. When teachers deliver commands and then tack lengthy explanations unto them, they diminish the force of the directive. If the instructor believes that students should know why they are being told to do something, the teacher should deliver a brief explanation prior to the command.
- ❑ Give the student a reasonable amount of time to comply. Once the teacher has given a command, he or she should give the student a reasonable time span (e.g., 5-15 seconds) to comply. During that waiting period, the instructor should resist the temptation to nag the student, elaborate on the request, or otherwise distract the student.

—Jim Wright

“HA HA SO”

The acronym ‘HA HA SO’ provides students with strategies to avoid bully victimization.

Help. Seek assistance from an adult, friend, or peer when a potentially threatening situation arises or when other strategies aren’t working.

Assert Yourself. Make assertive statements to the bully, addressing your feelings about the bully’s behavior.

Humor. Use humor to de-escalate a situation.

Avoid. Walk away or avoid certain places in order to avoid a bullying situation.

Self-Talk. Use positive self-talk to maintain positive self-esteem.

Own It. ‘Own’ the put-down or belittling comment in order to defuse it.

—Marla Bonds

TIPS TO DECREASE BULLYING INCIDENTS

- Maintain adequate supervision of children.
- Make sure the entire school understands that bullying, teasing, and harassing will not be tolerated.
- Train and expect teachers, cafeteria workers, bus drivers—all who supervise children—to intervene in both direct and indirect bullying situations.
- Communicate clear policies and consequences to staff and students for dealing with bullying
- Discipline bullies in a no-nonsense style.

—Marla Bonds

It used to be that cheating was done by the few, and most often they were the weaker students who couldn't get good grades on their own. There was fear of reprisal and shame if apprehended. Today, there is no stigma left. It is accepted as a normal part of school life, and is more likely to be done by the good students, who are fully capable of getting high marks without cheating. 'It's not the dumb kids who cheat,' one Bay Area prep school student told me. 'It's the kids with a 4.6 grade-point average who are under so much pressure to keep their grades up and get into the best colleges. They're the ones who are smart enough to figure out how to cheat without getting caught.'

—Regan McMahon

Nationally, 75 percent of all high school students cheat. But the ones who cheat more are the ones who have the most to lose, which is the honors and AP (advanced placement) students. Eighty percent of honors and AP students cheat on a regular basis....For kids with a very high GPA and very high SAT scores, who have taken a ton of AP classes, what distinguishes them is how perfect they are. So there's no room for any kind of error. And if there's no room for error, you tend to cheat, even though these students would have done just fine on the test. They say they cheat because 'this is my safety net.'

—Denise Pope

Athletes in the high-profile male sports such as football, baseball and basketball are more willing to cheat than other athletes. The one women's sport that yields similar results is softball. For generations, sports have been perceived as an endeavor that builds character and instills positive values in youth. Study results prompted many to ask: Just what are the coaches teaching these kids?

The major male sports seem to be spawning a win-at-any-cost mentality that carries over into the classroom. Thirty-seven percent of boys and 20 percent of girls said it was proper for a coach to instruct a player to fake an injury. Forty-three percent of

boys and 22 percent of girls surveyed said it was proper for a coach to teach basketball players how to illegally hold and push, for example. Now that is clearly illegal. Whether you call it cheating or just breaking the rules, it's illegal. It changes the game. You're not supposed to hold. In a survey, a substantial number of the young people thought that was permissible. So you have to ask yourself, what is that telling us about the values that sports are generating?

The minimum-GPA factor and the time-management issue—fitting studying in amid the practices and games. I think what allows them to succumb to it is also the fact that there's a sort of mental attitude that it's not that big a deal. I don't think they lose a lot of sleep over it. So as an ethicist, that's the piece of it I worry about. Is there no conscience operating?

—Michael Josephson

The pressure to succeed at all costs has boosted cheating levels in college to record levels also. A graduate of San Francisco's independent Urban School, whom we'll call Ellen, now a junior at the University of Southern California, says, 'Everyone cheats. There is no cushion, so you have to do well; there isn't a choice. In college, there is no room for error. You cannot fail. You refuse to fail. People become desperate, so they'll do anything to do well. That's why people resort to paying others to do their papers. Because you feel: Mess up once and you are screwed. The end.'

Tests are a big part of the grade in college, she says, and those are largely multiple-choice, which were a rude shock to someone coming from a progressive high school. 'It's just memorization,' says Ellen. 'I came from Urban, where I was taught to bask in the glory of learning something, not to just sit down the night before with a bunch of kids on Adderall and go through the 30-page study guide and memorize as much as I can. And you can say that taking a drug to stay up so you can study is another form of cheating.'

—Regan McMahon

...the widespread use by high school and college student of the drugs Adderall and Ritalin, normally prescribed to kids diagnosed with attention deficit disorder. Students without the disorder find them easy to obtain legally (college students often use the phrase 'I'm having a little trouble focusing' at the campus health center to get a prescription) or illegally from students sharing their prescription or selling pills for profit....some college students will trade marijuana for Adderall....use of stimulants is on the rise in high school, and more and more kids are using them to take the SAT. As in the debate over the use of steroids in sports, some students don't feel it's morally wrong—because it's still your brain at work—and are ignoring the health risks of taking a drug not meant for them, with no monitoring of dosage or side effects by a doctor....It was No-Doz and caffeine. Now, especially in the past five years, it has switched to Adderall, Ritalin and illegal stimulants.

A lot of students' philosophy is 'Cheat or be cheated.' So many of their friends are cheating, they figure they'd be a chump not to. 'If you're the one honest kid, you're actually going to get the lower grades or the lower test scores.'

—Denise Pope

According to one study, less than 2 percent of all academic cheaters get caught, and only half of them get punished. So there's almost a 99 percent chance of getting away with it.

—Michael Josephson

Cheating is so common in middle school and high school that after a while 'you just get used to it. It's not even a moral issue for high schoolers. Kids have become immune to it.'

A popular method of cheating is networking, which...is 'the easygoing smart kid gives the answers to some other kid.'

'There was one time in a science class in freshman year when I was networking with some other girl and we didn't get caught. We both got A's. It was a great feeling, actually, I'd have to say with no regret, mainly because I knew I would never have to use that information ever again.

Technology is a catalyst, but text-message cheating is big because the cheaters are sending out the message. Some people keep their integrity, but some fall into the trap when it's suggested.

—Pirouz Mehmandoost,
High School
Student

One of the most disturbing trends is that behavior once considered cheating is no longer thought to be so. Copying homework, for example. An eighth-grader in private school says, 'That's not cheating, it's helping.'

—Regan McMahon

We call it the morning scramble. In the morning at a high school, you see a ton of kids sitting around copying each other's homework. Because a percentage of their grade is based on their turning in their homework. And a lot of these kids are doing so many classes and after-school activities that there's no way they could possibly do all the work required of them. So kids don't even count that as cheating. That's just sort of survival for them: divvying up the work. That's why they're IM-ing (instant messaging) all the time while they're doing homework. It's another way of divvying up the work. It's a way of ensuring that you get it done. It doesn't matter how you do it, just get it done and get it in.

—Denise Pope

But even if kids are not aware of cheating scandals like Enron, they are absolutely influenced by the role models they see close to them. So when they see their parent go ‘diagnosis shopping’ to get a doctor to say they have ADD so they can have extra time to complete their SAT test, or they hear a coach tell them to fake an injury in football when their team is out of time-outs to gain an unofficial one, kids get the message that it’s OK, even necessary, to do take whatever steps to gain an advantage. And to an adolescent that may translate as lie, cheat and steal.

—Denise Pope

The interesting thing about cheating is that it’s a window into a kid’s soul, and into the family’s soul, too. Because so many of these kids are cheating to please their parents—to get a grade, to get into college, whatever. The 100 or so academic integrity cases I dealt with in 20 years as a high school English teacher and in two years as a vice principal in charge of disciplinary matters showed how desperate kids are to please their parents and help their friends.

—Joe Di Prisco

There are a few steps schools could take that don’t cost any money, that would cut the incidence of cheating in school testing by two-thirds in one year: Don’t give the same test over and over again, separate kids so they don’t see each other’s papers, make it clear to students that it is unacceptable, have them sign a document that says they haven’t cheated and punish cheaters. Also, don’t let them come into tests with PDAs and cell phones.

—Micael Josephson

TOP 5 WAYS TO CHEAT

- Copying from another student
- Plagiarizing by downloading information or whole papers from the Internet
- Cell phone cheating—text-messaging answers to another student, taking a picture of the test and e-mailing it to another student, or downloading information from the Internet
- Getting test questions, answers or a paper from a student in a previous period or from a previous year
- Bringing a permitted graphing calculator into the test loaded with answer material previously input into the computer portion of the calculator

TOP 5 WAYS TO CURB CHEATING

- Create an honor code with student input so they’re invested in it
- Seriously punish cheaters according the academic integrity policy

- Create multiple versions of tests to make purloined answer keys useless
- Ban electronic devices in testing rooms
- Develop multiple modes of assessment so the grade is not determined primarily on tests

—Regan McMahon

MIDDLE SCHOOL HALLWAY TRAFFIC— POLICIES AND PROCEDURES

Objectives and expectations—in an effort to promote the optimum school environment free of classroom interruptions, distractions and disturbances from the hallways, and to promote cooperative and safe hallway conduct, the following policies have been written. They have also been written in an attempt to promote learning by setting expectations for students that they arrive in class on time and prepared, that they are fully engaged in purposeful learning activities during class time, and that they are respectful of others within the building.

1. **Teacher arrival**—teachers are to arrive at school and be on duty by 7:55 each morning. Not only is it a staff member’s professional obligation to be on time to work, but staff members working in the building will help provide school-wide supervision prior to the opening of school.
2. **Morning supervision**—Teachers are to be on duty at their supervisory post by 8:10 each morning. Front hallway teachers should keep an eye on students through the front doorway to monitor behavior outside the building. Teachers should ensure that students remain outside until the 8:15 entry bell rings. (In inclement weather an announcement will be made at approximately 8:00 indicating that students may be allowed in the locker bays before school.) Teachers should allow students into the building prior to 8:15 only if they have legitimate passes. From 8:15 to 8:25 teachers should supervise the locker bay area to promote proper conduct and to help ensure that students get off to classes on time.
3. **Early Entry**—Students may enter the building without a pass prior to 7:55 AM for club and sports activities such as band and team practice. Students must remain with their teacher in these supervised activities. If students are released from their activity prior to 8:15, they are to go outside the building. Students may enter the building as early as 7:55 if they have a signed pass from a teacher indicating they may enter at the noted time to meet with the teacher. Teachers should issue a permanent pass to students who will meet with them on a regular basis. For large group meetings before school, such as a test review session, teachers should have students fill out passes to be signed by the teacher or the teacher should notify the office of the situation. Teachers may also issue passes to students for legitimate library work during early entry time. Early entry students may not report to lockers but must

report directly to the destination on their passes. Early entry students must also remain supervised by a teacher until the 8:15 entry time.

4. Tardy to class—Students are considered tardy to class if they enter the classroom after the bell has rung. A student's tardy is considered 'excused' if that student has a pass in hand and the time the student arrives in class is not later than three minutes after the pass was issued. A student's tardy is 'unexcused' if the student arrives in class without a pass or if it is later than three minutes after the pass was issued. Teachers are to record all unexcused tardies on the 'Daily Tardy List' and see that this list is turned in to the office at the end of each day. Students who are late to lunch will similarly be recorded on the Daily Tardy List.
5. Study hall—The intent of study hall is to provide an uninterrupted period of time for independent study in an environment conducive to learning. Study hall, therefore, is to be independent, silent, study. Also, generally, once students arrive in study hall, they are to remain there.
Students may be excused from study hall if they have a pass from a teacher to be with that teacher for the period for academic purposes. These students should check in with the study hall teacher prior to the beginning of the period, show the study hall teacher their pass, and report immediately to the teacher issuing the pass. If a student fails to report to the teacher issuing the pass, that teacher should report the student's absence to the office. Students may also be taken from study hall by the counselor, social worker, psychologist, or an administrator for conferencing or testing.
Students who need to use the library during study hall must obtain a pass from a teacher, report to the library prior to the beginning of their study hall, give the librarian their library pass, and remain in the library engaged in productive study for the entire period. The study hall teacher will put an absence list in the attendance pouch outside the study hall
6. Hall passes—The optimum learning situation in any classroom is for students to arrive on time and prepared to be engaged in productive learning activities throughout the period. Toward that end, the philosophy governing movement from and to classrooms is that when students arrive at class, they are to remain there. There are to be no routine hall passes for washrooms, drinks, et cetera. Students have numerous opportunities to go to the washroom before school, during P. E. class, at lunch, after school, and every 46 minutes during passing periods. Students at this age should be able to control themselves for 46 minutes, and there should be no reason for them to go to the washroom during class time. An emergency may occasionally arise, however, in which you need to make a professional judgment. If you feel a student is ill, send that student on a hall pass to the nurse. If in your judgment, a student seriously needs to use the washroom, issue a student hall pass to use the washroom. If in the future repeated requests come from the student to use the washroom, consult with a nurse and/or administrator.

Students should also be expected to report to class prepared. Do not allow students with missing materials, books, or assignments to return to their lockers to get them. Rather, make provisions in class for missing materials. Keep a supply of extra books, pens, and pencils that you loan students in exchange for collateral—something important that a student would not leave the class without such as a watch or shoe. Also keep a supply of scratch paper in the room available to students when they run out of their own. If a student forgets an assignment in the locker, tell that student to turn it in after class or after school. In the event that students finish their work early in class, they should always be prepared with a library book or other productive materials with which to keep themselves occupied. They should have no need to return to their locker for these.

Students wishing to leave class to see a counselor, social worker, or administrator should be told that they are to follow procedures by leaving a message with the attendance secretary before school. The person they wish to see will then call them to the office at the most convenient time. (Also use professional judgment in these cases. If a student student is visibly upset or in a crisis situation, you should send them to the appropriate person on a hall pass.)

Hallway traffic must be restricted to an absolute minimum. Any student in the hallway during class time must have a pass, and that pass must be the official school hall pass.

7. Lunchroom traffic—After eating lunch and being excused from their tables, students may go outside to play or they may be seated on the north side of the gym. Students who wish to use the washroom should form two orderly lines near the east exit—girls washroom and boys washroom. Staff members should allow five students per washroom line out of the gym at a time. As one student returns from the washroom, another student should be released. Students or groups of students remaining in the washroom for extended periods of time should be checked. Any student sent from the gym area by a staff member must have a hall pass.
8. Early Exit—Students who are to be released early from school are noted on the daily attendance sheet. Teachers should release these students at the time noted with a hall pass to the office. The students will then sign out at the office and wait in the office or near the front doorway for their parents to pick them up.
9. After School—All students are either to be out of the building by 3:00 or with a teacher in a supervised activity. Students staying after school should have their coats and books with them so that when they finish their session with the teacher or their activity they will be prepared to leave the building at the nearest exit.
10. Hallway Misconduct—Teachers are to monitor the hallways during passing periods by standing in or near their doorways. Be aware of hallway

misconduct such as shouting, swearing, pushing, horseplay, booking, tripping, running, and displays of affection. Talk with students and warn them about minor incidences of misconduct. Refer a student to the office for repeated acts of hallway misconduct or for more serious acts—booking, tripping, rough horseplay. To refer a student to the office get the student's name, tell the student you will make a referral to the office for misconduct, and then write a note or talk to the assistant principal describing the behavior. You may also for serious acts pull the student into your room, sit them at the desk and call the office for an administrative to pick up the student.

—Dan L. Miller

No matter how you feel, it is best to bring disagreements out in the open and resolve them. If the disagreements are not resolved, several things can happen. Unresolved disagreement can become an argument, or a physical fight. You can become frustrated and angry and take hostile feelings out on someone else. This is called 'scapegoating'. It's what happens when you are angry at your parents and can't express that anger towards them so you kick the dog lying in the corner. Maybe a child angry at his own life in general starts to bully any weaker person who crosses his path.

Before you can handle disagreements wisely, there are several things you need to know:

- Disagreements are okay.
- People who disagree with the others are not strange or bad.
- When most people disagree with a person's ideas, that doesn't mean the person's ideas are stupid or unimportant. When two people disagree, that doesn't always mean one person is right, and the other person is wrong.
- Not all disagreements have to end with both people agreeing.
- When people disagree, that doesn't mean they are angry with each other or don't like each other.

The important thing about disagreements is not what they are about but how they are handled. Figure out what the disagreement is about.

- Listen to the other person; look directly at them and concentrate. Don't interrupt or make judgments.
- Kindly tell the other person why you think the way you do.
- Study and talk to other people. Research both sides.
- Decide together what you should do. You might agree or compromise.
- You might agree to disagree.
- You can agree about something entirely different.
- Do what you have both decided to do.

Remember the following to make sure your disagreements do not lead to an argument or fight

- Don't get into a discussion with another person when you are tired or in a bad mood.
- Agree to the same basic rules that everyone has to live by.
- Say you're sorry and mean it. Admit when you have been wrong.
- Remember that no one is perfect or right all of the time.
- Respect other people's opinions.
- Don't share your thoughts and opinions with anyone who does not respect and accept you.

—Joy Wilt

While small children don't lie much, teenagers lie a lot. This is a time in life when they're naturally inclined to push limits. They lie to avoid punishment. They may even lie when they know there's no need to do so, just to establish a sense of independence.

Helpful: Recognize that lying is part of the normal developmental process. By allowing teens increasing autonomy and freedom, you can reduce their perceived need to lie.

At the same time, don't underestimate your teen's capacity for lying and the need for your direction. Some lies can be injurious to their well-being.

Spotting the signs: When lying, teens are more likely to display an increased number of adapters—nervous movements, such as scratching or playing with their hair. They will also overact in an effort to cover up their nervousness.

If you suspect a teen is lying about things that could harm him, be direct. Instead of grilling him with questions, simply say, 'I'm concerned that you're not telling me the truth. And if you're not, you're putting yourself at risk and we're going to have to work this out.'

—Charles V. Ford, MD

A harsh reality for the educational community to accept is that many student behavior problems may be caused directly or indirectly by teachers. Poor teaching, abrasive personality, ignorance of child development, violations of common sense and of human relations—these and other factors add to the incidence of classroom disturbances and to student rebellion against school life.

—*American Association
of School
Administrators*

What is the most important thing a teacher can do to assure acceptable student behavior in the classroom? The answer, a study says, is to keep the student's mind, hands, and body occupied with learning tasks so interesting and challenging that he will have neither time nor inclination to disrupt, disturb, or play havoc with the teaching-learning atmosphere.

—Casey Banas

REALITY THERAPY: OUTLINE OF THE BASIC STEPS

1. 'Involvement'
This is the first and most important step in reality therapy. The helper must become involved with the students by being personal and friendly. Involvement entails respectful, constructive communication (dialogue) among teachers and students. Teachers can communicate respect and encourage involvement by actively listening to students and using their ideas.
2. 'What are you doing?'
When problem behavior occurs, it is first necessary to identify this behavior. The helper (counselor, teacher, parent) asks the child to merely state what he is doing. Rather than taking a historical approach, the focus is upon recent or present behavior.
3. 'Is it working?'
At this point the helper asks the student to make a value judgment about his behavior. Is this behavior helping him, people around him, or anybody? Are there any rules related to this behavior? The helper may wish to objectively review the rules to ensure the student understands their meaning and purpose.
4. 'Making a plan'
If a student is unsatisfied with his grades, relationships with his classmates, or the consequences of his behavior, he is asked to make a plan. In this step the helper and student explore specific behavioral strategies which may be included in the plan to help the student change his behavior and experience more success. A plan should be kept a very simple. Rather than expecting one plan to transform the student, many plans, which build on the success of previous plans, should be anticipated.
5. 'Commitment to follow the plan'
The plan must be modified until the student makes a commitment to try the plan. It is helpful to have the plan in writing, stating when, where and how the plan is to be initiated. Since the student participates in the development of the plan, decides what he wants to accomplish and determines what he is willing to do to reach his objective, commitment to the plan does not require coercion.

6. 'Check back'
When commitment is made to follow the plan, a time should be arranged for an evaluation of the success of the plan. Is the plan being followed? Are things better?
 - a. If the plan appears to be succeeding, the helper should reinforce the child for following the plan. Success at this plan may lead to a new plan: what are you going to do next to continue your success?
 - b. When the plan is not followed: do not punish the child....punishment is ineffective because it does not teach the child how to be more successful as a student or as a person. If the plan is not followed, recycle: that is, go back to step one, start over, renew and strengthen the involvement. Then, proceed again through the steps. Don't give up
7. Be persistent. Things may be very frustrating for you as the helper. It is important to request help and support from friends and associates rather than try to go it alone.

—William Glasser, M.D.

REPORTING THREATS: IT'S NOT TATTLING

Violent incidents occasionally occur in schools despite the best prevention efforts. Parents can strengthen these efforts by taking an active role in violence prevention. One way that families and schools, working together, can head off violence is by persuading children to report threats and dangerous behavior by their peers.

- It's not tattling. Children hate to think of themselves as tattletales. You have to teach them that there's a big difference between tattling and reporting. When a child alerts an adult to something that could be dangerous or destructive, that's not tattling, that's responsible reporting.
- Tell any adult. Sometimes a child is reluctant to approach a teacher, principal, or parent with information about a possibly dangerous situation. Let your children know that it's all right to go to any adult they feel comfortable with—a cafeteria worker, a friend's parents, the custodian, or a neighbor. The important thing is to let a responsible adult know what's going on.
- Write it down. Children often feel uncomfortable talking with an adult about things like threats they've overheard. Make sure they understand that it's okay to write a note instead, and that they don't even have to sign it (although it would be much better if they did.)

- It's no joke. Teach your children that it's not funny to joke about setting off a bomb in school, making a 'hit list,' or killing someone. Carefully explain the seriousness of any such threats they may overhear.
- Talk to them. Encourage your children to talk with you about school and their activities. Show them that you care about what they're doing and their safety, and listen carefully when they talk about their concerns or feelings. Children are more likely to 'open up' with a parent who has proven that he or she is a good listener. Listen to their friends, too.
- Be a snoop. Don't be embarrassed to listen to your children's telephone conversations with their friends or even to check their e-mail (which is usually readily accessible.) By tapping into their 'grapevine' you may come up with fresh information about possible danger.
- Online threats. Many children are far freer with their thoughts online, in e-mail or chat rooms, than they are face-to-face. Let your children know they should take threats or warnings seriously, whether they overhear them at school or read them on the computer screen.
- Call for help. There have been cases where a child has warned an adult about a threat, only to have the adult not follow-up on it— with tragic results. If your child has a reason to be concerned about potential violence, you should contact either the school principal or the police.
- Don't 'diss.' Often, students who carry out violent acts do so in reaction to taunting by their classmates. Teach your children to respect their peers, and that 'dissing' other children is never acceptable—and could be dangerous.
- Report bullies. Most schools have programs to help children who feel they're being harassed by their peers. If you hear that your child or other children are being victimized by a bully or bullies, go to the school for help.
- Inform the principal. Let your children know that an important part of their principal's job is to keep them safe. To do this, the principal needs to know immediately if anyone is threatening to do something dangerous.
- Talk about tragedies. School shootings elicit a lot of media coverage. Use these incidents as opportunities to discuss school violence with your children. Assure them that schools are safe environments, but stress the importance of keeping their school safe by reporting any dangerous, disturbing, or destructive behavior or threats they hear or observe.

—*National Association of
Elementary School
Principals*

When disciplining students, be sure to give them thinking time. Too often, we ask a question while counseling or reprimanding—then answer our own question. It's much more effective to ask a question and give students five to ten seconds to re-

spond. We can even repeat our question. However we can't be impatient when asking a misbehaving student direct questions. Try waiting—it works.

—Robert L. DeBruyn

When a student is being defensive, avoid using the words *don't* and *can't*. Instead, try to emphasize the word *do*. Using the words *don't* and *can't* has a tendency to elicit defensive responses rather than teaching appropriate behavior. Too often, it's easy to approach a negative behavior with a negative approach. It's much more effective, however, to use a positive approach. *Do* is positive. It is an action word. *Don't* and *can't* are neither positive nor action-oriented. That's why they can perpetuate a problem and even magnify it.

—Robert L. DeBruyn

We often have to correct the same inappropriate behavior of students over and over again. Yet, a close look will reveal that without teaching appropriate behavior and developing and using a follow-up plan, it's hard to change this situation. To get the results you desire, try having students write their answers to four questions:

1. What did I do?
2. How did I feel?
3. What could I have done differently?
4. What did I learn?

It may be that students' answers result in a two-page report. But the key is to have students relate what they learned. If they didn't learn anything, they will probably repeat the inappropriate behavior.

—Robert L. DeBruyn

Never send a student to the office for a frivolous reason—or because you are having a bad day. Remember, the office should be considered the 'bottom line.' Its use should be reserved for the most serious of offenses which you are unable to handle. If you send students to the office too easily, all students will perceive you as not being able to control them or yourself. Too, they will become less concerned about going to the office for misbehavior. Keep the office in your back pocket as a resource as much as possible, or administrators will have a hard time helping you or the student.

—Robert L. DeBruyn

Don't be afraid to talk to students to determine the kind of rules they would like to see established in their classroom. This action can pay handsome dividends. Help them come to an agreement on the kind of behavior all need to function productive-

ly—and then set classroom rules together. You may even have students help you write rules on poster board so that the rules can be displayed in the room. Just make sure each rule is stated as a ‘positive’ rather than a ‘negative.’

—Robert L. DeBruyn

Be careful about making idle promises you can’t keep—or threats you can’t enforce. Students will lose respect if you don’t keep your word or if you say anything outrageous. Sometimes, we make promises when we’re pressured and threats when we’re frustrated. If you do either, apologize to students and try to explain to them what caused your actions. Students will appreciate your integrity.

—Robert L. DeBruyn

Students know whether or not you like them, trust them, or want to be with them. You need to know what their lives are like, what they care about, what pressures they are under, and what they go home to when they leave school. Because of the increased diversity in today’s American schools, this can be a daunting learning curve for a teacher, but it is essential to providing a serene, yet exciting, learning environment.

—Judith Baenen

Bullying can predict future criminal activity. Studies show that 60% of boys classified as bullies in grades six through nine were convicted of at least one crime by age 24, as compared to 23% of boys not considered bullies. Of boys considered to be bullies, 40% would have three or more convictions by age 24, as opposed to 10% of their non-bully counterparts. Secret Service agents, called in to develop profiles of the Columbine and other school shooters, found that most of them had been humiliated and harassed in school for long periods of time before choosing to attack their perceived perpetrators. Studies show that victims of bullying are at-risk for low self-esteem, depression, and suicide.

—Sandra L. Pollock

Bullying is a widespread problem in schools. Research offers many possible explanations for this. School violence is influenced by parenting practices, temperamental factors, or culture, and societal reinforcement of violence through the media and sports. The predominant theory is that bullying is a learned behavior. Bullies often come from home environments where physical punishment is used and children are taught to strike out physically as a way to solve problems. Parental involvement and warmth are often lacking. These children have little empathy for their victims and often find ways to defend their actions by saying they were provoked. In a study of 558 middle school students, bullying behaviors were positively correlated with the families where physical discipline was used, adult supervision was lacking,

negative peer influence was present, and neighborhoods were considered unsafe. Conversely, the likelihood of bullying was significantly reduced for students who spent time with adults who modeled nonviolent strategies for conflict resolution. This suggests the substantial influence adult (parent, teacher, school counselor) behavior can play any child's life.

—Sandra L. Pollock

PREVENTIVE DISCIPLINE PRACTICES

From research has emerged a list of elements commonly found in safe, orderly, well-managed schools. The following components of preventive discipline are identified:

- Commitment, on the part of all staff, to establishing and maintaining appropriate student behavior as an essential precondition of learning. Well-disciplined schools tend to be those in which there is a school-wide emphasis on the importance of learning and intolerance of conditions which inhibit learning.
- High behavioral expectations. In contrast to poorly disciplined schools, staff in well-disciplined schools share and communicate high expectations for appropriate student behavior.
- Clear and broad-based rules. Rules, sanctions, and procedures are developed with input from students, are clearly specified, and are made known to everyone in the school. Researchers have found that student participation in developing and reviewing school discipline programs creates a sense of ownership and belongingness. Widespread dissemination of clearly stated rules and procedures, moreover, assures that all students and staff understand what is and is not acceptable.
- Warm school climate. A warm social climate, characterized by a concern for students as individuals, is typical of well-disciplined schools. Teachers and administrators take an interest in the personal goals, achievements, and problems of students and support them in their academic and extracurricular activities.
A visible, supportive principal. Many poorly disciplined schools have principals who are visible only for 'official' duties such as assemblies or when enforcing school discipline. In contrast, principals of well-disciplined schools tend to be very visible in hallways and classrooms, talking informally with teachers and students, speaking to them by name, and expressing interest in their activities.
- Delegation of discipline authority to teachers. Principals in well-disciplined schools take responsibility for dealing with serious infractions, but they hold teachers responsible for handling routine classroom discipline problems. They assist teachers to improve their classroom management and discipline skills

- by arranging for staff development activities as needed.
- Close ties with communities. Researchers have generally found that well-disciplined schools are those which have a high level of communication and partnership with the communities they serve. These schools have a higher-than-average incidence of parent involvement in school functions, and communities are kept informed of school goals and activities.

—Kathleen Cotton

What is known about the organization of orderly schools is that they are characterized by commitment to appropriate student behavior and clear behavior expectations for students. Rules, sanctions, and procedures are discussed, debated, and frequently formalized into school discipline and classroom management plans. To balance this emphasis on formal procedure, the climate in these organizations conveys concern for students as individuals. This concern manifests itself in a variety of ways, including efforts to involve students in school decision-making, school goals that recognize multiple forms of student achievement, and de-emphasis on homogeneous grouping.

—Daniel L. Duke

Research on well-disciplined schools indicates that a student-centered environment, incorporating teacher/student problem solving activities, as well as activities to promote student self-esteem and belongingness is more effective in reducing behavior problems than punishment.

—P. M. Short

ENFORCING SCHOOL RULES

For the discipline issues faced by most schools, research supports the use of the following practices, many of which are applicable at either the school-wide or classroom levels:

- Punishment, in some forms. Researchers have found punishment to be an effective method of remediating individual misbehavior and therefore improving school order if the punishment is:
 - Commensurate with the offense committed. Draconian punishments are ineffective.
 - Perceived by the student as punishment. Punishments can sometimes be too light—or even unintentionally reinforcing to students. Effective, frequently used punishments include depriving students of privileges, mobility, or the company of friends.
 - Delivered with support. Students often need encouragement to improve their behavior and assistance in learning how to do so.

- Counseling. Counseling services for misbehaving students are based on the assumption that target students lack insight and understanding regarding their own misbehavior. Positive outcomes have been noted by researchers as a result of:

...observing and interviewing students to determine their awareness of their troublesome behavior and the meanings that it holds for them, providing information and instruction when necessary, setting needed limits, and insisting that students assume personal responsibility for their behavior and its consequences.

- In-school suspension. In-school suspension programs which include guidance, support, planning for change, and opportunities to build new skills have been demonstrated to be effective in improving individual student behavior and thus increasing school order.
- Contingency contracting. Research supports the cooperative development and use of contingency contracts, which specify the sanctions students will face if they do not behave in accordance with the terms of the contract.
- Home-based reinforcement. Structures in which students are given rewards (e.g., verbal, tangible, or privileges) and sanctions (e.g., loss of privileges, such as television time, snacks, or later bedtime) at home, based on their behavior at school, have been shown to improve student behavior.

Researchers have also looked at school environments which are so fraught with disorder and danger that more broad-based approaches are called for to bring about real improvements in the school environment. In such settings, researchers have found the following strategies to be effective:

- Organizational development approach.
- School teams were established to carry out improvement projects.
 - Curriculum and discipline policy review and revision were conducted, with input from all groups within the school, including students.
 - Academic innovations such as study skills instruction and cooperative team learning were implemented.
 - Climate innovations, such as school pride campaigns and expanded extracurricular activities, were instituted.
 - Career-oriented innovations, such as career exploration programs and job-seeking skills programs, were added to the curriculum.
 - Special services, such as counseling and monitoring of improvements, were provided to target students identified as having serious problems.

- Increasing parent involvement. Increasing parent involvement is a critical element in improving order in troubled schools.

—Kathleen Cotton

BEHAVIORS COMPRISING EFFECTIVE CLASSROOM MANAGEMENT.

- Holding and communicating high expectations for student learning and behavior. Through the personal warmth and encouragement they express to students and the classroom requirements they establish, effective manager/teachers make sure that students know they are expected to learn well and behave appropriately.
- Establishing and clearly teaching classroom rules and procedures. Effective managers teach behavioral rules and classroom routines in much the same way as they teach instructional content, and they review these frequently at the beginning of the school year and periodically thereafter. Classroom rules are posted in elementary classrooms.
- Specifying consequences and their relation to student behavior. Effective managers are careful to explain the connection between students' misbehavior and teacher-imposed sanctions. This connection, too, is taught and reviewed as needed.
- Enforcing classroom rules promptly, consistently, and equitably. Effective managers respond quickly to misbehavior, respond in the same way at different times, and impose consistent sanctions regardless of the gender, race, or other personal characteristics of misbehaving students.
- Sharing with students the responsibility for classroom management. Effective managers work to inculcate in students a sense of belonging and self-discipline, rather than viewing discipline as something imposed from the outside.
- Maintaining a brisk pace for instruction and making smooth transitions between activities. Effective managers keep things moving in their classrooms, which increases learning as well as reducing the likelihood of misbehavior.
- Monitoring classroom activities and providing feedback and reinforcement. Effective managers observe and comment on student behavior, and they reinforce appropriate behavior through the provision of verbal, symbolic, and tangible rewards.

—Kathleen Cotton

School personnel seeking to improve the quality of discipline in their schools and classrooms are encouraged to follow the guidelines implicit in the discipline research. These include:

AT THE CLASSROOM LEVEL:

- Hold and communicate high behavioral expectations.
- Establish clear rules and procedures and instruct students in how to follow them; give primary-level children and low-SES children, in particular, a great deal of instruction, practice, and reminding.
- Make clear to students the consequences of misbehavior.
- Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.
- Maintain a brisk instructional pace and make smooth transitions between activities.
- Monitor classroom activities and give students feedback and reinforcement regarding their behavior.
- Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.
- Identify those students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.
- Make use of cooperative learning groups, as appropriate.
- Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.
- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.

—Kathleen Cotton

Develop clearly stated expectations understood by everyone in the school community. A simple message, such as ‘Be respectful, be safe, be kind’ or ‘Respect yourself, respect others, respect property,’ works best. Also:

- Rules should have a clear rationale, with clear consequences for violations.
- Rules should be revisited and revised as needed.
- Staff members must also abide by school rules.
- Students and family should have significant input in determining school rules and how they are enforced.
- Students should be given the opportunity to practice effective decision-making.

- Rules must be fairly and consistently enforced without regard to class, race, gender, or other demographic characteristics of students.

—*The Learning First Alliance*

We know school-wide discipline requires the sustained use of effective classroom and behavior management practices by teachers, staff members and families. However, we also know that workshops on classroom management procedures, anger management training and crisis management strategies will produce minimal effects without clear, consistent leadership. The building principal is the key person affecting establishment of school-wide discipline.

—Robert H. Horner,
George Sugai, and
H. F. Horner

Developing an effective approach to school-wide discipline is a complex process. Traps to avoid while designing an effective disciplinary system:

- Getting tough is enough. It is simply not enough to get tough without a proactive system for teaching and supporting appropriate behavior.
- Focusing on the difficult few. Although an effective disciplinary system must address the small number of students who engage in chronic and intense disruptive behavior, a discipline plan must build school-wide social competence.
- Looking for the quick fix. Building an effective school-wide program takes time. A reasonable period to design and establish an effective disciplinary system is three to five years.
- Finding one powerful ‘trick.’ School-wide discipline is not achieved through a single strategy. It must include components for defining and teaching behavioral expectations, and provide appropriate levels of support for students who display disruptive behavior and those with high-intensity behavior problems.
- Believing someone already has the solution. An effective system must be designed to meet a school’s specific needs, as identified through active self-assessment, and must be continuously evaluated to meet changing needs and goals.
- Believing that more is better. Instead of accumulating a number of sometimes inconsistent programs and approaches to deal with disciplinary problems, it is more effective to eliminate practices that are not working and to carefully match new practices to specific school needs.

—Robert H. Horner,
George Sugai, and
H. F. Horner

The Role of the Principal in Developing an effective approach to discipline requires planning, collaboration among staff members, educating students and staff about possible solutions, attention to detail, and ongoing evaluation—all of which require effective leadership by the principal. Research and practice have consistently demonstrated that a disciplined school climate that conveys order, a sense of community, and higher expectations for behavior for both staff and students has a positive effect on student learning. The principal can be a strong force for creating this type of environment. The successful principal is a highly visible model... engaging in 'management by walking around,' greeting students and teachers, and informally monitoring possible problem areas....Effective principals are liked and respected, rather than feared, and communicate caring for students as well as willingness to impose punishment if necessary. Principals successful in addressing the need to foster high levels of appropriate student behavior, rather than developing lists of rules dealing with misbehavior, understand that the task should be broadly defined.

They:

- Communicate high expectations for students to both teachers and students;
- Are visible in classrooms and halls, showing interest in everything that goes on;
- Get to know students as individuals;
- Encourage teachers to handle all classroom discipline problems that they reasonably can— and support their decisions;
- Provide opportunities for teachers to learn about effective management strategies;
- Work with teachers and parents to help students assume responsibility for their actions;
- Accept responsibility for identifying and addressing problems that act as barriers to developing and maintaining an orderly school climate; and
- Model prosocial behaviors—such as respecting others and working together to resolve conflicts—on a daily basis. This is one of the most basic, yet most essential tasks of the principal.

—Nancy Protheroe

The following list provides suggested practices administrators can use at the school level to develop and implement an effective school-wide [discipline] policy; they should:

- engage school and community-wide commitment to establishing and maintaining appropriate student behavior in school and at school-sponsored events;
- establish and communicate high expectations for student behavior;
- with input from students, develop clear behavioral rules and procedures and make these known to all stakeholders in the school, including parents and community;
- work on getting to know students as individuals; taking interest in their plans and activities;
- work to improve communication with and involvement of parents and community members in instruction, extracurricular activities, and governance;
- increase visibility and informal involvement in the everyday life of the school; increase personal interactions with students;
- encourage teachers to handle all classroom discipline problems that they reasonably can; support their decisions; and
- enhance teachers' skills as classroom managers and disciplinarians by arranging for appropriate staff development activities.

—Kathleen Cotton

TIPS FOR REACHING DISRUPTIVE STUDENTS

- Like your students. Look for positives.
- Connect with students. Build relationships.
- Be a better listener. Use words like, 'I see', 'hmm,' and 'really?'
- Get students to listen. Use hand signals when you want them to be silent. Use music to get their attention. Change the tone of your voice.
- Don't let students have the power over you. Never defend yourself, never get hooked into an argument.
- Reduce test anxiety by making the first question easy, increasing the font size, and going over directions with the students before they begin. Grade with the green pen, not a red pen.
- Give students structure; they need to know what's coming up.
- Recognize that some students can't sit still. Give those who tap their pencils a mouse pad to muffle the tapping. Give antsy students errands to run. Let students get up and change seats every once in awhile during class.

- Don't take disruptions personally.
- Be patient.

—Marty Applebaum

Almost everybody can tell a story or two about having once been victimized in school by a bully. Many people can discuss in detail the incidents surrounding the experience and can even remember the name of the bully and the grade level at which the trauma occurred. Few of us go through all the years of schooling unscathed. And while most of us get over the fear and the humiliation, some do not. Nathan Feris, a seventh grader at DeKalb high school in DeKalb, Missouri, decided that enduring four years of taunting by other children, who called him 'chubby' and 'walking dictionary,' was more than enough.... Feris brought a gun to school and fatally shot another student before turning the gun on himself in class. Classmates said that nobody really had anything against Nathan. 'He was just someone to pick on,' they said.

A set of parents in Japan have filed a 22-million-yen damage suit against the Tokyo metropolitan government and the parents of two alleged bullies, claiming that their 13-year-old son's suicide was caused by ijimi (bullying). The parents also claim that the school principal and several teachers not only failed to intervene to stop the harassment, but actually assisted the bullies in their activities. The boy hanged himself in a railway restroom and left a note naming two classmates as the cause of his anguish.

—Frank J. Barone

Building-level factors may be as important in explaining and dealing with discipline in the schools as classroom techniques....Research suggests that well-disciplined schools have several characteristics in common. These include:

- Training in cooperative problem-solving
- Decentralized decision-making authority
- Student involvement in and ownership of problems
- Rules and procedures that foster responsibility.
- Individualized instruction
- Awareness of and consideration for personal characteristics and problems affecting behavior in both students and staff
- School/home cooperation
- Physical facilities and organizational structures that facilitate the above

—Paula M. Short

12 STEPS TEACHERS CAN TAKE AT THE BEGINNING OF THE YEAR TO PROMOTE EFFECTIVE CLASSROOM MANAGEMENT

- Develop a set of written expectations you can live with and enforce.
- Be consistent. Be consistent. Be consistent.
- Be patient with yourself and with your students.
- Make parents your allies. Call early and often. Use the word ‘concerned.’ Communicating a concern, be specific and descriptive.
- Don’t talk too much. Use the first 15 minutes of class for lectures or presentations, then get the kids working.
- Break the class period into two or three different activities. Be sure each activity segues smoothly into the next.
- Begin at the very beginning of each class period and end at the very end.
- Don’t roll call. Take the roll with your seating chart while students are working.
- Keep all students actively involved. For example, while a student does a presentation, involve the other students in evaluating it.
- Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
- Keep your sense of perspective and your sense of humor.
- Know when to ask for help.

—Howard Miller

Set the tone for the day by greeting each student personally as he or she enters the classroom. Use the opportunity to establish rapport and to deal with such minor problems as gum chewing, boisterous behavior, bad moods, or unwanted materials, quietly and discreetly—before they can corrupt into public confrontations that threaten control and disrupt the class.

But don’t stop there. Once students are in the classroom, you’ll want to continue with some of these teacher–recommended techniques for maintaining control without confrontation:

- Establish eye contact.
- Move around the room and increase proximity to restless students.
- Send a silent signal.
- Give a quiet reminder.
- Redirect a student’s attention.
- Begin a new activity.
- Offer a choice.
- Use humor.
- Provide positive reinforcement.

- Wait quietly until everyone is on task.
- Ask a directed question.

And when all else fails. Try something else!

—Robert Bencker

NEED TO BREAK UP A FIGHT?

One thing most teachers don't learn in their college course on classroom management is how to break up a student fight.

Critical steps for dealing with the violent confrontation:

- Get help. Tell a student to get a specific person to help.
- Dismiss the audience. Send every possible student to a specific location, whittling the crowd down.
- Identify yourself. At least one of the students is likely to defer to someone in authority.
- Use specific demands, and defer to rules, not personal authority.
- Identify the aggressor. Concentrate your attention on him or her.
- Direct the loser to a specific location. Usually that person will be more interested in ending the whole matter.
- Obtain identification. This can help calm the students and also let you identify any outsiders.
- Make a written report as soon as possible.
- Debrief. Discuss with other teachers what you might have done differently.

And finally, never go after a student who has a knife or gun. Call the police instead.

—Anthony Moriarity

I spent the summer interning at an abused children's home where I had the option of learning how to perform physical restraint techniques. I chose not to.

Thomas was a nine year old boy with a history of abusing other children and animals. He had severe problems, and his sweet freckled face and short chubby stature made him a favorite among the staff. Thomas' days were filled with hugs, shoulder rides and loving attention. Often I would sneak Thomas an extra snack or a little bit of my dessert. Most of the other children at the home become over-medicated and remain institutionalized for years. But after only eighteen months, Thomas was adopted and remains with that same family today. Tomas taught me that there is a definite power in positive rehabilitation methods.

—Kirsten Lee

It is 8:05 on a Thursday morning at the Mount Vernon High School, Alexandria, Va. For the umpteenth time the video equipment rolls into a classroom to videotape the teacher giving a lesson.

But this morning, the camera operator has a new set of instructions. Under no circumstances is the teacher to be on camera; instead, the camera is going to be focusing on the students.

The purpose of the camera is to help improve students' classroom attitudes, behavior, and interaction.

The theory is that when the students see their own inappropriate behavior played back on videotape, they are more likely to improve.

—Terry McConnell

When children learn how to assert their own needs and opinions without trampling on the rights of other people, when they learn to express their angry feelings without losing control or hurting other people, they have mastered skills that enhance their lives and the life of the community. There is no better place than school, where diverse groups of children congregate, to learn these lessons.

—Deborah Prothrow-Stith

Boys and girls act out differently. That has to do with socialization. Boys are more likely to engage in more random violence. Girls base their anger on personal relationships. Boys tend to make a statement that will draw attention to them. The girls are interested in making a statement, but they're also interested in revenge.

—Sibylle Arts

What's wrong with punishments is that they work immediately, but give no long-term results. The responses to punishment are either the urge to escape, to counterattack, or a stubborn apathy. These are the bad effects you get in prisons, or schools, or wherever punishments are used.

—B. F. Skinner

The problem with discipline is that it forces the teacher to divide his time between controlling and teaching children. Discipline, in this sense, is in competition with learning. Teachers, especially those working with young children, often lose the battle for learning to be victorious in disciplining. They find themselves involved in disciplining more often than they are in teaching. They want to do something about discipline so that they can get on with the real goal, learning.

—Ellen Marbach

I was teased a lot because I was skinny and tall. Kids are mean. When they would tease me, I would fight them.

—Lishone Bowsky

Teachers need to have more than academic training in technology today, they need training in technique....this includes developing effective classroom management skills, learning how to deal with disruptive youth, and gaining broader social awareness of the diverse cultures students bring to the classroom....Failure to provide such preparation to our nation's teachers is nothing less than educational malpractice.

—Rondald D. Stephens

- The association between misbehavior and academic performance is fairly strong. Students who do poorly in school have much higher rates of misbehavior than students who do well.
- Students whose parents know where they are and what they are doing most of the time behave better in school and out than do students who indicate their parents don't keep close tabs on their activities.
- Schools with a more stable faculty have fewer student discipline problems.

—*The National Center
for Education
Statistics*

POLICY QUESTIONS TO CONSIDER

- Does your policy cover cyberbullying of both student peers and school staff?
- Do you have staff members or can you easily hire individuals with computer or other electronic expertise to investigate instances of anonymous harassment?
- Does your anti-bullying curriculum and professional development agenda include information on coping with bullying of the cyber variety?
- At what point should police get involved, and is that spelled out in regulations or left to the discretion of the principal or other senior administrator?

—Edwin C. Darden

Six processes at work in children who got along with their peers: First, these children were able to communicate clearly and correctly. Second, they exchanged information about themselves and their families. Third, they established common play activities. Fourth, they identified more similarities than differences among one another. Fifth, they could resolve conflicts in a more positive way. Sixth, they could

share private thoughts and feelings. Herein lies clues that will help us help children develop friendships and, therefore, experience school success.

—John Gotten and
Jeffrey Parker

Research suggests that less dramatic events than abuse can also spark violence in girls. Many students experienced daily teasing about grooming and appearance. But at a time when kids are turning to violence to settle even petty disputes, such harassment can be dangerous.

The toughest girls I knew were the least well-kept girls. Other girls would start picking on them when they were six or seven, and it was clear that these children couldn't do anything about it. They couldn't fix their own hair. You could tell there was no parent at home who was taking care of them, making sure their stuff was washed.

—Geoffrey Canada

Jenny Kramer wanted to teach. She spent six years in training—four years at a very prestigious college and two in a top-ranked masters program—and landed a job... at a magnet school in Manhattan. Excited by the school's low student-teacher ratio and full inclusion policies, she looked forward to playing her own small part in school reform. But a few unruly students turned teaching into a daily trial. When students cursed at her, administrators told Kramer to toughen up. More-experienced teachers reacted to Kramer's frustration with a shrug: What did she expect? In June..., she quit teaching altogether. 'I've had my fill,' she says.

Kramer's case is hardly unique. A survey of 118 school districts across the country shows that nearly 10% of public schoolteachers quit during the first year and 20 percent bolt within three years. The survey...found that the biggest barriers to new teachers' success are poor classroom management skills (82 percent) and disruptive students (57percent). It's pretty clear that teacher preparation is inadequate in this area.

—David T. Gordon

EARLY WARNING SIGNS OF TROUBLING BEHAVIOR

- Social withdrawal
- Excessive feelings of isolation, loneliness, or rejection
- Being a victim of violence
- Feelings of persecution
- Low school interest and poor academic performance
- Expression of violence in writings and drawings
- Uncontrolled anger

- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Drug or alcohol use
- Affiliation with gangs
- Inappropriate access to, possession of, or use of firearms
- Serious threats of violence

*—Early Warning, Timely
Response: A Guide
to Safe Schools*

YOUR WORDS MATTER

INSTEAD OF...

TRY

Be quite.

Can you use a softer voice?

What a mess!

It looks like you had fun! How can we clean up?

Do you need help?

I'm here to help if you need me.

I explained how to do this yesterday.

Maybe I can show you another way.

Do I need to separate you?

Could you use a break?

Stop crying.

It's okay to cry.

Do you have any questions?

What questions do you have?

You're OK.

How are you feeling?

It's not that hard.

You can do hard things.

We don't talk like that.

Please use kind words.

@We Are Teachers

Discipline continues its reign and is education's king of problems, and we'd like to see it reduced to prince or knave. Misbehavior receives a great deal of media attention. Some of this attention is exaggerated, some is underrated and some is deserved. The point is, general breakdown of discipline in today's classroom is common. What the media sometime neglect to mention is the direct connection between family breakdown and classroom breakdown. Both kinds of breakdowns are inextricably linked yet teachers and schools tend to be blamed for children's total behavior and functioning, in and out of the classroom. Unfair!

The truth is, today's child often brings to school a body that can't sit and attend, a mind that has absorbed too many adult themes, a vocabulary that is more street-wise than wisdom-wise, an attitude influenced by memorization of students' rights, not responsibilities, a philosophy of 'Me-ism,' not 'We-ism,' and overt behavioral patterns that invite continual conflict and disruption during precarious instructional time.

—Stanley T. Dubelle, Jr.
and Carol M.
Hoffman

Educators graduate from teacher preparation institutions with little or no skills in affecting any type of student discipline, let alone student self-discipline, the ultimate objective. Once educators begin their careers, graduate schools are often unable to help with classroom management and dynamics. At best, a two or three semester credit course is taught in which the instructor sometimes discusses discipline. This is not a blanket criticism of any one person or any single institution. It just happens to be the way things evolved.

Such is the situation. Teachers are not given much assistance in developing sound discipline skills. That must change. Teaching efficiency is reduced whenever disciplinary disruptions occur and continue to occur.

—Stanley T. Dubelle, Jr.
and Carol M.
Hoffman

RESPONDING TO CYBERBULLYING

TIPS FOR STUDENTS:

- Do not retaliate, because retaliation can escalate the harassment and make it unclear who first instigated the aggression.
- Either ignore the communication or calmly tell the cyberbully to stop.
- Tell an adult about the cyberbullying, particularly if there is anything threatening in the messages.
- Make a hard copy of the posted material.
- Write down how you feel or what you might want to say, but don't send it to anyone. Walk away and read it later. You will feel better and probably won't want to send it to the bully, but you may want to include it with other documentation.
- Do not delete email or text messages until an adult has reviewed and documented the material.
- Block future communication and clean up your instant messenger buddy list.

- Do not do or say anything online that you wouldn't do in person or that you are not comfortable having other people know.

—Ted Feinberg and
Nicole Robey

TIPS FOR A STUDENT DISCIPLINE PROGRAM

- Have as few rules as possible. There is no need to duplicate rules already provided by statute or by the governing body of the school system.
- Keep the statement of a rule as simple as possible. A rule that is difficult to understand has a good chance of being violated.
- Maintain a continuous program of explaining all rules, including those provided by statute and the school board. Make use of the orientation classes, homeroom time, the school paper, handbooks, parent groups, and the student council. Perhaps the student council can prepare a skit and present it to the appropriate audiences. This skit could illustrate what a rule means or what behavior is required.
- Remember that the basis for rules should be the guarantee that each and every pupil will have an equal opportunity in the educational program.
- Be consistent. All students and parents should believe that rules are enforced continuously, not just when convenient. The penalty to be assessed should also be consistent and should not vary from one case to another unless there are extenuating circumstances. Some cases may take more time but the final results should be the same.
- Organize the total staff for effective teaching. Convince the staff that it is to its advantage to work in a disciplined school. Teachers should know that a strong disciplinary program protects their right to exercise their professional duties.
Custodians must remove signs of vandalism promptly, since the longer the evidence remains, the more you can expect. The office staff must exhibit good human relations and deal efficiently with students and the teaching staff. Insist that security personnel be visible at times and places likely to become problems.
- Use equipment wherever possible. Cameras and movie cameras can be very effective. Showing students and parents the results of misbehavior is useful in following disruptive periods. Films of pupils in various situations can be effective for in-service training, since teachers can discuss appropriate actions to fit the situations involved. Some teachers need to be educated to act, while others need to be counseled not to overreact.
- Have an emergency plan on your desk to deal with disruptive situations and have a 'dry-run' to see if it works.

- Know as many students by name as possible and insist that all staff members do the same. Your chances of successfully handling a potential crisis situation are far better if you can destroy the anonymity of the participants quickly.
- Know what staff members can be relied upon to react competently, and do not hesitate to call upon them.

—Wayne H. Kincaid

Children increase behavior that has desirable consequences for them and decrease behavior that has undesirable consequences. A parent's attention—even negative attention—is always a desirable consequence for a child. Many parents are most attentive to their children when they misbehave—responded by scolding, spanking, or simply giving the child what he wants. When children behave the way parents wish, they're often ignored. How often do parent praise a child for sitting patiently through dinner or being polite to a visitor? Good behavior that gets no attention is less likely to be repeated. Pay lots of attention to behavior you want to increase and withdraw attention from behavior you want to decrease.

—Wendy Schuman

The visibility of authority figures (teachers and administrators) has a positive impact on discipline in the secondary school. For example, the tone set by the supervision of the lunchroom influences the overall control of the building.

The mere presence of an authority figure often acts as a deterrent against undesirable student conduct. Administrators have long recognized the responsibility of attending activities where large groups of students are present.

Mobility and eye contact are two effective means of achieving this visibility. Eye contact can be a useful technique for managing large groups, and can help prevent confrontations, since most students have difficulty committing inappropriate acts when they know they are being watched. Mobility, or simply moving around, is most effective when movement is random so students never know for sure when an authority figure may suddenly appear.

Although visibility of authority figures can be used to prevent problems, teachers and administrators do not need to spend all of their hours as 'watchdogs'. Being seen at key times, e.g., lunch periods, pep rallies, before and after school, and at school activities, and being seen randomly throughout the building can enhance the effectiveness of the visibility factor. The students' perception may well be that 'teachers and administrators are everywhere.

—William Fellmy

When tweens start to spread their wings, parents want to hold on tighter. For good reason, too, since kids at this age tend to lie more about their whereabouts and activities. Tweens want to control their own lives more than their younger counterparts and may try manipulation to achieve their goals.

Kids also begin to engage in risky behaviors at this age, behaviors their parents probably would not approve. Ground rules should be established and discipline must be consistent.

But if your child continues to lie or the lies become related to more serious behaviors such as drugs, sex or unlawful behavior, parents must intervene.

—Michelle Sussman

Many distinct weaknesses in the usual system of out-of-school suspension are apparent:

- Students miss all work while suspended; few teachers are willing to help students catch up on work missed during their suspension.
- Students cause community problems while out of school.
- Students are suspended from the entire school program, when sometimes their difficulties are in only one or two areas.
- Some students feel that a suspension means several days of ‘freedom’ and try to get themselves suspended. (There have been actual cases of students asking teachers what they needed to do to merit a ‘three-day-pass.’)
- Sometimes, district rules provide that a student’s parents must come to school before he can be reinstated. They may be unwilling (or genuinely unable) to come to school, and thus the term of the suspension is sometimes unnecessarily extended.
- Students are inaccessible to members of the supportive services team. (Counselors, psychologists, social workers, etc.) These personnel resources cannot be best used for the resolution of students’ problems while is absent from school.
- Students establish a school conduct record (through the documentation necessary for suspension) which follows them through their school careers.
- The student’s alienation is further reinforced by physical exclusion.

—H. Meares &
S. D. Thomson

An In-School Suspension Program staffed by experienced, certified teachers offers the following alternatives for the students, the classroom teacher, and the administrators:

- While the students are in the suspension room, they do their usual assignments provided by the regular teachers under the supervision and guidance of the suspension center teacher;
- Students are in the school building for the entire school day rather than roaming around the community;
- Getting suspended loses much of its appeal when students realize that they will be supervised and required to do their work instead of being ‘set free’;

- Students are available so that the school may best use its supportive services team to help toward solution of the problems that resulted in the suspension;
- The in-school suspension need not be as formally documented as the out-of-school suspension, so the student, therefore, avoids the establishment of an ongoing record that could adversely affect his school career;
- The school does not perpetuate students' feelings of alienation by excluding them physically;
- The school continues to receive state aid for students through average daily attendance.

—Dan L. Miller

Students who absent themselves from the classroom are students who have taken the first step toward failure.

—Dan L. Miller

Absenteeism, and truancy in particular, are problems of such magnitude that school administrators have an increasingly difficult time dealing with them in both elementary and secondary education. The consequences of declining school attendance are serious, for students who absent themselves from the classroom are students who have taken the first step toward failure. They cannot participate in formal learning experiences, they cannot interact with their peers in a productive academic environment, and they are not in a position to receive the positive reinforcement, counseling, and tutoring from teachers, counselors, and administrators that are critical to academic success.

—Dan L. Miller

Truancy is a part of American folklore. From the days of Tom Sawyer, mature Americans have chuckled over the antics of adolescents attempting to avoid the drudgery of the classroom in favor of the delights of the old swimming hole. Even today, teachers and administrators chuckle over the lame excuses that students use to cover their absence from school. However, the time has long passed when school personnel can afford to take lightly the unexcused absence of any student. Times have changed since playing hooky was simply considered naughty. Today an education is a necessity, and the present degree to which students deprive themselves of the benefits of a formal education is astonishing.

—Dan L. Miller

The only behaviors that administrators consider to be more deserving of extreme disciplinary measures than truancy are possession of drugs, insubordination, physical assault, vandalism, and use of alcohol. Ranking truancy this high and recommending extreme disciplinary measures to deal with it reflects the frustration that

administrators feel about a problem that they consider to be as serious as alcohol abuse and physical assault.

—Dan L. Miller

Truancy creates a severe morale problem. In classes it is difficult for teachers to maintain a healthy climate if large blocks of students are continually absent. Students resent the situation when fellow students are truant because it slows up the class work....Without significant extra help, it is obvious that almost all of the chronic truants will become dropouts.

—Douglas Hoefft

The most devastating consequence of truancy is its reinforcement of undesirable behaviors. Once an attendance pattern has been established it tends to perpetuate itself.

—Dan L. Miller

There is little evidence to support the contention that suspending students from school changes their school behaviors, reduces their truancy, or makes them better persons because of the experience....With so little evidence of the effectiveness of suspending students from school, it seems contradictory for school administrators to continue to rely so heavily on a practice that is so punitive and harmful. The use of punitive suspensions, however, is firmly established in the educational system. Educators have traditionally looked to punishment as a way to change errant behavior and develop responsibility among students. The evidence, however, is quite to the contrary.

—Dan L. Miller

The old school made the amazing mistake of supposing that...by removing a situation a person likes or setting up one he doesn't like—in other words by punishing him—it was possible to reduce the probability that he would behave in a given way again. That simply doesn't hold. It has been established beyond question. What is emerging at this critical stage in the evolution of society is a behavioral and cultural technology based on positive reinforcement. We are gradually discovering—at an untold cost in human suffering—that in the long run punishment doesn't reduce the probability that an act will occur. We have been so preoccupied with the contrary that we always take 'force' to mean punishment....We haven't really altered his potential behavior at all. That's the pity of it. If he doesn't repeat it in our presence, he will in the presence of someone else. Or it will be repeated in the disguise of a neurotic symptom. If we hit hard enough, we clear a little place for ourselves in the wilderness of civilization, but we make the rest of the wilderness still more terrible.

—B. F. Skinner

Alternatives to out-of-school suspension include work-study programs, special education programs, teacher training sessions, student ombudsmen, alternative schools, behavior modification, counseling sessions, peer counseling, contract systems, and planned learning experiences. In-school suspension is the most popular alternative for dealing with student misconduct.

—Dan L. Miller

CONSEQUENCES OF POOR SCHOOL ATTENDANCE

- Permanent intellectual and/vocational damage to student dropouts.
- Overall lowering of academic standards and achievement in the school.
- Frustration and morale problems experienced by teachers.
- Poor impression of the school by the community at large.
- Increased paperwork and record keeping for teachers and administrators.
- Vandalism and petty crime perpetrated by truants.
- Reduced state aid computed on the basis of average daily attendance.

—S. B. Neill

There is little evidence to support the contention that suspending students from school changes their school behaviors, reduces their truancy, or makes them better persons because of the experience.

—Dan L. Miller

The great majority of suspensions do not serve any demonstrated valid interest of children or schools. Instead, they harm the children involved and jeopardize their prospects from securing a decent education.

—*Children's Defense
Fund*

Punishment does not work. Forget those who press that it is a humiliating experience; forget those who espouse punishment as a character builder. A careful analysis of the success educators have had employing such techniques reveals that they are not the answer. If they were so effective, they would not have to be used again and again on the same children.

—*The American School
Board Journal*

In the usual program of in-school suspension, students who are suspended are placed in an isolated room under supervision of an adult for a brief period of time ranging from 1 to 10 days. While in that setting, the students are expected to keep up with their school work, but they are usually given no credit for the work done,

for they are considered to be suspended from classes and their continued absence from regular classes is, therefore, considered to be unexcused. As a result, many students assigned to in-school suspension spend much of their time sleeping, talking with friends, gazing out the window, or reading magazines.... There should be an expressed philosophy behind any program of in-school suspension and definite objectives to be met in the program.

—Dan L. Miller

The purposes and structure of in-school suspension programs are many and varied. Although most programs isolate students and provide them with an opportunity to complete already assigned schoolwork, effective programs of in-school suspension also provide academic enrichment, personal counseling, behavior modification, affective learning, and self-help strategies.

—Dan L. Miller

Among students who present the most serious discipline problems, an individual approach to teaching discipline increases the desired behaviors of those students and simultaneously decreases their undesirable behaviors.

—Charles L. Thompson
& Jean T. Cates

Most reasonable persons would agree today that the legitimate functions of the school extend beyond the development of intellectual skills and the transmission of subject-matter knowledge. The school also has undeniable responsibility with respect to mental health and personality development, simply because it is a place where children spend a good part of their waking hours, perform much of their purposeful activity, obtain a large share of their status, and interact significantly with adults, age-mates, and the demands of society.

—David Paul Ausubel

Large numbers of persons move from childhood into adult years with a burden of emotional distress... whatever might be the origins, students' emotional difficulties infect their minds when they are at school and after they leave. This fact... should be a challenge to educators, especially those who say that a major aim of education is to help students to use their minds effectively. Nothing could demonstrate the sincerity of this aim better than an effort to help a student use his resources to cope with conditions that encumber his mind.

—Arthur T. Jersild, Eve
Allina Lazar, &
Adele M. Brodtkin

Children experience in school virtually every challenge of life, including failure, disappointment, achievement, reward, rejection, hope, and despair. No other social institutions has as much opportunity as do schools to work with children regularly, alter trends in their personal growth and development, and help them solve personal problems and better manage their lives. Childhood problems are common and normal, but they need to be dealt with quickly and firmly or they are likely to persist.

—Dan L. Miller

Failure to solve personal problems when they occur inevitably leads to a continuation of the problem and of the detrimental effects through the person's life. Unsolved problems persist and are capable of destroying the human spirit and the will to seek solutions.

—D. W. Morrison

The goals of education are to give people the mental tools to deal effectively with new situations, to place fewer restrictions on their lives caused by fear of difficult problems, and to enable people to deal with new situations and difficult problems rationally rather than emotionally.

—William Glasser

That the teacher can and must assume some share of responsibility for the emotional as well as the intellectual development of his students is today a truism.

—Fritz Redl &
William
Wattenberg

The emotional well-being of young people can be expressed to a large extent in terms of their relationships with adults. First, of course, are parents. Second only to parents are teachers. During school days, close to one-third of the youngster's waking hours are spent in school. During these hours, in addition to group influences..., the important people in his life are the instructional staff whose influence may be felt in direct person-to-person contact, or, more indirectly, in terms of classroom atmosphere.... For these reasons, no true mental hygiene of education can be written without turning the spotlight on the psychological part played by teachers in the development of children.

—Fritz Redl &
William
Wattenberg

The aim of an in-school suspension program should be to help kids, and that goal is most likely to be achieved if the program is developed on the bedrock of a thoughtful philosophy and the commitment to use the program to identify and treat/solve the problems which cause children to be subject to suspension.

—M. H. Mizell

Since we know that many books have in many different ways changed the thinking of the world, we can easily believe that many an individual can and does have his life changed directly through the experience of reading a book.

—Karl Menninger

One can talk of a book more readily than one can of his own problems without the embarrassment of explicit self revelation...literature may contribute to one's understanding of his own emotional responses to a person or situation by starting an inner readjustment which will modify his response to the next person or situation encountered.

—Joseph S. Zaccaria,
Harold
Alton Moses, &
Jeff S. Hollowell

When the adolescent becomes aware of the fact that his present experiences and anxieties are not unique and that others have had the same impulses and conflicts, he may be better able to handle them. Frequently, literature is the only means by which he can see he is 'normal' and allay guilt and fear thereby.

—Louise Rosenblatt

BIBLIOTHERAPY CAN HELP A CHILD:

- Verbalize problems.
- Get personal insight.
- Acquire accurate information.
- Reduce sense of isolation.
- Think about and discuss problems with greater objectivity.
- Weigh values, beliefs, and reorient life goals.
- Assess personal limitations and assets.
- Enlarge interests.
- Prevent problems from occurring.

—R. Vance Peavy

School-age children reflect the problems of the times, and schools are in the most unique place to deal with those problems.

—D. W. Morrison

Children, like adults, have problems. At times children need help learning to face problems, to see them in and perspective, and to deal with them adequately. Books alone cannot solve these problems, but they can help... through bibliotherapy, children may learn to analyze their attitudes and modes of behavior. Books may assist children in comparing their beliefs with those of others. Books may offer many possible solutions to problems or even present the solution that could lessen a child's inner turmoil.

—N. Galen & J. Johns

Learning-disabled adolescents are especially aware of their own feelings of inferiority, failure, and impotence... pupils express empathy for characters, identify with situations they read, and are delighted to discover fictional and factual whose characters experience problems similar or comparable to their own. Reading such stories reinforces their feelings of 'normalcy' and helps the students to realize that they are not alone in facing adolescence's problems and the special problems created by their disabilities.

—Ronald S. Lenkowsky
& Barbara E.
Lenkowsky

Just thinking about distress to one's self may not have and usually does not have the same outcome as writing it down. Why not? First, because the writing is 'official,' indelible; it takes time and requires attention. Writing is also a matter of doing something other than emoting over the unwanted feelings; it may be reciprocally inhibiting the anxiety. Writing offers an 'out,' a relief from the binding anxiety, and relief from the redundant issues of problem-anxiety-distress-distraction-further anxiety. The individual who stops to write something down is more likely to remember his effort and can retain a record of having done the writing. Writing forces one to enter into a different set of activities, compared to 'just thinking about the matter.'

—E. L. Phillips

THE ADVANTAGES OF WRITING THERAPY:

- The preparation of a 'written production' such as a diary, autobiography, short story, poem, letter, etc., by a client isn't an expressive and creative act. It both analyzes and synthesizes emotion in a deeply personal way and, as such, works counter to repressive and regressive forces in the personality. It

is catharsis in the best sense. It heals through its major symbolism—not unlike Greek drama—and because the unexpressible can often be expressed.

- The content of the ‘written production’ provides materials for analysis similar to dreams, fantasies, projective tests, and other imaginative productions. The language of the ‘written production’ is also as much a source of parapraxis as are slips of the tongue, forgetting, etc.
- ‘Written production’ further interval therapy by providing for rehearsal of therapeutic hours. In this way the development of insight and cognition is encouraged. Above all, if the psychotherapist is the respondent of the ‘written production,’ his presence in interval-therapy is given a tangible imaginal form.
- A ‘written production’ usually has a wider social base than an individual therapy session. In this sense, it is more outer-directed for it involves family, peer groups, authority figures, etc., in greater quantities than in the sessions. Since society is the place where the client ultimately makes his life, written productions permit him a wider social integration of analytic material.
- My impression has been that, under certain circumstances, the time required for treatment may be eclipsed by the judicious use of ‘written productions.’
- Under emergency circumstances of separation of client and therapist, ‘written productions’ have a place along with the telephone, standby colleagues, etc.

—Arthur Burton

BENEFITS OF WRITING THERAPY IN CLASSROOM SETTINGS:

- Many students are enabled to discuss their needs and their problems.
- The therapeutic writing facilitates progress in counseling interviews.
- Students become more willing to go into the subject matter of the class and are more successful in it.
- Learning takes place through the curriculum without lowering standards.
- Students assume more responsibility in classroom activities.
- Students achieve an increased sense of security.
- Students gain more self insight.
- As more value is placed upon individuals, they become more aware of themselves

—Joseph S. Zaccaria,
Harold
Alton Moses, &
Jeff S. Hollowell

A CONTINGENCY CONTRACT SHOULD INCLUDE:

- The date when the agreement will begin, end, or be renegotiated.
- The behavior targeted for change.
- The amount and kind of rewards or reinforcers that will be used.
- A schedule for delivery of the reinforcers.
- Signatures of all involved.
- A schedule for review of progress.
- A possible bonus clause for sustained or exceptional performance.
- A statement of the penalties that will be imposed if the specific behavior is not performed.

—W. J. DeRisi & G. Butz

FOUR PRIMARY ADVANTAGES TO CONTINGENCY CONTRACTING:

- First, from a time management point of view, it is economical.
- Second, contracting places the responsibility on the student.
- Third, a contract that includes parents gives some degree of the responsibility to them.
- Fourth, the written contract also indicates that the counselor cares—that the counselor is willing to work out a program and do what he or she has promised.

—B. D. Brooks

The integration of personal counseling, bibliotherapy, writing therapy, and contingency contracting in an in-school suspension setting can be an effective way of dealing with adolescent truants in a positive and productive manner.

—Dan L. Miller

Programs of school discipline have evolved from being strictly punitive programs, to programs of exclusion and suspension from school, to programs of restriction and limitation within school. The next step in this evolution should be programs that make constructive use of students' time by providing cognitive input and personal counseling that will alter counterproductive behavior and lead to positive changes in students' attitudes, knowledge, skills, and behavior.

A program of therapeutic discipline is designed as the next step in the evolution of in-school suspension and is expected to educate rather than to punish students. It is intended that students would be helped to understand the reason for their behavior, why that particular behavior is counterproductive to their own well-being, and what they could do to overcome their problems. A program of therapeutic discipline should help students understand the basic motivations behind their actions and

help them analyze their attitudes and behaviors. It is intended to provide them with the facts they need to solve their problems and to permit them to see alternative solutions to their problems and the consequences of each solution. The program might very well encourage students to face their situations maturely and to plan and carry through constructive courses of action to solve those problems.

A Therapeutic Discipline program could effectively address such student behavioral issues as alcohol abuse, anger and aggression, attitude toward work, cooperation, courtesy and sportsmanship, drug abuse, honesty, responsibility, smoking, tardiness and truancy, theft, and vandalism.

—Dan L. Miller

What has been done for the student in situations involving detention or suspension? More mature students may consider the actions a joke or an inconvenience, and, certainly, most consider it a waste of time. The less mature students may be frightened and concerned about parental reprisals and come to resent school more than they already may. Detention and suspension seem, therefore, to foster alienation and resentment rather than positive modification of behavior. Since the student is obviously in need of guidance and positive input on the part of teachers and administrators when in trouble, the administration should seek ways to help the student understand and modify his or her behavior through guidance and therapy rather than turning him or her away from school and not making profitable use of the time lost in suspension.

When a student misbehaves in school, the situation presents such an obvious opportunity for learning that it seems contrary to educational philosophy to waste that student's time in detention hall or out of school. Any educator truly interested in the welfare of the students in his charge would certainly feel more should be *done for* the student exhibiting deviant school behavior than what is presently *done to* him or her.

—Dan L Miller

As see it now stands, most schools favor a system of discipline which places in detention or suspension a student expressing deviant school behavior on the theory that the student will corrupt his or her classmates or that he or she is disruptive to the educational process. That student, regardless of the behavior, has the right to remain as a part of that educational process. It is only through education that the teacher, dean, counselor, or principal has any hope of modifying that student's behavior. Suspension, in essence, is a do-nothing policy. Virtually nothing is done to help the student readjust. A program of therapeutic discipline, on the other hand, helps the dean to take positive, practical steps towards the students rehabilitation. Rather than arousing resentment, bitterness, and a desire for revenge in a students, the dean could very well become a powerful force in helping to shape many students' futures. With the proper counseling and recommendation of appropriate

reading materials, potential dropouts or chronic troublemakers may indeed, change their conceptions of themselves in the educational process of which they are a part.

—Dan L. Miller

ESSENTIAL COMPONENTS OF A SUCCESSFUL IN-SCHOOL SUSPENSION PROGRAM:

- A clear statement of purpose.
- Written procedures that detail how students are referred to the program and who has responsibility for determining if in-school suspension is the appropriate course of action.
- A clear set of expectations for students who are assigned to the program.
- An academic component that enable students to keep up with their classwork.
- The requirement that teachers provide the daily assignments to students who are in the program.
- A strong counseling component.
- Provisions for engaging parents in the process.
- Provisions for monitoring student progress after returning to the regular classroom.

—Dave Sanders

Resorting to woodshed punishment has not curbed delinquency in the home or in the school, but educators can begin reeducating society to the fact that responsibility is developed by disciplining students through experiences which enable them to see and understand the logical consequences of their behavior

—David G Carter

Opinions among educators vary regarding the use of the detention as a disciplinary measure. ...detention as a disciplinary measure, when it is reasonable and for a good and definite purpose, can be useful if it is structured so that the student being detained as an opportunity to reflect. ...there are two kinds of the detention: teacher and school. Generally, teacher detention, used for student misconduct, make-up schoolwork, or additional instruction, takes precedent over school detention. School detention is generally assigned for the following violations:

- Lateness to class and school
- Presence in the corridors or lavatories without permission
- Class cutting
- Defacement of school property (minor)

Perhaps, if strictly enforced, detention could be productive, but often it is used as a 'dumping hour.' It can further be argued that detention lengthens the schoolwork as discipline, decreasing interest and application by the student. Nevertheless, it is still widely employed.

The most effective use of detention for discouraging the violation of reasonable rules and regulations seems to be when the student is detained on the same day the offense occurs and as close as possible to the time period.

—David G. Carter

In carrying out his administrative responsibilities to resolve discipline problems, the principal needs to utilize group processes that allow each member of the school organization to share in the necessary leadership. A staff grows as its members have opportunities to think, plan, and work together. If a positive and cooperative working atmosphere is to be established, teachers must have time, as a group and as individuals, to identify the school's problems and to plan ways of meeting them. The principal sets the tone of discipline in the school. There are many ways to go about this, but before one considers these methods, the most important aspect of discipline is to have a clear, concise, and reasonable set of rules, defensible to teachers, students and the community. If these rules are not defensible, they should be changed. A rule without reason leads to attack by one or all groups concerned.

The rules for discipline are ultimately the responsibility of the administrator. It would be very helpful for the administrator to listen to and enlist the help of all groups concerned setting up these rules, as long as each group understands that the administrator will make the final decision. All disciplinary rules should be subject to review and revision whenever necessary. An Administrator has to take into consideration all aspects of discipline: moral, legal and educational.

An administrator has to set standards of conduct in the school to allow for individual teacher differences. What is a behavioral problem to one teacher may not be a problem to another. Some classroom activities demand different classroom atmospheres. A math class may at one time need total silence to work and concentrate on the task at hand, while in other classes, when groups are working, noise might be the order of the day. The principal must realize these differences and be able to recognize when noise or silence is constructive. The rule 'silence is golden' may be a sign of a classroom dictator who works through total fear.

—David G. Carter

The need to rethink and redesign school discipline practices is long overdue. Too many schools resort too quickly to exclusionary discipline, even for minor misbehaviors.

Exclusionary discipline is so common that in some cases, pre-K students as young as three- and four-years old are getting suspended. Here in Maryland, 91 pre-K

students were suspended or expelled during the 2011-12 school year.

Schools should remove students from the classroom as a last resort, and only for appropriately serious infractions, like endangering the safety of other students, teachers, or themselves.

Unfortunately today, suspensions and expulsions are not primarily used as a last resort for serious infractions.

A landmark study in Texas found nearly six in ten public school students—a majority of students--were suspended or expelled at least once between 7th and 12th grade.

Nationwide, as many as 95 percent of out-of-school suspensions are for nonviolent misbehavior--like being disruptive, acting disrespectfully, tardiness, profanity, and dress code violations.

Let me be clear—these are all issues that must be dealt with clearly, effectively, and with a sense of urgency when they arise. But I would just ask, is putting children out of school the best remedy, the best solution to the problem? In California, nearly half of the more than 700,000 suspensions statewide in the 2011-12 school year were for, quote, ‘willful defiance.’

Over time, the over-reliance on exclusionary discipline has gotten much worse. The number of secondary school students suspended or expelled over the course of a school year has increased by roughly 40 percent in the last four decades.

In recent years, secondary schools have suspended or expelled an estimated two million students a year. That is a staggering amount of lost learning time--and lost opportunity to provide support.

Making matters worse, exclusionary discipline is applied disproportionately to children of color and students with disabilities. Educationally, and morally, that status quo is simply unacceptable.

Our department’s Civil Rights Data Collection shows that African-American students without disabilities are more than three times as likely as their white peers to be expelled or suspended.

And we know that discipline policy and practices matter tremendously—there is nothing inevitable about high rates of suspension and expulsion. We can, and must, do much better.

—Arne Duncan (2014)

According to CRDC data, schools in South Carolina suspended 12.7 percent of students—about one in eight students during the 2009-10 school year. By contrast, schools in North Dakota suspended 2.2 percent of students—about one out of every 50 students.

I am absolutely confident that students in South Carolina are not six times more likely than their peers in North Dakota to pose serious discipline problems worthy of an out-of-school suspension. That huge disparity is not caused by differences in

children; it's caused by differences in training, professional development, and discipline policies. It is adult behavior that needs to change.

—Arne Duncan (2014)

First, schools and districts should take deliberate steps to build positive school climates to prevent misbehavior and target student supports to children to help them address underlying causes of misbehavior--like trauma, substance abuse, and mental health issues.

So often acting-out behavior is a symptom of underlying issues children are dealing with at school, at home, or in the community. We must get beyond the surface issue and get to the heart of the problem.

Schools should be training staff, engaging families and community partners, and deploying real resources to help students develop the resolution skills they need to avoid or de-escalate problems. As Frederick Douglass famously said, 'It is easier to build strong children than to repair broken men.' Grit, resilience, conflict resolution skills—these are all skills that can be taught and learned, and are as important to long-term success as reading, writing, and math.

The second principle is that schools and districts should ensure that clear, appropriate, and consistent expectations and consequences are in place, both to prevent and to address misbehavior.

Students should face clear expectations about behaving appropriately and be held accountable for their actions.

And schools should be seeking to provide differing levels of support and interventions to students, based on their needs—we know some students need more intensive support than others. The one-size-fits-all mentality simply doesn't work.

That will be the core premise of our *School Climate Transformation Grants*. The aim is to help more than a thousand schools train teachers and other school staff to implement evidence-based strategies with multi-tier behavioral frameworks to improve school climate and culture.

The third and final principle is that school leaders and educators should strive to ensure fairness and equity for all students through continuous improvement.

Using data and analysis, school leaders should continuously evaluate the impact of their discipline policies on all students and subgroups. If we are honestly tracking the data, it should not surprise us.

Too many times, schools, districts, and states fail to follow these guiding principles. And the overuse of suspensions and expulsions has taken a terrible toll on students, families, schools, and communities.

Suspended students are less likely to graduate on time--and are more likely to repeat a grade, drop out of school, and become involved in the juvenile justice system. The school-to-prison pipeline must be challenged every day. In Texas, a single suspension or expulsion for a discretionary offense that did not include a weapon al-

most tripled a student's likelihood of becoming involved in the juvenile justice system the next school year.

—Arne Duncan (2014)

Suspension and expulsion can influence a number of adverse outcomes across development, health, and education. Young students who are expelled or suspended are as much as 10 times more likely to drop out of high school, experience academic failure and grade retention, hold negative school attitudes, and face incarceration than those who are not. While much of this research has focused on expulsion and suspension in elementary, middle, and high school settings, there is evidence that expulsion or suspension early in a child's education is associated with expulsion or suspension in later school grades. Not only do these practices have the potential to hinder social-emotional and behavioral development, they also remove children from early learning environments and the corresponding cognitively enriching experiences that contribute to healthy development and academic success later in life. Expulsion and suspension practices may also delay or interfere with the process of identifying and addressing underlying issues, which may include disabilities or mental health issues. Some of these children may have undiagnosed disabilities or behavioral health issues and may be eligible for additional services, but in simply being expelled, they may not receive the evaluations or referrals they need to obtain services. For example, the source of challenging behavior may be communication and language difficulties, skills that can be improved through early assessment and intervention services. In these cases, appropriate evaluation and follow-up services are critical, but less likely if the child is expelled from the system. Finally, expulsions may contribute to increased family stress and burden. In many cases, families of children who are expelled do not receive assistance in identifying an alternative placement, leaving the burden of finding another program entirely to the family. There may be challenges accessing another program, particularly an affordable high-quality program. Even in cases where assistance is offered, often there is a lapse in service which leaves families, especially working families, in difficult situations.

—*U.S. Department of
Health and
Human Services
and U.S.
Department of
Education*

Research indicates that excessive use of exclusionary discipline has a negative impact on the learning environment, student achievement, graduation rates, and rates of juvenile crime and delinquency.

—Steven Staples

High rates of suspensions in schools have been related to lower school-wide academic achievement and standardized test scores. In addition, schools and communities bear the increased direct and indirect costs associated with grade retention and dropouts.

—*U.S. Department of
Education*

We've seen time and again that school districts with high out-of-school suspension rates also tend to have lower-than-average graduation rates. We've seen that severe discipline policies often increase the numbers of suspensions and expulsions without effectively making schools safer or creating better learning environments. And we've seen that the impacts of exclusionary policies are not felt equally in every segment of the population—with students of color and those with disabilities often receiving different and more severe punishments than their peers.

—Eric Holder, Former
U.S. Attorney
General

Today, principals and other school personnel recognize that traditional disciplinary practices often do not result in the desired outcome, especially for students with more challenging behavior problems. Indeed, there is mounting evidence that imposing negative consequences for unacceptable behavior can increase antisocial acts, school vandalism, tardiness and truancy, and the dropout rate, all of which school officials are working hard to eliminate. For example, the common practice of suspension provides little more than a brief respite from the immediacy of a student's academic or behavior problems. As most principals can attest, a student rarely returns to school with a more positive attitude or increased enthusiasm toward learning. In fact, with each suspension, the probability increases that the student will fall further behind academically, which only serves to trigger more misbehavior to escape further classroom frustration or failure. It follows that there must be a better way to deal with students who behave inappropriately.

—An Introduction to
*Effective
Schoolwide
Discipline in
Virginia* (2009)

A suspension can be life altering. It is the number-one predictor—more than poverty—of whether children will drop out of school, and walk down a road that includes greater likelihood of unemployment, reliance on social-welfare programs, and imprisonment.

—*NEA Today* (2015)

Often students return even further behind than they were, and they have little or no support to catch up. Also, during a removal from school, students often engage in even more negative behavior, which results in contact with law enforcement and the juvenile justice system. Once a youth has had contact with law enforcement or has been placed into a juvenile justice facility, the stigma cannot be erased; this sets the trajectory for ongoing negative and disruptive contact with school personnel, law enforcement, peers and families. Suspensions are also a predictor of students' risk for dropping out. New research has shown that even a single suspension increases the likelihood of low achievement and of dropping out of school altogether.

—*Reclaiming the
Promise: A New
Path Forward on
School Discipline
Practices*

National PTA supports positive school discipline policies that keep children in school and learning over exclusionary discipline policies (suspension and expulsion) that tends to exacerbate a child's behavior problems by pushing students out of the place (school) created to support them and keep them safe ... National PTA believes that exclusionary discipline practices should only be used in schools as a last resort effort to preserve the safety of students and staff ... Overly punitive discipline policies ... are not effective in addressing or improving student behavior. Rather, recent research has revealed that such policies contribute to a host of negative consequences including an increase in problem behavior and engagement in risky and dangerous behavior, a less positive school climate, decreased academic achievement, increased risk of dropout and involvement in the juvenile justice system.

—*Position Statement:
Positive School
Discipline (2016)*

Children who are not educated in the classroom are educated on the streets. There is a direct correlation between suspensions/expulsions and delinquency rates.

—Claudette McDonald
Brown & Kathleen
A. Birrane

Suspension and expulsion may set individuals who already display antisocial behavior on an accelerated course to delinquency by putting them in a situation in which there is a lack of parental supervision and a greater opportunity to socialize with other deviant peers. Further, expulsion results in the denial of educational services, presenting specific legal as well as ethical dilemmas for

student with disabilities. Finally, there is no evidence that removing students from school makes a positive contribution to school safety.

—*Zero Tolerance and
Alternative
Strategies: A Fact
Sheet for
Educators and
Policymakers*

These interventions encourage the students to reach their full academic potential and teach the coping skills needed to handle potential conflict situations.

- **Mentor Programs:** Pair teachers and community volunteers with a student to assist that youngster in developing better academic and coping skills and provide a sounding board for the problem. Improved attendance and cultural awareness may also be components of the program.
- **Peer Mediation:** Empowers students to act as mediators in the resolution of conflicts among classmates.
- **In-Service Training Programs:** Provide information to school personnel for the development and implementation of behavior management crisis intervention systems in response to inappropriate behavior. Team teaching and mentor programs for new teachers are also encouraged.
- **School and Parent Partnerships:** Instruct parents on coping skills and behavior management techniques, provide emotional support through workshops and group sessions dealing with discipline, school safety and child abuse.

ALTERNATIVES

- **In-School Suspension Programs:** Provide instructional and counseling support services to youngsters at risk of being suspended or expelled for conduct code violations. Students who commit minor to moderately serious infractions are primary candidates. Typically, students are grouped in a section of the building or a designated classroom. The duration of the program ranges from a few hours to several days.

- **Alternative Learning Centers:** Enable chronically disruptive students to attend smaller classes with teachers trained to implement a behavior management system to encourage appropriate behavior. Individual educational programs, vocation opportunities, crisis intervention and flexible schedules, which permit outside employment, are key components.

—Claudette McDonald
Brown & Kathleen
A. Birrane

There are three general correlates identified with dropping out. One correlate addresses personal problems of youth which tend to be independent of class and family background, including:

- Substance abuse (alcohol and/or other drug use and abuse),
- Problems with the law,
- Low self-esteem/lack of self identity,
- Peer pressure,
- Mental health problems such as depression (suicidal tendencies), and
Pregnancy

A second correlate shows the relationship between dropping out and family background, including:

- Socioeconomic status,
- Educational level of parents,
- Child rearing practices,
- Single parent families, and
- Dysfunctional families (including child abuse).

The final correlate addresses school factors, including:

- Bilingualism,
- Cultural differences/cultural discontinuity,
- Academic achievement/failure including grade retention and tracking,
- Attendance: truancy/absenteeism/detention/expulsion,
- Teacher attitudes and expectations, and
- Racism, discrimination, and prejudice.

—Ardy Sixkiller Clarke

SCHOOL UNIFORMS:...WHY THEY WORK

A safe and disciplined learning environment is the first requirement of a good school. Young people who are safe and secure, who learn basic American values and the essentials of good citizenship, are better students. In response to growing levels of violence in our schools, many parents, teachers, and school officials have come to see school uniforms as one positive and creative way to reduce discipline problems and increased school safety.

They observed that the adoption of school uniform policies can promote school safety, improve discipline, and enhance the learning environment. The potential benefits of school uniforms include:

- Decreasing violence and theft—even life-threatening situations—among students over designer clothing or expensive sneakers;
- Helping prevent gang members from wearing gang colors and insignia at school;
- Instilling students with discipline;
- Helping parents and students resist peer pressure;
- Helping students concentrate on their schoolwork; and
- Helping school officials recognize intruders who come to the school.

*—U.S. Department of
Education*

AAP urges parents to use healthy discipline methods for children and teens.

- **Catch them being good:** Praising good behavior supports a child's effort to control his behavior. So, when your child picks up his toys after being asked, take time to reinforce good behavior by offering praise for following directions.
- **Be a role model for good behavior:** Don't yell and fight to resolve conflict. Instead discuss the situation as calmly as possible or take a timeout to let the situation cool off before talking further.
- **Set limits and expectations:** Providing children with clear-cut expectations for behavior makes it more likely that they will meet those expectations. Consistency is also important—keep the rules the same so your child knows what is expected of her.
- **Ignore bad behavior or redirect your child away from the bad behavior:** Timeouts can work well to remove a child from a problem situation and give him time to consider his behavior. Unless your child is in a dangerous situation, sometimes it can be helpful to ignore bad behavior, such as

whining or begging. It shows the bad behavior doesn't reap the wanted attention from a parent.

- Apply natural consequences: If your child intentionally throws a toy and it breaks, he will no longer have that toy to play with. Most children learn quickly that that type of behavior doesn't bring rewards.

—*American
Academy of
Pediatrics*

Who, indeed, is the dean? Is he or she an authoritarian figure respected in the school and community for his or her dynamic leadership and fair policies? Is he or she an individual parents and students turn to for direction and guidance? In most cases the dean is seen as the individual who manages the detention center, who determine suspensions, and who lectures students on their behavior. The image of the dean within the school and within the community is far from positive. The position of dean can in image and in fact be the most negative in the high school, but is this negativism the only alternative? Must it be this way? Certainly not.

Today more than ever the position of high school dean must be elevated to one of strong, positive leadership. Being responsible for the effective management of a large group of young people, the dean is in an ideal position, in most cases, to make the most significant contribution to the high school student's education. In fact, rather than wallowing in negativism of the position and feeling crushed by the endless flow of problems and confrontations, the dean should be envisioning his role as the single most dynamic and challenging position in the school. The dean should be able to broaden the scope of the job beyond that of the 'enforcer,' the one who manages the school's system of detention, who decides which students are to be suspended and for how long they are to be denied the right to an education, and who delivers lectures which often fall on deaf ears or who scolds or counsels students and fails to provide substantial, positive input needed by the student for the student's effective readjustment.

The dean, while maintaining an educational atmosphere conducive to the teaching and learning process, can and should be viewing the role as the single most dynamic curricular position in the school. There is no time more right for learning than when a student is in trouble or has a problem. Times when the student is troubled or when the student exhibits deviant school behavior are the perfect moments for the dean to step in and make a positive contribution to the development of that student's character. The dean can do that most effectively not in the narrow, one-dimensional role of the authoritarian behind the desk but as the administrator who understands the motivation behind the student's behavior, provides the student with the facts and information he or she needs to solve his or her problems, and helps the student plan and carry through a constructive course of action.

—Dan L. Miller

THE NEED FOR A PHILOSOPHY OF DISCIPLINE

A well-conceived and relevant curriculum attuned closely to the needs of young people can generate a mood of positivism within a school and thusly reduce the need for rigid administrative control. So also does the classroom teacher stand as a major deterrent to infringements against school order. Although a dynamic curriculum and a professional staff can certainly reduce behavioral deviations, guidelines for student behavior are mandatory. Adolescents at the high school level are fast approaching adulthood. Indeed, many of them have physically reached adulthood by the time they graduate, but in reference to emotional growth and maturity they are several years removed from adulthood. Inherent in the teenager is the desire and often passion for freedom from authority. A large part of maturity is the responsible control of one's emotions and urges, and many adolescents have not yet reached that stage of maturity. Those excesses of the adolescent, therefore, which do not succumb to controls from within must be modified from without.

Limits for student behavior must be clearly understood and accepted within the school. Adelaide Johnson attributes 'a sizable incidence of juvenile delinquency to the inability or refusal of adult authority figures to establish clear limits for youth to operate within.' Such limits are needed by all, in differing degrees depending on maturity levels. For the insecure teenager in a world of conflicting values, interests, and behavior these limits are mandatory. Just as our American society bases its order on the Constitution of United States of America so must the school prepare a carefully written code of behavioral management. The purpose and procedure of this code should reflect the school's philosophy of education and the worthwhile values of the community. This codification of the laws of the school should serve as a guide for the educational program in that it makes discipline a working part of the school's philosophy of education, clarifies each student's status, minimizes hasty and emotionally influenced action, and establishes a clear-cut support for teachers and administrators. Once a well-defined philosophy of discipline is in hand and clearly understood, the school community has a strong base from which to work toward the positive emotional growth of the student body.

—Dan L. Miller

Writing therapy can serve as an ancillary vehicle for self-insight. During a disciplinary interview a student may be defensive and actually more worried about saving himself or herself or covering up his or her errors than in taking a thoughtful look at himself or herself and his or her behavior. During a writing session, however, he or she will have time to think and reflect, and while still perhaps trying to cover up his or her actions, the writing may prove cathartic and start in motion the process of self-evaluation and self-insight. The student, unhampered by the dean, now has time to cool down, reflect, and express his or her feelings in a comfortable at-

mosphere. Rather than battling the dean in an interview, the student is only struggling with himself or herself and his or her own problem. He or she may very well, during the writing, even solve the problem or realize the counter productivity of his or her behavior.

—Dan L. Miller

Another important function of writing therapy may also help the dean counsel students in need of help. A student who has no friends, is immature and being teased by other students, or for any reason has a strong need to communicate with someone in a position to help him or her, may be able to keep in close and constant touch with the dean through emails. At any time at home or at school when the student feels troubled and needs to communicate with a friend, he or she should feel free to do so through an email to the dean. The dean should have established with the student a positive relationship that would promote this type of correspondence, and, in fact, the dean could build a large portion of his or her counseling around this particular system of communication. Realistically, the dean cannot spend as much time in counseling as many students would want or as much time as many students may need. A student taking advantage of this system of communication would write as long an email as he or she needed. Many students are discouraged when they want to talk with the dean or their counselor but can't because the dean is out or busy. If the student does get in to see the dean, the dean may be rushed because he or she has other work to attend to. By writing an email, the student is free to say whatever he or she wants and to communicate for as long as he or she wants. The dean, of course, should also make it a point to keep in personal contact with these types of students and to counsel them as often as possible. The email writing system of communication can, moreover, spread the services of the dean over a larger portion of the student body and extend the length of therapy and counseling.

—Dan L. Miller

As it now stands, most schools favor, or at least employ, a system of discipline which places in detention or suspension a student expressing deviant school behavior on the theory that he or she will corrupt his or her classmates or that he or she is disruptive to the educational process. That student, regardless of his or her behavior, has a right to remain as a part of that educational process. It is only through education that the teacher, dean, counselor, or principle has any hope of modifying the student's behavior. Suspension, in essence, is a do-nothing policy. Virtually nothing is done to help the student readjust.

—Dan L. Miller

DISCIPLINARY REFERRAL PROCEDURES

Common Offenses

Unprepared, no materials, chewing gum, improper dress, repeated talking back (minor) and repeated disruptions, refusing to follow teacher's instructions (minor), not working in class, swearing (minor), talking back, refusing to follow classroom procedures, cheating, smart aleck remarks, graffiti (minor), name-calling, horse-play, or indecent gestures.

Most common offenses such as those listed above should be managed by the classroom teacher. However, when those offenses continue after the teacher has intervened, a disciplinary referral should be written.

Teacher intervention prior to writing a disciplinary referral for a student must include at least (1) conference with the pupil, (2) phone call/letter to or conference with parents, and (3) notice to the guidance counselor. (To notify the counselor about a student, discuss with a counselor in the office the specific problems you are experiencing or leave a detailed summary of the student's problem behavior in the counselor's mailbox.)

After a teacher has followed through with these interventions for a particular student, the teacher should write discipline referrals to the assistant principal for each subsequent offense.

Missed Classroom Detention (Immediate Referral)

The teacher writes a referral to the assistant principal noting parent contact. If no guidance conference has been noted, the assistant principal will write a detention which is at least double the time of the teacher's detention and deliver it to the student. He will then forward the referral to the counselor for a conference. If a guidance conference has been noted, the assistant principal will meet with the student, penalize the student, and complete the referral process.

Hallway Offenses

Horseplay, running, inappropriate language, and inappropriate displays of affection should be referred to the office.

To refer students to the office:

- Talk with the student, sit the student in your classroom, and call the office for an administrator to pick up the student. Or
- Talk with the student, take the student's I.D., write a note describing the behavior, and turn both in to an administrator.

If students refuse to give you their name or I.D. card, follow those students to their next class and ask the teacher for their name. Then write a disciplinary referral form and turn it in to the assistant principal. There is no need for a student conference, parent call, or guidance referral.

Attendance Offensives

Attendance problems are handled by our detention system and by the assistant principal. Do not write disciplinary referrals solely for attendance problems, but do see the assistant principal if you have questions or concerns about a student's attendance.

Extreme Offenses

Swearing (extremely disruptive or directed at the teacher), extreme disruptive behavior, graffiti (repeated or extreme cases), insubordination (extreme), vandalism, smoking, fighting, illegal substance abuse or possession, assault, theft, sexual exhibitionism, extortion, possession of a weapon, pulling the fire alarm.

Extreme offenses such as those noted above should be referred to the office immediately. Use the intercom to summon an administrator to the classroom to escort the offending student(s) to the office. Follow up with a written referral and confer with the assistant principal at a later time. The assistant principal will advise you on the need for a parent phone call or conference.

—Dan L. Miller

Please review the following specific suggestions for improving classroom discipline, and put as many as possible into effect so you will ultimately be able to spend more time teaching and less time disciplining this year:

Identify students as people.

Be models of positiveness—be courteous—be low-keyed—be concerned.

Start your class off with an imposed seating chart—make adjustments as needed.

Circulate around the classroom.
Use a variety of teaching methods.
Make the information relevant and within the realm of student experience.
Use audiovisuals and multimedia.
Divide into small groups.
Locate your desk in the back of the room.
Approach individual pupils separately and with respect and dignity.
Make concrete, exciting lessons plans.
Use motivational approaches.
Be positive.
Dress properly.
Have a sense of humor.
Keep cool— do not make matters worse.
Have a gimmick or routine at the beginning of class.
Keep ‘eyeball’ contact.
Call up on those students whose attention is wavering.
Learn names quickly.
Be businesslike, but friendly.
Be interested in the students as human beings.
Reprimand in private.
Be prompt and over-prepared.
When students have started working on a project avoid interrupting them.
Do not delay if a parent/counselor/administration conference seems advisable.
Anticipate and prevent potential trouble.
Focus on the student’s strong points.
Develop room standards.
Use your voice to advantage.
Understand fans in dress, style, language, idols, customs, etc.
Be consistent but flexible.
Recognize behavior patterns—treat causes, not signs of fear, insecurity, etc.
Do not argue—discuss but do not over-discuss.
Know how young people learn.
Trying out to take unacceptable behavior as a personal affront.
Do not ridicule.
Never punish in the heat of anger.
Do not punish the group for a few.

Did not label the youngster.
Do not have favorites.
Explain the simple rules and guidelines.
Do not yell or nag.
Use 'stand and stare' method.
Use your resources—counselors/administrators—wisely.
Endeavor to be a model of perfection.
Keep a running account of what is happening to a student.
Don't be afraid to listen—listening does not necessarily mean agreeing.

—Unknown

WORKING WITH STUDENTS WHO REPORT TO CLASS UNPREPARED

Teachers are faced and always will be faced with the problem of students reporting to class with no pencil, no pen, no paper, no textbook, etc. There are a number of reasons for students reporting to class unprepared, but in many cases it is a student who has chosen to fail. We could take the attitude of ignoring the student and allowing him/her to fail, but this is unprofessional, not in the student's best interest, and the student's idleness will soon turn into behavior that will upset your teaching and instruction for the rest of the class.

Therefore, I would recommend the following procedures for dealing with no-material students:

- Keep a supply of scratch paper—old forms, the backs of used paper, discards from the copy machine, etc. (Do not stock good paper because students will rely on it and even take it for use in other classes.) When students show up without paper, give them whatever scratch paper they need or direct them to take it from the supply you have in a box or tray.
- Keep a supply of pencils stubs that are good enough to make a readable copy but so undesirable that they won't be stolen. These can be found abandoned in students' desks or on the floor of the classroom or in the hallways. Also, collect pens that are left behind by students.
- Keep one to three textbooks in the classroom for loan. These also could be ragged, discard textbooks.
- When students shows up without pen or pencil or other needed supplies, help them out after attending to other students' needs by loaning them materials for collateral. Exchange your pencil stub for a student's ID card,

ring, watch, or shoe—something they will be unlikely to leave class without. At the end of class make sure the student returns your item in exchange for the collateral.

- For chronic offenders make sure parents are aware of their child's lack of preparation by sending a progress report and also by holding at least a phone conference. You also may request that parents purchase a packet of supplies for their child for your class so that when the child reports to class unprepared, you have a spare set of supplies with which to provide him or her.
- When students report to class without a text, loan them one for the period for collateral. Do not let them take texts from the classroom.
- When students claim they have lost their text, continue to loan them a text for collateral on a daily basis for classroom use only and also tell them they must pay the school secretary for a new textbook. When the student presents you with a receipt for a purchased text, issue them a new textbook and be sure to record the textbook number. If the student hasn't purchased a new text within a week, call the parent and notify them of the situation. Also tell the parents you can only loan the student a book for another week—that the student must either find the lost book or purchase a new one.

Never make it easy for a student to fail. Too many students choose this path—deliberate failure—for any number of reasons. The greatest service you can do these immature and not-very-wise students is to put every obstacle in the way of their achieving their goal of failure. Your time will be limited and you will not be able to overcome all the obstacles, but you should at least be able to take care of the materials problem.

—Dan L. Miller

Writing is therapeutic. It helps you cope with issues that seem gargantuan at the time. The process of expressing yourself about a problem, editing your thoughts, and writing some more can help you control issues that you face.

—Guy Kawasaki

In my 21 yrs of teaching, I've used many classroom management strategies—clips, checks, charts—name it, I've tried it, but I've become more and more convinced that effective classroom management comes out of building relationships and knowing when to pick a battle.

—Stacey Corrigan

BIBLIOTHERAPY

A simple and effective method of helping children and parents deal with life traumas or specific behavioral problems is to provide them with books and instructional pamphlets designed to explain such issues in an age-appropriate way. Parents and children often take comfort in the fact that they are not alone in what they are experiencing and that there are suggested ways of coping that have proved successful for others in similar situations.

A good source of books is the BookFinder 4: When Kids Need Books, a listing of annotations of children's literature that addresses their needs and problems. The collection is published by American Guidance Associates, Circle Pines, Minnesota and edited by Sharon Spredemann Dreyer. Libraries can also provide lists of books on specific topics. Bookstores are also sources of therapeutic readings.

—Dan L. Miller

Your decisions and subsequent actions determine your future.

—Dan L. Miller

You can't calm the storm...so stop trying. What you can do is calm yourself. The storm will pass.

—Internet Meme

If we can give children and young people proper principles of conduct, we can alter their behavior and make it more desirable. One of the best ways of implanting desirable ideas is gained from books. Children need a discussion of books to see the application of the situation in these books to their own problems....It must be understood that in using bibliotherapy as another way of encouraging children's use of books in influencing behavior, that most children in the classroom are not seriously maladjusted nor is the teacher a qualified therapist. But it may serve as another technique of getting close to a child, helping him to achieve a greater degree of maturity, along with developing the ability to verbalize his concerns.

—Dr. Thomas Verner
Moore

The bibliotherapeutic process has been found to have the following effects on readers:

Affective Changes (attitudes, values, emotions)

- Promotes empathy
- Creates positive attitudes

- Produces personal and social adjustment
- Develops positive self-image
- Relieves emotional pressures
- Develops new interests
- Promotes tolerance, respect, and acceptance of others
- Encourages realization that there is good in all people
- Helps reader to identify socially accepted behaviors
- Stimulates the examination of moral values, which results in character development
- Creates a desire to emulate models

Cognitive changes (intellectual, reasoning, thinking)

- Stimulates critical thinking, such as analysis, drawing conclusions and implications, making decisions, solving problems, making judgments
- Gives perspective to problems so that they can be put into proper proportion; reader sees universality of problems
- Provides vicarious experiences
- Provides insight into human behavior and motives
- Develops in the reader the ability for self-evaluation
- Challenges readers to consider higher-level reasoning
- Encourages planning before taking a course of action
- Permits discussion on an impersonal level
- Reveals that problems have many alternative solutions and individuals have choices in solving problems

In summary, through bibliotherapy cognitive and affective changes occur in the reader that enable him or her to fully or partially satisfy an unfulfilled need. Through bibliotherapy young people can be helped to cope with a multitude of problems.

—Claudia E. Cornett and
Charles F. Cornett

In the large body children's literature...many resources can be found for fostering the moral growth of young people. To prepare children to think critically about ethical concerns, schools should emphasize the thoughtful reading of such literature....Well-trained teachers, who understand the needs of students and who value literature, can identify appropriate books and develop creative critical-thinking activities based on them. Every time a story is read aloud or a novel discussed, such teachers are fostering moral education.

Recent research has shown the effectiveness of using literature and structured discussions of moral dilemmas to stimulate the growth of children's moral judgment. Indeed, the value of literature in enriching the lives of children is manifold. Above all, books provide pleasure and insight. The narrative patterns of storytelling reflect an ordered way life. And by imaginatively entering the fictional worlds created by talented authors, children come to perceive their own environment and other people in fresh ways.

Through the vicarious experiences reading offers, children can see and feel how others have lived, and understand how they have dealt with the universal questions of life.

And stories can become quests for self-discovery. Facing the conflicts and dilemmas posed by a given tale, the young reader postulates fundamental questions: 'Who am I?' 'What is my place in the world?' 'How can I make this a better world?'

—Jerry Watson

A fundamental goal of education is to enhance students' ability to analyze critically not only their own behavior but also that of others. While we remind ourselves, for instance, that we are all capable of telling lies, the more formidable task is to discern when others are lying to us. To help children develop character, we must ask them to judge others' characters.

We must prepare children to cope with living in a world of uncertainty—not to dissolve in cynical despair, but to function with a healthy sense of suspicion about what they see, hear, and read.

—Jerry Watson

Self-control is strength. Calmness is mastery. You have to get to a point where your mood doesn't shift based on the insignificant actions of someone else. Don't allow others to control the direction of your life. Don't allow your emotions to overpower your intelligence.

—Internet Meme

I've been called every racial slur in the book. I've been told explicitly that people who look like me don't play golf, we don't have a right to exist in America, you should go home. It would definitely faze me a little bit, but it never deterred me. I'm really stubborn, so I'm going to prove you wrong, just wait. When people think they're dragging me down, it kind of fuels the fire in me that I'm going to be a better golfer, I'm going to be a better student, I'm going to keep climbing up the ladder.

—Noor Ahmed (Muslim
golfer at the
University of
Nebraska)

If you surround yourself with the good and righteous, they can only raise you up. If you surround yourself with the others, they will drag you down into the doldrums of mediocrity, and they will keep you there, but only as long as you permit it.

—Mark Glamack

They don't want to be embarrassed by being goody-goodies in school, and so they try to act up just to get approval from the other kids at school. Sometimes, some kids will go through physical torture, like gettin in fights at school, just to fit in with the other kids. It makes no sense at all.

—Middle School Student
Daquan as quoted
by Kathleen
Cushman & Laura
Rogers

The third week, our teacher decided to let the kids make up their own rules that we would follow by ourselves. It's the whole seventh-grade contract, we did it together as a community, because we didn't want the same old school rules that we had last year. Right now, it's working good. We each get a contract with the rules, to make sure we're following them. We judge ourselves every day, and we are honest; if we really know that we didn't do well, we put a 'no.' If we do something bad, it comes back on the person who messed-up up. If we are following it, we put down a 'yes' or a check. On Friday, at advisory, they check it.

—Middle School Student
Jessica as quoted
by Kathleen
Cushman & Laura
Rogers

Teachers should know, like, when somebody's having a bad day. They sit there and yell at us, and we're going to flip out on them. [One teacher] kept telling me to do this, do that, 'cause I was behind in work. And I was trying to do my work as fast as I can, but I don't write that fast. So, I kept going 'Whooo! Huff!' And sucking my teeth and stuff, just to get on her nerves. She was sitting there saying, like, 'Amanda, be quiet, Amanda, stop.' I got mad, and I just got up and left. [It would have helped me if she would] talk to me about it—like, just let me sit there for a little bit, in the classroom, and be me.

—Middle School Student
Amanda as quoted
by Kathleen
Cushman & Laura
Rogers

It's important for teachers to be alert not only to whether children have friends, but also to the quality of those friendships. Serious intervention in the case of troubled loners is a case for psychological professionals—acting in concert with the child's family. But simply knowing the importance of friendship in a child's development—and understanding the major components of friendship relationships—can be the first step in helping a child break out of the loneliness of isolation.

—Susan Black

Students' decisions to drop out of school [are] not...a single momentous action but... the culmination of a long path of disengagement from school. Schools must stop looking at what kids are doing—the risk factors or attributes that make them likely to disengage—and look at what the school is doing. Does your school make kids feel anonymous? Impose excessively strict discipline? Teach courses that feel irrelevant to students? Fail to support students academically or socially in the classroom?

—Jeremy D. Finn

The initial signs of trouble are frequently whimpers. If there is no response, troubled adolescents can go in two directions: retreat into an inner shell closing off the world or explode in various forms of violence. When troubled adolescents cry out in pain, they need our love, our understanding, and our help. We need to reach out to them in their suffering—real or imaginary. We need to complement them rather than criticize—to simply be present to them. There are warning signs in their conversations and language; the essays they write at school; the type of friends they have; the movies they see and the violent video games they play; their separation and isolation from friends; their sudden and radical changes in moods and habits, their seeming inability to absorb or retain information regardless of the effort being made; and the loss of self-esteem or bodily integrity through illness, incapacitation, or disfigurement. Each of these is a cry for help.

—Br. Eagan Hunter

Unfortunately, students use hitting to indicate both friendship and enmity, so the wise educator puts hitting into perspective. Boys and girls may both show they 'like' each other by hitting, tripping, twisting arms. etc.

—Samuel H. Campbell

In many criminals, especially youthful ones, it is possible to detect a very powerful sense of guilt which existed before the crime, and is therefore not its result but its motive. It is as if it was a relief to be able to fasten this unconscious sense of guilt on to something real and immediate.

—Sigmund Freud

Classroom management should entail making a few rules and consistently enforcing them. Avoid backing students into corners without giving them some choices and opportunities to escape with dignity. Two guidelines are:

- In a confrontation between a teacher and student, somebody must be the adult.
- Never say or do to a student what you wouldn't say or do to the student in front of his or her parents.

—Samuel H. Campbell

The principal of an elementary school...said that only she administered the paddling, and that she swatted only upper-grade boys 'to get their attention and to change their behavior.'

She went on to tell us that the paddle itself must be made of wood, must be 17 inches long, 4 inches wide, and ½ inch thick, and must not have holes in it. Before paddling one of the disobedient boys, she would ask him about any bruising or bumps that he might already have on his underside, and if there was any medical reason why he should not be paddled. After taking those precautions, she told the culprit to bend over and she hit him firmly twice on the buttocks.

—Richard A. Schmuck
and Patricia a.
Schmuck

Make your educational laws strict and your criminal ones can be gentle; but if you leave youth its liberty you will have to dig dungeons for ages.

--Michel de Montaigne

Suicide isn't cowardly. I'll tell you what is cowardly; treating people so badly that they want to end their lives.

—Ashely Purdy

Nearly 80 percent of all prisoners are high-school dropouts or GED recipients.

—Kamala Harris (2019)

Everyone behaves badly—given the chance.

—Ernest Hemingway