

**Interaction Competencies with Children  
for Teachers  
(ICC-T)**

*Facilitator's Manual*

## ***Acknowledgements***

The training workshop ICC was first developed with the aim of supporting teachers and caregivers at primary schools and orphanages in Southern Tanzania by providing guidance in nonviolent and supportive interactions with children. This workshop was developed within the framework of a project by vivo international which was funded by Misereor. After initial piloting efforts were successful, the training materials were further developed and revised by an international team of German, Tanzanian, and Ugandan psychologists and teachers. Throughout this process, the feedback by participants who had themselves participated in the training workshops was particularly valuable in further refining the training protocol. Two ICC versions for teachers were developed, one version for primary school teachers and a second version for secondary school teachers.

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We welcome the widespread use of ICC-T with full acknowledgements. However, please refrain from alterations without prior written permission.

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## Voices of participants of ICC-T trainings in Tanzania

*"This seminar has come at the right time; it will help us to manage the behavior of our students without negatively affecting their personalities as the results of caning and other harsh discipline methods. We thank you for such wonderful training!!"*

*„My students are now more comfortable when interacting with me. [...] I experienced a great improvement in terms of honesty, and openness to their personal challenge. This training has really helped us very much."*

*"Before this training, I was not taking the role of a teacher serious in shaping children's behaviors. I did not expect that my behaviors might influence children's behaviors. In this training, I have realized this, and I promise to implement new styles in working with children at my school."*

*"Before, it was quite difficult for me to use the non-violent disciplining methods and I knew very few of such methods. In this training, I have learned several alternative strategies. All of these were new to me. I see a lot of improvements in my approach and I believe the knowledge from this training will change my way of dealing with children at school."*

*"I could not imagine that corporal punishment could have such serious impacts on children's well-being. I thought that corporal punishment could be the only way to make children behave well and grow as responsible citizens. Now, I know the consequences and I am prepared to change my strategies."*

*"...this training is really very important for me and all teachers in Tanzanian schools. It is of great importance for all of us in identifying children's personal problems and looking for solutions instead of blaming the children alone."*

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## **Introduction**

### **What is ICC-T about?**

The ICC-T training workshop and manual offer a basic introduction to the essential interaction competencies in working with children. This introduction will focus mainly on non-violent interaction strategies and encouraging warm, sensitive, and reliable teacher-child relationships. ICC-T was developed to prevent corporal punishment and emotional violence and to improve the teacher-student relationship. The key principles that guide the implementation of ICC-T are a participatory approach, an atmosphere of trust, confidentiality, and a practical orientation. The ICC-T intervention components include sessions on (a) teacher-student interaction, (b) maltreatment, (c) effective discipline strategies, (d) identifying and supporting burdened students, and (e) using ICC-T components in everyday school life. The ICC-T training workshop occurs over the course of 5 ½ days.

### **Why is teacher training important?**

Despite the negative consequences, corporal punishment is still lawful and common in many countries. However, more and more countries are working to change these practices and to follow the different guidelines which emphasize the need to promote children's rights. In the classroom, many teachers hesitate to use violence in teaching. Unfortunately, difficult working conditions, group pressure, and a lack of alternative strategies may lead to the common use of physical and emotional violence. Besides the negative consequences for the healthy development and the school performance of children, many teachers report that they feel stressed by the use of physical and/or emotional violence, that it does not solve problems long-term, and that the relationship with students suffers due to its use. However, they lack alternative strategies, and feel overwhelmed how to start a change. Here, ICC-T can help to fill this gap with knowledge, food for thought, reflections, exchange with colleagues, alternative interaction strategies, and practices that are based in teachers' experiences in everyday life. ICC-T aims to start a change of attitudes, equip participants with knowledge and competencies, and give time and space to practice the skills being taught.

### **Key principles and fundamental values of ICC-T**

We follow a participatory approach and invite teachers to get actively involved in the implementation of the ICC-T program. This includes the invitation to tailor the program to their specific needs, and to develop their own strategies for implementing the training content in their daily work. Other key principles that guide the implementation of ICC-T are an atmosphere of trust between trainers and trainees as well as among trainees, confidentiality of trainers and trainees in regard to all content exchanged during the training workshop, practical orientation, and sustainability.

We believe that teachers generally want to have good relationships with their students, be respected by them, and to help them to gain knowledge. Most teachers chose this work because they enjoy working with children and they want to be satisfied with their work. They want to guide their students to master school successfully and grow up as healthy adults. In other words, we believe that teachers want the best for their students and feel professional and personal satisfaction in working towards that goal.

We believe that teaching, caregiving, working, and living with children are among the best jobs in the world. We also acknowledge that this work is very challenging. We believe that teachers, parents, and all other caregivers are constantly learning how to build a better relationship with children and how to support children in growing up healthy and happy. However, we also know that this task is demanding, and teachers and caregivers need to take care of their resources and health to provide good care and education to children.

ICC-T was developed based on human rights and children's rights. Further, we believe that all children are born as "good" individuals. Adults caring for children have the right and the responsibility to create a relationship and an atmosphere that supports children in their healthy and happy development.

Children are social creatures, they want to take part, help, cooperate, and support others as much as they can. As social beings, children are generally willing to cooperate. Children are normally willing to do what their teacher or any other caregiver asks them to do, because they want to please them and be loved by them. However, there are times where these types of behaviors are not prominent in children's behaviors. It is in these moments that we believe there are reasons for difficult behaviors that we need to understand.

Children have an inner drive to develop. They develop at their own pace and according to their individual plan. Each child has different strengths and talents.

If a child misbehaves, we need to connect to the child and to understand the purpose or reason for their actions before we react ourselves. The reason behind children's misbehavior might be rooted in past experiences or in the current living situation.

Adults have the responsibility for their own feelings, reactions, and behavior. We cannot blame our reactions on the children; we can take responsibility for it and try to change our reactions. The responsibility lies with the adults. This gives us the possibility and the freedom to act – and not simply *react* – in our interactions with children. We become more competent with every day, every practice and, every interaction.

### **Structure and application of ICC-T**

With the help of this manual and some preparation, suitable professionals (e.g., teachers, psychologists) are able to train teachers successfully in *Interaction Competencies with Children*. A careful preparation phase is necessary to be able to answer possible questions from participants and to guide discussions on controversial topics. It is helpful if the facilitators are familiar with the everyday work-life of teachers.

After covering the theoretical basis, the organizational framework must be prepared. The content and material are divided between primary and secondary schools, as some sessions are different depending on the age of the students in the classroom. The ICC-T training workshop needs to be implemented by at least **two** facilitators. The training workshop ICC-T can be administered in one week with 5 ½ days of training (8 hours on a full day).

### Structure and course of the training

Five core components form the content of the ICC-T training (more information provided in Table 1 below):

1. *Teacher-student interaction*: These sessions aim to foster empathy and understanding of the students' behavior, to raise awareness of the responsibility of teachers as a role model, to create a good learning atmosphere, and to improve teacher-student interactions. (3 sessions)
2. *Maltreatment prevention*: This component focuses on raising awareness of the negative consequences of corporal and emotional punishment for children's well-being. Participants reflect on their own experiences of corporal and emotional punishment as a child and on their use of harsh punishment as a teacher, with the aim of connecting their own experiences and feelings to their current behavior and its consequences. (5 sessions)
3. *Effective discipline strategies*: This component introduces different discipline strategies to provide teachers with additional tools when maintaining and reinforcing good behavior, and ways to effectively change or improve misbehavior. The aim is to reduce the use of emotional and physical violence by learning non-violent alternatives and reducing feelings of helplessness that teachers may sometimes experience. These sessions also provide participants with opportunities to practice these skills. (8 sessions)
4. *Supporting burdened students*: Sessions on identifying and supporting students facing a variety of challenging circumstances aim to raise awareness for common emotional and behavioral problems that may occur due to the stress related to navigating difficult life challenges. Guidance is also provided in effectively identifying and supporting such students within the school setting. (2 sessions)
5. *Implementation*: It is one thing to know something, and another thing altogether to put it into practice! These sessions focus on ways the ICC-T components can be used in everyday school life. Daily use of the ICC-T skills is essential for the sustainability and efficacy of the ICC-T approach. In addition, support strategies to improve the working atmosphere for teachers are discussed, including collegial supervision and collaboration with school-counselors and parents. (2 sessions)

In the 5 ½ days of the ICC-T training workshop, each full day has four sessions (see Table 2). There are breaks scheduled between sessions which give time for participants to refresh. Games and songs are used to engage the group in the morning and after the lunch break. These games and songs are also opportunities to practice possible activities that can be used with children and in the classroom. The training workshop starts with a welcome session which includes an introduction and a pre-evaluation. The workshop ends with a session on evaluation and a time for participants to process and reflect on what they have learned through the training. The evaluation is recommended in order to monitor the uptake and feasibility of the training. Participants also receive the ICC-T certificate of participation for their work during the training.



**Table 1. Overview of Interaction Competencies with Children – Teacher version (ICC-T)**

Component	Content <sup>a</sup>
Teacher-student interaction	<ul style="list-style-type: none"> <li>▪ Communication skills</li> <li>▪ Instructions and expectations</li> <li>▪ Teachers as role models and implications</li> <li>▪ Structure, rituals, and rules in the classroom</li> </ul>
Maltreatment prevention	<ul style="list-style-type: none"> <li>▪ Discussion of common discipline strategies in the relevant country</li> <li>▪ Consequences of emotional and physical violence</li> <li>▪ Self-reflection about participants' own experiences of corporal and emotional punishment as a child</li> <li>▪ Self-reflection about participants' own experiences when using corporal and emotional punishment</li> <li>▪ Debunking myths about the effectiveness of corporal punishment</li> <li>▪ Practicing alternative strategies to use instead of corporal or emotional punishment (connected with the <i>effective discipline strategies</i> component)</li> </ul>
Effective discipline strategies	<ul style="list-style-type: none"> <li>▪ Introduction of non-violent strategies to maintain good behavior (e.g., reinforcement systems, contracts, etc.)</li> <li>▪ Introduction of strategies to change misbehavior (e.g., time-out, privilege removal, etc.)</li> <li>▪ Practicing the introduced strategies in role plays</li> </ul>
Identifying and supporting burdened students	<ul style="list-style-type: none"> <li>▪ Externalizing problems: Aggressive and oppositional behavior</li> <li>▪ Internalizing problems: Depression and social withdrawal</li> <li>▪ Discussion about specific cases</li> <li>▪ Elaboration of strategies to support burdened children</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>▪ Putting the new knowledge into action in everyday school life</li> <li>▪ Collaborating with other teachers and school counselors</li> <li>▪ Organizing a peer consulting system</li> </ul>

*Notes.*<sup>a</sup> the components include presentations by the trainers, discussions (in the full group and in small groups), record of the results, role plays, and repetitions. This table is an adapted version of the table in Kaltenbach, Hermenau, Nkuba, Goessmann, & Hecker (2018).

Different methods are used to make the workshop practical and foster the active involvement of the participants:

- Theoretical input
- Discussion
- Small group work
- Self-reflection
- Practice in role plays

In many sessions different methods are combined. For example, a session may start with a short theoretical didactic which is then followed by small group work. The results of the small group work may then be discussed by the full group.

The implementation of this manual is facilitated by using different working materials including: Facilitator instruction, scripted dialogue to support the facilitator in communicating the didactic information, handouts for the participants, and small group instructions. All necessary materials are included in this manual. The facilitator instructions and scripts are for the facilitators' use only. The facilitator should have the scripts for the didactic information at hand while giving the lecture and as an orientation for putting diagrams and text on the flipchart or blackboard. Copies of the handouts should be made and distributed to the participants in the relevant sessions. Small group instructions need to be copied, cut, and handed to each small group.

Table 2. ICC-T training schedule

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
<b>PLAYING, SINGING, DANCING (15 min.)</b>						
<b>1<sup>ST</sup> SESSION 90 min.</b>	Plenum: Welcome & Introduction Discussion: Status quo  Evaluation I	Discussion: Discipline and education in [ <i>insert country</i> ]	Small groups & discussion: Myths about corporal punishment	Input& small groups: Logical consequences	Input& role play: Time-Out	Small groups & discussion: Collaboration with parents & the school counselor Support by colleagues
<b>BREAK (15 min.)</b>						
<b>2<sup>ND</sup> SESSION 90 min.</b>	Input & discussion: <u>Primary School:</u> Child Development  <u>Secondary School:</u> Adolescence - Chances & Difficulties	Input & discussion: Consequences of harsh punishment	Discussion: Effective discipline strategies  Input: Changing children's behavior Effective educating & discipline strategies	Input& small groups: Structure, rituals & rules in the classroom	Small groups & plenary: Implementation	Plenary: Evaluation II Concluding Round
<b>LUNCH BREAK (60 min.)</b>						
<b>PLAYING, SINGING, DANCING (15 min.)</b>						
<b>3<sup>RD</sup> SESSION 90 min.</b>	Role plays: Communication with children	Self-reflection	Role plays& discussion: Instructions&Expectations	Input& small groups: Reinforcement systems	Input& small groups: Externalizing problems	FREE
<b>BREAK (15min.)</b>						
<b>4<sup>TH</sup> SESSION 90 min.</b>	Discussion & small groups: Teachers as role models Aims in teaching	Self-reflection	Input& small groups: Reinforcement- Attention, Responsibility, Participation	Input& role plays: Contracts	Input& small groups: Internalizing problems	FREE

## **Organization and preparation of an ICC-T training workshop**

### *Preparation*

It is important that the facilitators prepare carefully for the workshop in order to ensure its success. The facilitators need to be familiar with the underlying theory and concepts as well as the content of the sessions. In the preparatory phase the facilitators should go through all the materials carefully, prepare for input sessions, and practice small groups, discussions, and role plays. Facilitators should discuss whether adaptations are necessary within their group of facilitators (e.g., adapting the first session on day 2 about the legal situation to the specific country).

The following points must be considered, too:

- It is crucial that facilitators have an **open and respectful attitude**. We do not want to teach the participants what they are “doing wrong”. Instead, we are seeking to present new insights and a variety of skills to support them in their work. We know that teaching is a tough job and that working conditions are sometimes very poor and challenging. We acknowledge that teachers want to do good work and care about their students. We see teachers as the experts on their workplace. Together with the teachers, we look for opportunities where teachers can interact positively with children and create a good learning atmosphere despite the poor conditions at some schools. We provide the theoretical knowledge and they provide their individual expertise and experience with classroom conditions. By combining these perspectives, we put our strengths together for the sake of children’s healthy development and education. The training is a chance to reflect about what it means to work as teachers and to broaden one’s knowledge and skills.
- The success of the training also depends on the team spirit of the participating teachers and the **atmosphere during the training**. To enhance the team spirit within the training group and atmosphere during training, facilitators should keep these key principles in mind:
  - **Teambuilding and new ideas for games:** To facilitate teambuilding and to exchange ideas that teachers can use in their daily work with children, facilitators and participants suggest and play games, sing songs, or dance together in the morning before the first session and after lunch break. Facilitators should prepare a collection of activities, especially for the first days.
  - **Eating together:** To create a trusting, relaxed, and open atmosphere the facilitators should – whenever possible – eat together with the participants.
  - **Participatory approach:** Participants are invited to actively engage, to tailor the program, and to develop their own strategies on how to implement the training content in their daily work. Feedback and ideas from participants on difficult situations and implementation are very welcome. The participants are encouraged to support each other.
  - **Practice orientation:** Practice units utilize the theoretical foundations to produce practical applications and skills that participants can actually use in their daily work.

- **Trusting and secure atmosphere:** Participants are encouraged to talk openly about work problems and their own experiences of harsh punishment and maltreatment, with the aim of creating a trusting and open atmosphere while assuring confidentiality.
- **Intensive practice and repetition of the new knowledge** ensures that the skills learned during training are sustained. To help reinforce what participants have learned, facilitators should summarize the key points at the end of each session and start the next sessions by summarizing what has been discussed previously. This is – on the one hand – important in linking the content of the different sessions together. On the other hand, it helps the participants take home the key information and reduces the chances of participants being overwhelmed by the amount of information presented over the course of the workshop.

### *Organization*

**Each participant** should receive a **folder** in the beginning of the training workshop where all handouts can be filed.

- Each participant should receive a **notebook** and a **pen** in the beginning of the workshop.
- Trainers and participants wear name tags.
- Important materials for the workshop implementation are:
  - Flipchart paper or black boards for presentations and small group exercises
  - Scissors for cutting instructions for small groups
  - Sticky tape for taping materials and visuals during the presentation

During the first session on day 1, the logistics of participation (e.g., workshop schedule, transport reimbursement, etc.) should be clarified to reduce discussion of topics unrelated to the workshop content. Also, the rules and responsibilities the group plans to observe during the workshop should be commonly agreed to in the first session. As a part of that process, participants should select leaders from among themselves who can help with managing daily logistics-related issues and report any concern from participants to trainers (e.g., chairperson, secretary, and timekeeper). The ICC attitude is that more knowledge helps children and teachers more long-term than short-term material support.

- Beverages should be offered during breaks. If possible, lunch should be provided.
- We recommend holding a short round of reflection at the end of each training where the participants can process how they feel and what impressions they are taking away from the day of training.
- Additionally, after the end of the training day, facilitators should reflect together about the day and discuss if there are still things to consider or prepare for the following day.
- Each participant who participated at least 4 full days receives the ICC certificate as part of the last session on day 6.

## **Feasibility and effectiveness of ICC-T**

It is our goal to scientifically prove the feasibility and effectiveness of the ICC-T approach. We have already carried out a number of studies in various countries and are currently conducting further studies and will continue to do so in the near future. In this section, we will summarize the findings to date and at the same time provide an overview of current ongoing studies and an outlook on planned studies. We will also try to update this section on an ongoing basis.

The first step we took was testing the feasibility of ICC-T in a pilot study. This study was conducted in one selected primary school in Tanzania (Kaltenbach et al., 2018). The participating teachers were highly motivated to participate in the intervention, reported a high level of satisfaction with ICC-T, and a good integration of ICC-T content into their daily work. Expanding our evaluation, we tested both the feasibility and the effectiveness of ICC-T using a research design called a cluster randomized controlled trial (CRCT) in secondary schools in Tanzania, (Nkuba et al., 2018). The CRCT showed similar findings as our initial pilot study in regard to the feasibility of ICC-T and provided initial evidence of the program's effectiveness: Teachers who participated in ICC-T intervention showed fewer positive attitudes towards the use of violent discipline compared to teachers from control schools. Furthermore, the use of violent discipline by teachers (self-reported and reported by students) was reduced in the intervention schools compared to the control schools. We have already conducted a similar CRCT in secondary schools in Uganda (Ssenyonga et al., 2018). Just like in Tanzania, we were able to demonstrate the feasibility of the training workshop in Ugandan schools, too. However, the data regarding effectiveness have not yet been analysed. The same applies to a CRCT that we are currently conducting in primary schools in Tanzania (Masath et al., 2020).

For our next step we are planning to bring ICC-T to even more countries. We are aiming to conduct further studies in the coming years that will demonstrate the feasibility and effectiveness of ICC-T in different cultural and societal contexts. Your participation and engagement with the ICC-T training workshop is a critical part of achieving the goal of reducing the use of violent discipline against children around the world!

## **Theoretical foundation of ICC-T**

ICC-T is based on attachment theory, developmental psychology, and child psychology. ICC-T focuses on preventing harsh discipline and other forms of maltreatment. Therefore, we expanded the theoretical foundation to bring in important lessons from social learning and cognitive behavioral theories. Parts of the training content were inspired by the work of Rudolf Dreikurs (1968) and the parenting guidelines of the American Academy of Pediatrics (1999, 2003). ICC-T for primary schools focuses on understanding how to interact with children between 5 and 12 years, while ICC-T for secondary schools addresses the interaction with adolescent students.

### **The teacher's role**

Human rights and children's rights claim the same value and equal treatment for children and adults. Consequently, we need a change in the methods of education, teaching, and discipline. When we stick to the methods of pressure, physical power, and corporal punishment that are very common in many countries and cultures, we get caught in a power struggle with students. Applying more power, force, and humiliation leads to more defiance, opposition, and resentment. The primary goals of teaching and learning are forced into the background and school days run the risk of becoming a constant struggle for power between teachers and students (Dreikurs, 1968). At worst, students may win the struggle by totally refusing to learn and simply leaving school altogether. Finally, this situation is highly dissatisfying and stressful for both students and teachers. Rudolf Dreikurs (1968) claimed that we need a change in the teacher's education to equip teachers with knowledge and strategies to successfully teach and deal with difficult behavior in the classroom. He campaigned for a "democratic classroom, based on mutual respect" (Dreikurs, 1968, p. 8).

In the spirit of Dreikurs, Dubanoski and colleagues stated: "*The competent teacher is one who can relate effectively to students and also produce the specific behavioral change that may be necessary. Such competent teachers can be trained. We hope that they will teach classroom socialization in the earliest grades in order to help prevent the serious school behavior problems that may tempt the less prepared teacher to resort to physical punishment*" (Dubanoski et al., 1983; p. 7).

Teachers have a crucial role to play in the life of their students. Besides parents and other caregivers at home, they are the primary people who have an educational influence in the lives of children. The educational and academic experiences in school have influence far into adult life. Capable and confident teachers can make a difference!

### **Communication**

Every interaction competency a teacher acquires is expressed in verbal and nonverbal communication with students, colleagues, and parents (Dreikurs et al., 2004). If the teacher has a respectful and optimistic attitude, this attitude will show in their facial expression, posture, and voice. The teacher's voice will be calm and friendly. Confronted with misbehavior the teacher will act kind and firm. If a teacher has faith in their own abilities to handle the situation, their body language and voice will reflect it. However, the competent teacher is also human and, just like any human, might feel angry, insecure, or helpless. The

competent teacher will take a moment to calm down, reflect, and think. Then the teacher can communicate and act constructively (Dubanoski et al., 1983).

The way we communicate instructions and expectations has a major impact on how students react to us. By using eye contact and focusing on the student, the teacher makes sure to hold the students' attention. The teacher uses "I" statements rather than "you" statements. For example, instead of saying "*Why are making so much noise again. You never listen to me. You are such a noisy child!*" The teacher who uses "I" may say: "*I can see that you would like to get my attention, but it bothers me when there is so much noise during silent work. It makes work difficult for everybody. I can come to you if you raise your hand silently.*" The "I" statements communicate the effect of the student's behavior or actions upon the teacher. They encourage the student to take responsibility for the actions. "You" statements are more student-focused and are more likely to create a struggle between teacher and student.

Every message should be communicated in a respectful way without any sarcasm, blaming, or scolding. Short and clear messages work best as they condense the important information and leave less room for misunderstandings or endless criticism. Additionally, a teacher's tone of voice and facial expression are an important part of the message. They should be consistent with the message, otherwise the message loses its clarity (The American Academy of Pediatrics, 1999). In other words, a teacher's facial expression should match what they are trying to say to the student, otherwise the student receives confusing mixed signals.

Listening is an often-underestimated part of communication. A student feels seen and heard if the teacher directs their full attention to the student and patiently listens. Effective listening does not mean only passively keeping one's eyes, ears, and mind open to the other person's message, but also actively engaging in listening. Active listening encompasses showing interest and attention by nodding and small responses like "yes" or "I see". By reflecting what was heard and understood, the teacher can summarize and repeat back what the teacher thinks the message was. The student then has the chance to confirm or correct what the teacher understood. First, it is very important that the student feels that the teacher understood the message. Understanding does not mean that the teacher needs to agree with the student or support what they are saying. Instead, this form of understanding means that the teacher accepts and understands the student's experience and point of view. Listening means receiving the message and mirroring back what was understood. The next step is to understand what the student seeking in the moment. This could be anything from the student wanting to just tell someone their experience, to seeking reassurance, a request for support, or maybe even advice on how to address what they are describing. If a student just wants to tell what happened and the teacher immediately gives advice and tries to "fix" things for the student, the student might feel misunderstood. If the teacher can communicate respectfully and listen attentively, the students will also improve their communication skills (Dubanoski et al., 1983; The American Academy of Pediatrics, 1999).

### **Attachment theory**

ICC is based on the elements of attachment theory (Bowlby, 1969). The main attachment figures for children are their caregivers or parents. If the caregiver is sensitive and responsive, the infant forms a strong bond to the caregiver (Bakermans-Kranenburg et al., 2003). The



infant needs to feel he/she can rely on the caregiver to fulfill to their needs of closeness, emotional support, and protection. Sensitive responsiveness to the child's needs is mainly viewed as the ideal behavior of primary caregivers across cultures and countries (Mesman et al., 2016). Based on their first attachment experiences, children form an internal working model for social interaction. However, this initial working model of social interaction is not set in stone. Later experiences during childhood and adolescence can also shape the child's working model and influence future relationships. As attachment-oriented creatures, children attach to a number of adults with different strengths of attachment. They build a net of relationships that includes not only parents and relatives, but can also include neighbors, teachers, and other important adults. All of these adults serve as role models, supports, and emotional resources for the children. If parents fail to be present as (positive) attachment figures in the lives of their children, other adults can become more important for the child. In a longitudinal study with children from difficult backgrounds, one reason that a substantial number of children became healthy adults despite their adverse living conditions was their positive relationship and attachment to another adult outside of the family (Werner & Smith, 1994). These attachment figures and role models are very important for children's healthy development. Teachers can be such role models and play an important role in the life of their students.

### **Developmental and child psychology**

During childhood, children go through different phases of development. Instinctively, adults know that they cannot expect the same from a baby that they do from a 10-year old. However, adults often tend to overestimate the abilities of children, especially school-age children who can talk and discuss with them. Further, adults may interpret the behavior of a toddler as a provocation or make fun of the magical fears of a four-year-old child. It is important to have some knowledge about the abilities of a child at a certain age in order to interpret the behavior correctly and not to take it personally. Compared with the obvious development in the infant and toddler years, the development during the school years is not always so clearly visible. However, in the years from 5 to 10 the body and the mind of children stretch (The American Academy of Pediatrics, 1999). Children start to orient more outwards to their peers and learn about social interactions. Their character and identity develop. They try to find their place in the larger world outside of the home. Even as they begin to explore their world, a child's family and parents remain a very important dynamic in the life of a child. From the magical thinking in the preschool years, the child's reasoning starts to become more logical. Around the age of 12 years the child's thinking starts to resemble adult thinking and often the time of adolescence begins.

#### *Physical and motor development*

During childhood the body goes through a lot of changes. While the child grows, they change in height, weight, stature, and strength. Although change happens consistently throughout childhood, some developmental changes seem to happen all at once. The first big bodily change happens when the child learns to walk and stretches its body (Largo, 2019; The American Academy of Pediatrics, 2019). The second big change happens in puberty when major changes occur in the body and brain (The American Academy of Pediatrics, 2003). Children are born with an innate urge to move and practice their movements. This urge helps them to learn all the basic steps, from holding their own head upright as a newborn, to

crawling, and walking. They continuously practice movements and when they master one movement, they practice the next. Practice is characterized by play and repetition. Preschool children practice and perfect fine motor skills like throwing a ball and finally holding a pen and writing (The American Academy of Pediatrics, 1999).

#### *Sensory development*

Children's sight and hearing are different from adults' sensory perception. The perspective of a child is different from that of an adult because the child is smaller and the field of vision is reduced (Largo, 2019). In the street, for example, children cannot see as far and wide as adults, so they need practice to cross roads safely. Between the ages of 10 and 12 years sight is fully matured (The American Academy of Pediatrics, 2003).

Even though hearing is matured in children by the ages of 5 to 6 years, children still have problems to locating the source of noises around them and are easily distracted. A child cannot detect the direction a car is coming from by hearing alone; a louder car seems to be nearer. Children tend to be easily distracted by what they see and may forget about their current tasks. Continuous supervision is needed, especially for younger children. Children are almost always more drawn to what they see than what they hear, so they may be easily distracted during lessons (The American Academy of Pediatrics, 1999).

#### *Cognitive development*

In childhood, the brain and cognitive abilities are still developing. Children need more time to react, can only concentrate for a short period of time, and are more easily distracted than their older peers. For example, a five-year old's reaction time is twice as long as that of an adult. Keeping this difference in mind, we need to give children enough time to react once instructions have been given. By the ages of 8 to 10 years, children can concentrate for a certain time. By the age of 14 or 15 years, the reaction time is typically the same as the one of adults. At this age children can also concentrate on two things at the same time (The American Academy of Pediatrics, 2003).

During the preschool years (2-5 years of age or so), children live very much in the moment. They cannot plan ahead very far or predict the consequences of their behaviour. Until the age of 6, children think and act in a self-centred way. They are driven by their current feelings and think magically. Children believe for example in magical beings like fairies and that their thoughts can change reality. Around the age of 7 years a child's thinking starts to become more logical. They start to act in a more planned and purposeful way. A short delay of rewards becomes possible: They can wait a little longer before they receive a promised reward or something nice to happen. In contrast, smaller children need the reward immediately. For example, small children want to have sweets immediately if there are asked if they want one candy now or three candies in one hour. Older children would choose three candies in one hour. Primary school children (between the ages of 5-11, typically) take on certain tasks during the week with the prospect of a nice rewarding activity once the weekend arrives. Around the age 12 years a child's thinking begins to more closely resemble adult thinking.

### *Emotional development*

In the beginning, a baby needs help to handle unpleasant feelings and to calm down. Preschool children learn how to name emotions and how to deal with them in a socially acceptable way with the help of caregivers. Older children develop strategies to handle emotions on their own. If children have support from caregivers, their developmental process begins with a reliance upon external emotion regulation (through the help of caregivers) and transitions to self-regulation (van der Kolk & Fisler, 1994).

### *Social development*

Every infant has an innate need for attachment to a caregiver. The caregiver serves as the child's "safe place". Children need care for survival, to be nurtured, and for affection. Small children learn from their caregivers about relationships and interactions.

Children take several steps into the world: Starting around six months, children start to explore their immediate environment. During the toddler years (~1-3 years old) they learn to walk and start to develop a self-concept. The family is the focus of the child's social experiences. Once children start to attend school, social experiences outside of the family become more important. During preschool (~2-4 years old) and primary school years (~5-11 years old) children learn more about their own thoughts and feelings and about the thoughts and feelings of others (The American Academy of Pediatrics, 1999). They learn about their own identity and abilities through interaction with others. During puberty, adolescents strive to be grown-up and independent. During adolescence, the peer group is most important social factor in the child's life. That said, in all phases, social learning requires interaction with both peers and adults. As a result, role models like teachers are important for every child's social development (Dreikurs, 1968).

### *Development and academic success*

During the baby and preschool years, every step of development builds the foundation for the abilities and skills children show when they are ready for school. Each ability and skill has a certain time frame in which it normally develops. Depending on the type of skill, the developmental time frame can last several years. As a result of the different developmental timelines children may follow, not all children may be ready for school at the same age (Dreikurs, 1968; The American Academy of Pediatrics, 1999).

Which abilities are essential for academic success?

- Fine motor skills
- Concentration
- Emotion regulation, frustration tolerance
- Self-confidence, confidence in one's own abilities
- Handling the delay of rewards
- Social skills

### *Adolescence*

The beginning of adolescence is different for each child (The American Academy of Pediatrics, 2003). Usually, it starts around the age of 12 and ends in the early twenties. Adolescence is a time of significant physical, psychological, and social development. It is a crucial phase in a child's pathway toward maturing into an independent, responsible adult. Adolescents are faced with many tasks: developing their sense of identity, perspectives for the future, independence, self-confidence, self-control, social competence, and developing social and romantic relationships (Konrad et al., 2013). The relationship with parents, while still important, steps into the background and peers become even more important. Parents tend to have difficulties developing their own relationships with their adolescent children, still treating them more as a child than an adult (Dreikurs, 1968). During adolescence children start to question their parent's way of living, their values, and the political and social system. The parents' values and way of living seem out-dated or at least need to be questioned if they are still valid for today's and tomorrow's world (Dreikurs et al., 2004). This process of questioning, evaluation, and exploration is a crucial part of an adolescent's development into their own adult identity. Beyond the outwardly visible physical changes, a fundamental reorganisation of the brain is also taking place (Konrad et al., 2013). The prefrontal cortex, which is responsible for behavioural control, planning, and risk assessment, matures last. Due to these skills developing toward the end of adolescence, adolescents may tend to make decisions based more on emotions and rewards than on rational thinking. This tendency is heightened in emotional situations. However, this sensitivity to emotions offers insight into ways adolescents may learn best. Indeed, they profit most from learning and experiences in a positive emotional context. The brain is very flexible and very sensitive for social and emotional cues. The strategy of emphasizing the emotional context fits perfectly to the developmental tasks of this stage of life. Due to the great flexibility of the adolescent brain, experiences and external influence can be especially formative. This is a special opportunity for educators to have a significant, positive impact in the lives of adolescents.

### *Internalizing and externalizing problems*

During childhood and adolescence students may have to deal with several difficulties depending on their family, living situation, and experiences with peers and school. Difficulties and stress sometimes manifest in behavioural or emotional problems. These internalizing and externalizing problems can make the student's life even more difficult, especially if the student is punished for the problematic coping behaviours. Internalizing and externalizing problems encompass emotional problems and fears, conduct problems, hyperactivity and peer problems.

Externalizing disorders are characterized by maladaptive behaviours that are directed towards an individual's environment. These maladaptive behaviours may cause impairment or interference in daily life and functioning. Externalizing disorders include aggressive behaviour, attention-deficit/hyperactivity disorder, oppositional defiant disorder, and conduct disorder (Lynch & Cicchetti, 1998). Children with externalizing problems may seem to be "problematic children", but they are actually "children with problems".

In general, to be “difficult” is an important and developmentally appropriate part of growing up. Adolescents should not always follow an adult’s instructions and should be testing rules. Through this, children learn about their own personality and achieve a sense of autonomy. They discover the boundaries of adults’ rules and learn about self-control. In contrast, externalizing problems are more intense and persistent than the developmentally appropriate boundary-testing in which adolescents may engage. Children who suffer from externalizing problems are often difficult to handle for teachers as they are disobedient and sometimes aggressive. However, these adolescents are not “evil” by nature; many of them suffer from problems at home, at school, or elsewhere. There are a number of reasons that may explain why children develop externalizing problems. The most prominent reason is violent discipline (Gershoff & Grogan-Kaylor, 2016; Hecker et al., 2014). Other factors play a role as well, such as very high expectations from parents/teachers, school problems, conflicts with peers, or problems in the family.

Children with internalizing problems such as depressive symptoms, grief or social withdrawal, are often overlooked by teachers (Lynch & Cicchetti, 1998). They are often not regarded as “children with problems” but as compliant and not complicated. Children with internalizing problems are not compliant and uncomplicated, but many of them suffer from severe problems and they suffer in silence. There are a number of reasons that may explain why students develop internalizing problems. The most prominent reason is violent discipline (Hecker et al., 2016), but also other reasons play a role like very high expectations from parents/teachers, school problems, conflicts with peers, problems in the family, or the loss of a parent.

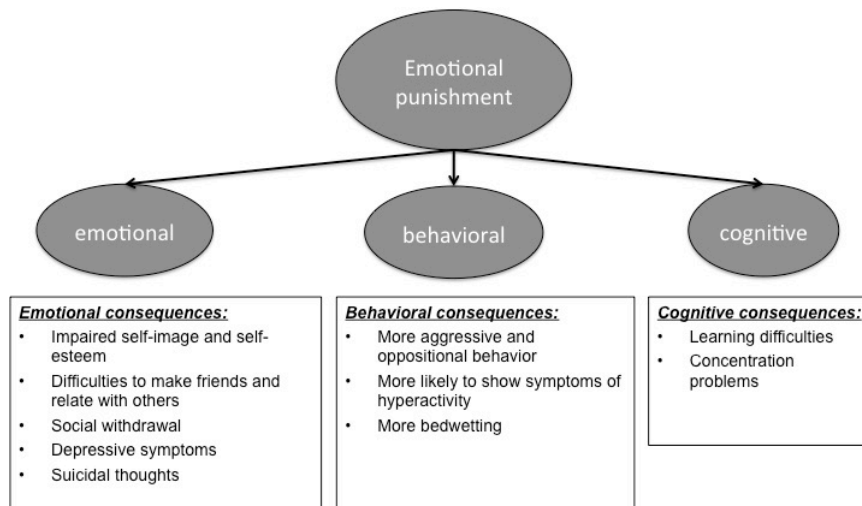
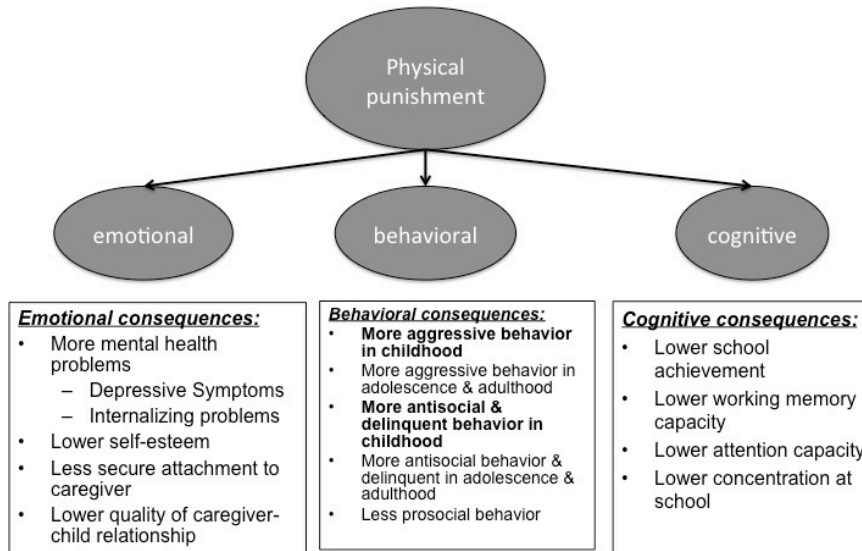
Whether children suffer from internalizing or externalizing problems, they need support from attentive and sensitive adults who are compassionate, make an effort to understand the behaviour, and look for a solution together with the student. Not every teacher has the capacity to do this, but every teacher can be attentive, supportive, and connect the child with a school counsellor or someone in a similar role. If possible, it can be helpful to also cooperate with parents. If the symptoms are persistent or become more severe, the student refuses any support, takes illegal drugs, or has suicidal ideas, it is very important to seek additional help. It takes a team to meet a child’s needs, and no one can or should try to do it alone.

### **Harsh discipline**

Harsh discipline can be defined as the use of any physical or psychological force with the intention of causing physical or emotional pain in order to correct or control a student’s behavior (Hecker et al., 2016). As physical and psychological discipline may harm the student and pose a continuous threat or stressor to the student, harsh discipline is commonly defined as physical or emotional abuse (Leeb et al., 2008). Harsh discipline encompasses corporal punishment (e.g., slapping, spanking, caning) as well as emotional punishment (e.g., insulting, humiliating). Although harsh discipline includes different types of discipline, they all share the common trait that they harm the students or have the potential to harm the student. Harm can be visible in form of physical injuries but sometimes the scars are also invisible. For example, harsh discipline can lead to psychological harm, such as lowered self-esteem.

Children often perceive harsh punishment as unfair and humiliating. As a consequence, they either feel sad and worthless, or angry and full of revenge.

The consequences of harsh punishment are diverse and manifold:



The major lesson learned by the child through the use of corporal and emotional punishment is one of fear, but not respect (Dubanoski et al., 1983). Using harsh punishment may stop the child's undesirable behavior in the moment, however the child does not learn alternative strategies or behaviors. The child is compliant in this moment, without knowing the reasons why this behavior is unacceptable (Gershoff, 2002; The American Academy of Pediatrics, 1999). No moral internalization takes place. If the child learns to solve conflicts with violence, a cycle of violence may develop (Widom, 1989; Widom & Maxfield, 2001). Children and

adolescents who experienced more violence by their parents and teachers are also more likely to act aggressively not only towards peers but also towards teachers and parents (Dubanoski et al., 1983). This cycle of harsh behaviors may lead to a power struggle at home and at school (Dreikurs, 1968).

*Common myths about corporal punishment*

Many people have common beliefs about corporal punishment, which would be better described as myths (Dubanoski et al., 1983; Straus, 2001). The following beliefs are addressed and discussed in the course of ICC-T:

- *Corporal punishment builds character.*  
Corporal punishment does not help build character. On the contrary, corporal punishment leads to lower internalized moral beliefs, to a lower understanding of what is right and what is wrong, and to more aggression. It is harmful for the character of the child, not helpful. The child learns that to behave a certain way, because the stronger adult wants it, not because the behaviour is more helpful in interaction with others. If no one watches, there is no need to fulfil external expectations. Thus, the child will show the expected behaviour if and only if someone watches who will punish the child if they do otherwise. The child does not internalize any moral beliefs. Consequently, it is important that the attachment figures exemplify moral concepts. Praise and warmth are related to moral development, as well as sincerity, respect, dignity, kindness, and firmness.
- *Punishment teaches respect.*  
Respect has nothing to do with corporal punishment. Punishment teaches the child to fear the teacher, not to respect them. Encouragement, winning cooperation, and guidance are important steps toward gaining respect.
- *Punishment is the only thing some children understand.*  
Some children are accustomed to corporal punishment and might be surprised if a teacher acts differently, but there is no reason why other disciplinary approaches should not work or even be better long-term. When using corporal punishment children only learn that they misbehaved and might have feelings of resentment. With alternative methods of disciplining, children learn not only to stop misbehavior but also action alternatives. For children who view corporal punishment as the only method of discipline, it is even more necessary that they experience positive methods of discipline. With children who are already caught in a power struggle or show vengeful behavior, more pressure and power will not help the problem behavior, but only intensify it.
- *Without corporal punishment, children become uncontrollable.*  
Corporal punishment is used to control children, but other methods do that even more effectively. Pressure can make children learn, but it takes much more effort and holds greater risk for destructive reactions than winning the child's interest and participation.

In schools where corporal punishment was abandoned, the behavioural problems did not increase at all. Nonviolent discipline strategies are effective in controlling children's behaviour.

- *Corporal punishment is more efficient, time-wise.*

In the short-term, corporal punishment seems to be quick and efficient. Conversely, using new, non-violent methods might take a little bit longer in the beginning than it would take to spank a child. When a teacher uses alternative methods of disciplining a few times, such methods will become more efficient and will not take longer than corporal punishment. And there is a very important difference in the amount of time spent on corporal punishment or on alternative methods of disciplining in the long run. By using corporal punishment, the child does not learn any alternative, more appropriate behaviour. The child might therefore show the same behaviour again and again. Harsh discipline does not address the underlying aims of the behaviour, and the problematic patterns stay the same. When using alternative disciplining strategies, children know they misbehaved but also learn action alternatives. Studies have shown that corporal punishment actually took up more time than other methods of disciplining in the long term (Gershoff, 2017).

## **Learning theories**

### *Social learning*

As social beings and humans, children have a desire to belong to a group (Dreikurs, 1968). If children feel that they belong, they are motivated to engage in constructive and cooperative behavior. They cooperate not for a certain reward, but because of their sense of belonging and contributing. When children feel like they are a meaningful part of the group, they are happy to contribute. So, learning happens as a part of a group. Small children are already eager to belong and contribute to a group. They orient their own behavior through the behavior of their attachment figures and learn through imitation (Largo, 2019). The actions of adults and other children are an important orientation for small children. Everyone who belongs to the same group/family serves as a role model for them. Children learn the rules of social interaction from their role models. They learn whether supporting each other is successful or if it is better to be competitive. Maybe the main underlying rule in the group is that the strongest is right – for example, the family has to do what the father says, and the smaller sibling has to do what the older children want. The youngest child then may try to make others (such as a smaller child or an animal) do what the child wants. The child may also learn that one is punished for a mistake, even when one apologizes. However, when the child tries to hide the mistake or lie about it, nobody may notice, and the child may not be punished. The child may notice that even adults and older siblings may lie to escape negative consequences. If the child gets punished with corporal punishment or emotional harshness, the child learns that the use of violence is acceptable for those who are stronger.



As children grow older, their peers become more important and children also learn a lot from them. Still, however, adults like teachers are important role models. If adolescents have a trusting relationship with an adult, they might still come to them for advice. The adult should be careful to treat the adolescent with respect and not as a child, and to give advice rather than to judge.

#### *Natural and logical consequences*

Besides social learning, humans learn through actions and consequences. Every action has consequences, and those consequences may they be positive, negative, or a mixture of both. Some consequences are intended, others not. Consequences can occur directly after the action or be delayed. We learn best if consequences follow the action directly and are logically connected to it (Dreikurs, 1968; The American Academy of Pediatrics, 1999). Natural consequences naturally follow an action: *If I go out in the rain, I get wet. If I lose my key, I cannot open the door and have to wait outside. If I do not listen to the instructions given by the teacher, I do not know what to do.* If the consequences are not dangerous, a student can deal with these consequences even if they are negative. However, sometimes in an educational setting the natural consequence might be too dangerous or humiliating, so that it can be replaced by a logical consequence, which is still logically connected to the action, but structured by the teacher. If possible, the logical consequence of certain misbehavior is discussed beforehand. A logical consequence is not a punishment, more a substitute for an unsuitable natural consequence. In contrast to punishment, logical consequences are not created by an authority, but result from the situation itself (Dreikurs et al., 2004; The American Academy of Pediatrics, 2003). The teacher is not the one who imposes the punishment but is more a friendly assistant. The teacher stays calm and stays away from any threat or criticism. The teacher tries to use fewer words and act more. The teacher implements the consequence immediately and when the situation is over, he/she moves on. Students experience the consequences of their behavior and learn to deal with them. The teacher reminds the student or students that he/she is confident that they will manage. If a student asks for help, the teacher discusses with the student how they can manage the task. The teacher gives minimal assistance where necessary.

The responsibility for the behaviour and its consequences remains with the student. That does not mean that the teacher does not care about the student. The teacher needs to monitor whether the student is capable of dealing with the consequences on his/her own. The teacher should have faith in the student to deal with the demands of the situation. Assistance should be given depending on age, abilities, and resources available to the child. Just enough assistance should be given so that the student can do the next step on his/her own again. For example, if a student was late and missed the instructions for an activity or assignment, they can ask another student for help. However, if a student was absent many days and did miss a lot and they asks the teacher for help on how they can best catch up, the teacher could take a moment after the lesson and together they can discuss with the student how the student can catch up. The teacher can then involve others of the class to sit together with the student to help him/her catch up. It is important that the teacher is approachable when help is needed. Logical consequences are the most powerful learning tool, because we do not impose an

artificial punishment, but mimic real life where every action leads to a consequence (Dreikurs, 1968).

Here are some examples of logical consequences:

- If a student destroys a pencil, he cannot write with this pencil anymore. He is responsible for locating another pencil. For example, the student can ask other classmates if it is possible to borrow a pencil.
- If students play ball and they destroy something, like a window or some other property, with the ball, they cannot continue playing ball until they have helped to repair what they have destroyed.  
(Please note: In this example, the students do not need to repair the window on their own. Assistance should be given depending on age, abilities and resources. They can assist the person who repairs the window, or, together with a teacher or counselor, they can think of measures they can put in place to prevent breaking a window again, like finding somewhere more appropriate to play)
- When the students are noisy during a lesson, the teacher stops talking until they are quiet again. The teacher could say: “During a lesson, we listen to each other. I will continue talking when you are quiet.”
- When someone comes late to a meeting or the lesson, the teacher should start the meeting/lesson on schedule. It is the responsibility of the student to catch up and ask the teacher or others for any instructions they may have missed.
- When a student constantly leans back in their chair and (nearly) falls over, the teacher can quietly remove their chair for the rest of the lesson. It is important here to act without many words and without any criticism.
- If a student often does not listen to the instructions provided by the teacher and does not know what to do, it is their responsibility to catch up. The teacher will remind them to listen but will not repeat the instructions. The student can ask other students for help or the student may need to finish the work after school.

### *Behavior modification*

In educational settings, adults use consequences to modify the child's behavior (Dubanoski et al., 1983; The American Academy of Pediatrics, 1999). As adults, we can use positive consequences as reinforcement for desired behavior and negative consequences as a way to punish undesired behavior. These consequences are actively put into place by the teacher and are a disciplinary reaction to the child's behavior. However, in order for such consequences to be most effective, discipline strategies should be appropriate, immediate, respectful, and teach action alternatives to the child. Some examples of possible strategies include communication strategies, attention, participation, reinforcement systems, and contracts. The first step of any attempt at behavioral modification always needs to be understanding the motivation and reasoning of the child. We need to observe what is rewarding or maintaining the misbehavior. Once we know the purpose of the child's behavior, we can find effective strategies for change.

*Behavior modification with incentives*

The theoretical base for behavior modification is learning theory (Dubanoski et al., 1983). The aim is to modify the student's behavior through the use of incentives. In the classroom, there are a number of incentives that can be used for positive or negative reinforcement. Desired behavior is reinforced by adding positive incentives or by removing negative tasks (The American Academy of Pediatrics, 1999). Positive incentives are often small gestures, such as positive feedback, acknowledgement, and attention. Privileges, tokens, or preferred activities can also be used as positive reinforcers. Reducing negative tasks like cleaning the blackboard can be rewarding for the student, as well.

Often, we neglect to consistently reinforce a student's good behavior in the classroom. We tend to take cooperation and participation for granted. However, if we want students to maintain good behavior, we cannot acknowledge good behavior often enough. When we give feedback, we should give targeted feedback about the specific behavior. For example, a teacher may say something like, "*I liked the way you have helped other students in class with their homework.*" Additionally, teachers need to be aware that they strongly influence students' behavior through their own behavior (Dreikurs, 1968; Dubanoski et al., 1983). Students are going to follow the lead of the teacher, and if we use threats or force to get students to do what we want, we should not be surprised if students learn and use these strategies, too. Teachers are role models and can demonstrate good behavior. It is important to show that you are able to apologize and to learn from mistakes. Actions are more powerful than words. Keep your actions as consistent and positive as possible: ***Do what you say, say what you mean, and mean what you say!***

The teacher is the main actor in creating an atmosphere where students want to participate and contribute (Dreikurs, 1968):

- The teacher focuses on good participation and contribution to the lesson.
- The teacher encourages and reinforces teamwork and students helping each other.
- The teacher encourages the students' active engagement in the lesson.
- As little attention as possible is given to misbehavior.

Misbehavior can be modified by adding negative incentives or by removing positive incentives. For example, additional tasks can be assigned as a negative incentive. Misbehavior can be followed by attention removal (active ignoring) or the loss of privileges, such as students' preferred tasks or privileges. The consequences of students' misbehavior should be defined before the misbehavior occurs and should be related to the misbehavior. Any consequences laid out beforehand need to be adapted to the child's age. Further, consequences must be consistent and contingent. The same misbehavior should have the same consequence (consistent). The consequence should follow immediately (contingent). The teacher's current emotional state should not determine the type and intensity of any consequence.

When a teacher is faced with minor misbehavior in the classroom, active ignoring can be a very successful strategy. The teacher briefly removes all attention and ignores when a student shows misbehavior. However, once the student then demonstrates a desired behavior, the teacher should respond by immediately providing the student with specific positive praise.

Additionally, the teacher provides the student with action alternatives and acknowledges every step of behavioral change. Additional tasks and privilege removal should be used carefully. The penalty should be calmly discussed, should not be influenced by current emotions. Rules and expectations should be clear, laid out in advance, and not presented as a surprise, a threat, or a punishment. These measures can be discussed beforehand together with the class rules during group discussions of the class. Additionally, very powerful measures to modify misbehavior are natural and logical consequences as described above.

When dealing with misbehavior in the classroom, it is very important to refrain from feeling provoked by the student and from engaging in instant reactions to their misbehavior. The following points might be helpful:

- Be well-prepared with class rules and discuss misbehavior with the students beforehand.
- Be firm, but fair.
- Be consistent.
- If you are angry, take a moment to calm down. Your anger is not a good guide.
- Distinguish between the action and the child. You are accepting the child, but not the action.
- Attention reinforces behavior. If we put too much attention on misbehavior, we reinforce it.
- Students in a rage cannot listen. Wait until it is over.
- Avoid getting into a power struggle. Refuse to enter the fight. Admit that you cannot force the student, try to find an agreement together, guide their power toward useful actions.
- We tend to talk too much. The message gets lost in the preaching, criticizing, scolding and explaining. Silent actions are more powerful.

Generally, we recommend focusing on reinforcing and encouraging good behavior. If desired behavior is reinforced and children feel accepted, they will show less misbehavior. Instead of forcing students, we can encourage and guide them. Whenever possible, attention and natural or logical consequences should be used to modify behavior.


### **The goals of misbehavior according to R. Dreikurs**

#### *Goals during childhood*

According to Dreikurs (1968), the child desires to belong and contribute to a group. The child learns from their past experiences how best to secure the own position and acceptance in the group and the fulfillment of their own needs. The worst feeling one may experience is to feel inferior to others and that one's membership in the group is threatened. The child reacts by compensating or withdrawing. The conclusions from past experiences build attitudes and aspects of the child's personality. These attitudes and the developed self-concept guide the assumptions and actions taken by children regarding their own position in a group and what the outcomes of certain actions are likely to be.

All actions taken by children are motivated by a purpose, even though we are often unaware of the underlying aims. The main underlying aim of a child is to belong to, and maintain their place in, the group. The child wants to feel that they are an accepted and useful member of the group. Based on their attitudes, the child is convinced their behavior is the only way to effectively belong to the group and secure their place. This may happen through accepted behavior or through misbehavior. Dreikurs (1968) describes four goals of disruptive behavior: attention, power struggle, revenge, and the display of inferiority. The strategies to pursue these goals may be active or passive (see Table 3). The activity or passivity of a child is based on early experiences and connected to self-confidence and courage.

**Table 3. Behaviors children use to belong to the group and secure their place in a group**

	Active	Passive	No success in one method leads to a more intensive strategy! 
<b>Constructive</b>	<u>Seeking for attention</u> <ul style="list-style-type: none"> <li>trying to be top of the class</li> <li>pleasing through high academic performance</li> </ul>	<u>Seeking for attention</u> <ul style="list-style-type: none"> <li>being nice and pleasant without active engagement</li> </ul>	
<b>Destructive</b>	<u>Seeking for attention</u> <ul style="list-style-type: none"> <li>acting out as class clown</li> <li>being cheeky/restless</li> <li>using provocation, power and rebellion</li> </ul> <u>Seeking for power</u> <ul style="list-style-type: none"> <li>getting others to do what you want</li> </ul> <u>Seeking for revenge</u> <ul style="list-style-type: none"> <li>feeling hurt, so attempting to hurt and reject others</li> </ul>	<u>Seeking for Attention</u> <ul style="list-style-type: none"> <li>lazy and stubborn behavior</li> </ul> <u>To display inferiority</u> <ul style="list-style-type: none"> <li>loss of hope</li> <li>thinking there is no use in trying</li> </ul>	

Strategies to get attention can be constructive or destructive depending on the child's feeling of being an accepted part of the group. The child has the underlying belief: "I can only be sure of my place in the group if I have your attention." To get attention in an active, constructive way children may try to be top of the class and to please the teacher through high academic performance. In contrast, just being nice and pleasant without active engagement is passive-constructive behavior from children with the goal of receiving attention. Only the goal of getting attention can be achieved through constructive behavior patterns. However, there are also two destructive behavior patterns children may use to get attention: active-destructive and passive-destructive. Active-destructive behaviors may include acting out as class clown, being cheeky, or being restless. On the other hand, passive-destructive behavior is reflected in lazy and stubborn behavior.

Active-destructive and passive-destructive behaviors are the main avenues students utilize to achieve goals of power and revenge. Through experiences of pressure and criticism from the teacher, children may learn to fight against such tactics by using provocation, power, and rebellion. The child has the underlying belief: "I only feel self-assured, if you do what I want." A child who has experienced rejection and refusal too frequently no longer believes that they will be liked and accepted. This child feels hurt and seeks revenge by attempting to hurt and

reject others. The child has the underlying belief: *"I am the bad child. Everyone expects that I will hurt and reject them, so that is what I do."*

To display inferiority or inadequacy, only passive-destructive methods are used. Children display inadequacy if they feel so discouraged that they lost all hope. They have an underlying belief that may be expressed as *"I am a failure and I will not succeed, so there is no use in trying."*

If a strategy remains unsuccessful and the child still feels that their position within the group is in danger, their behavior pattern will shift to a more intense method in order to maintain their position in another way. Active-constructive attention getting mechanisms will often be replaced by active-destructive attention-getting mechanisms. If this fails, the behavior pattern may shift to active-destructive power maintaining behavior and then to active-destructive revenge patterns. Also, other deteriorations are possible. However, active behavior will mostly be replaced by another active behavior and passive behavior patterns will mainly shift to more severe passive behavior patterns. Importantly, the patterns can be changed and improved by teachers, parents and caregivers with the help of educational strategies. The child can also act according to more than one goal. To understand the underlying goals of a certain behavior, the teacher can ask themselves (and the child): *"What is the purpose of the misbehavior? Could it be...To get attention? To be noticed? To get their way? To hurt others, because they feel hurt? To get even? To be left alone? To hide that they feel stupid?"* (Dreikurs et al., 2004). Additionally, the teacher can get an idea of the underlying goal by analyzing their own emotional reaction to the misbehavior. If the teacher supports students in feeling accepted and contributing within the group, misbehavior is no longer useful.

Some strategies are helpful to target the behavior of one child, specifically: First, it is important to refrain from feeling provoked by the child and engage in snap reactions, but to evaluate the child's behavior for the underlying goals. In this evaluation the teacher should concentrate more on the purpose of the child's behavior, and less on the underlying reasons in past experiences. Focusing on past experiences can look like thoughts such as, *"This child is misbehaving because they may have been mistreated at home."* The evaluation of the past influences and underlying reasons would lead too far and would exceed the training and capacities of the teacher. The teacher can respond to the child's behavior without reinforcing the child's goal but reinforcing the feeling of belonging and contributing to the group. Often the opposite of the first reaction impulse is the most helpful reaction. For example, if your initial response to a child's misbehavior is anger and annoyance, responding with patience and firm support can help to support the child in identifying alternative strategies to have their needs met. Time and patience are needed to change a child's attitude.

- If the child seeks attention, the teacher can ignore attention-seeking behavior and give attention at other times when the child is demonstrating appropriate and positive behavior, as well as encourage useful contributions to the class and lessons.
- If the child seeks power, the teacher may not use logical consequences or penalties and avoids power struggles. Instead, the teacher asks for the child's help and makes agreements.

- If the child seeks revenge, the teacher can use natural consequences, persuade the child that he/she is liked, and involve the class in encouragement.
- If the child displays inadequacy, the teacher needs to continuously encourage the child to not give up even though the situation seems hopeless. Further, the teacher acknowledges every attempt the child makes to participate.

### *Goals during adolescence*

During adolescence the goals of misbehavior are more diffuse than with younger students (Dreikurs et al., 2004). The acceptance of one's peers moves into the foreground and becomes the most important goal. Besides the four goals introduced previously (attention, power struggle, revenge, and the display of inferiority) and peer acceptance, goals like sex and excitement play a role now, as well.

### **Democracy and participation in the classroom as described by R. Dreikurs**

First and foremost, the relationship between the teacher and students is crucial. A good relationship between teacher and students is based on sincerity, respect, dignity, kindness, and firmness. Students will be motivated to learn if they can participate actively with responsibility and if the teacher can elicit interest for the subject in the students. Pressure can make students learn, but it takes much more effort and holds greater risk for destructive reactions than winning the students' interest and participation.

Besides the relationship, Dreikurs (1968) emphasizes that encouragement is the key to fostering constructive behavior in students. Dreikurs wrote, "*A misbehaving or deficient child is mainly a discouraged child*" (Dreikurs, 1968, p. 39). Children show misbehavior because they are discouraged through humiliation, criticism, punishment, or overprotection. They lose confidence in their own abilities. Criticism, correction, and pointing out mistakes may be done with good intentions to help children, but it leads to even more discouragement. They experience that they are faulty and deficient. Every student needs the feeling that the teacher sees the student as a valuable person independently of their performance or ability in the classroom. With this encouragement the students can show their full potential. In an educational system that is focused on performance and competition rather than development and learning, even teachers become discouraged. Nevertheless, if the teachers have faith in their own abilities, they can see the students' abilities and encourage them.

Most times teachers do not work one-to-one with a student, but with the whole class. Thus, the classroom atmosphere is essential in motivating or hindering learning. Teachers need to work with the class, not against it. Good communication, common objectives, and common values are parts of a good class atmosphere. The teacher can create a team spirit and share the responsibility for learning with the students. It is crucial to unite the class for a common goal or interest. A cooperative atmosphere is more helpful than competitive one. It fosters values that students need to learn and unfold themselves, like communication of ideas, coordination of effort, friendliness and the motivation to contribute.

Dreikurs distinguished different leadership styles in teachers: autocratic leadership, anarchic permissiveness, and democratic leadership. Most teachers display a mixture of two styles. Autocratic leadership mainly functions through pressure, punishment, and reward. Order is most important. Dreikurs claims that a strong autocratic leadership based on punishment and reward faces problems in a more democratic system and leads to the previously described power struggles and revenge behavior patterns. On the other hand, anarchic permissiveness gives total freedom; the teacher does not guide or lead the students. They can do as they please. Democratic leadership is characterized by encouragement, winning cooperation, and guidance. It combines freedom and order. In contrast to punishment, natural and logical consequences are part of a democratic style, as they are results of the situation rather than an action of the authority. Additionally, group discussions are an important part of the democratic classroom. These class discussions take place on a weekly basis for around 30 minutes (Dreikurs et al., 2004). Initially, the teacher is the chairperson, and later students also take turns in the role. Topics of discussion are good things that have happened, possible improvements, personal issues, tasks and responsibilities, activities and plans, class rules, and consequences of violations. It is important that the teacher guides the students to focus on constructive comments and problem solving. Discussion rules help to keep a respectful and accepting atmosphere. As a democratic and participatory tool group discussions should try to seek consensus rather than leaning on decisions by simple majorities.

Students have great abilities, intelligence and capacity for responsibility. This is already true for primary school students but becomes crucial in secondary school. Rather than underestimating and dominating students, Dreikurs (1968) emphasizes that we need to work together:

*“If youth is not given a respectable place in our schools and in the community, its determination to be independent and to claim its right as equals may well express itself in useless, often highly objectionable and even harmful ways.”* (Dreikurs, 1968, p.83)

### **Reinforcement**

*“He [the student] becomes what he is encouraged to become.”* (Dreikurs et al., 2004, p. 36).

When a teacher focuses on the reinforcement of good behavior, this will foster motivation, cooperation, and commitment among the students in the classroom. Reinforcement is possible through encouragement, attention, responsibility, and participation. Students are more motivated to learn if they can actively participate in shaping the lessons and if the teacher can spark interest for the subject in the students (Dreikurs et al., 2004). A precondition for academic success is the student's confidence in their own abilities. Criticism, correction, and pointing out mistakes may be done with good intentions but lead to discouragement. The students need to feel that the teacher sees the students as valuable persons independently of their performance and as someone who has faith in their abilities (Dreikurs et al., 2004). The teacher can encourage the student to see mistakes as opportunities instead of failures. The students feel encouraged if the teacher focuses on the improvement instead of performance. Some students will never be the best students in the class, but they still have abilities and strengths and can improve. If the improvement is seen and acknowledged, students feel encouraged to engage and learn. An optimistic attitude is very helpful for the teacher to



encourage students to try again after a mistake. Every student does something good, the teacher just needs to be attentive, catch the student doing something good, and acknowledge this. Through this, we focus our attention more on good behavior than on misbehavior. Acknowledgement can be expressed through attention, eye contact, gestures or positive feedback. The positive feedback should be specific and focus on the behavior. Abstain from commenting on the person themselves (Dreikurs et al., 2004).

Examples for positive, specific, and encouraging feedback:

- I appreciate/like that you...
- It is good to see...
- I enjoyed that you...
- It was a great help that you...
- I noticed that you improved in...
- I am sure you can do... . If you need help, you can come to me.

Acknowledging good behavior shifts our attention from misbehavior to good behavior. Attention always reinforces behavior. By focusing on good behavior, we reinforce good behavior. Consequently, it is important to acknowledge the good behavior and small improvements of disruptive students.

Good behavior is also reinforced if students feel responsible for a task. Students can and need to take responsibility for tasks in the classroom and lessons. If they feel responsible for the lessons, they will be more motivated to participate and learn. Being responsible is learned through taking responsibility (Dreikurs et al., 2004). Consequently, students learn important skills for their later life. Similarly, students care more about tasks and lessons if they feel that their actions matter. Students can prepare certain parts of the lessons that are of interest to them. If they can participate actively and take on responsibility for different classroom-related tasks, they are more motivated. Additionally, regular group discussions (described above) are a chance for participation, as all students take part, express their opinions, learn to listen to each other, and share the responsibility to find solutions with the teacher. It is easier for the teacher to work with motivated students, especially in big classes.

### **Childcare guidelines**

The ICC training concept follows the childcare guidelines of The American Academy of Pediatrics (AAP; 1999). The AAP emphasizes that there is almost always a reason behind children's misbehavior. To understand children and their behavior, adults need to try to understand the child's reasoning and motivation and whether the child acts under stress. Further, changing children's behavior demands time, effort, and good communication. Understanding the circumstances that lead to difficult behavior is always the first step, even before taking measures to change the behavior. If the circumstances are neglected, the problem will return or become even worse. Changing a child's behavior requires a change in the adult's behavior. If consequences are implemented to change the behavior, they need to be reasonable and appropriately adjusted to the child's age and abilities. Consequences and rewards should be promptly applied in order to be most effective. The AAP recommends

strategies like ignoring minor misbehavior, reinforcing change positively through attention, being a role model, reward charts, contracts, and, if necessary, time out. Furthermore, they recommend using natural consequences, logical consequence and privilege removal to correct misbehavior. It is important that only the behavior is criticized, not the child itself. Adults should become aware that children make mistakes as part of the normal learning process.

The AAP takes a clear position against corporal punishment. Corporal punishment helps the adult to relieve their emotions and stops the behavior in the moment, but it is the least effective way to discipline a child. It is physically and emotionally harmful for children and adults. It teaches that violence is an acceptable way to interact and communicate. It hinders the development of trust, respect, and reinforces resentment. Children do not learn any alternative behavior. The AAP guidelines address primarily parents. However, they are adaptable to every role model and educator in the life of children, including teachers.

## **Sustainability, peer support and monitoring**

The ICC-T training seeks to raise awareness of the importance of how we educate children and to change the attitudes on the use of corporal and emotional punishment. Further, it aims to equip teachers with new knowledge and alternative strategies to deal with misbehavior and to improve their working atmosphere. During the training workshop, the participants have various chances to practice the new strategies and to think about the ways these strategies can be integrated into their work. We know that most participants leave the workshop with high motivation to implement the new ideas into their teaching. However, the most crucial part happens after the training. Several factors determine whether the participants can successfully transfer the workshop content into their classrooms. Besides personal motivation and resources, structural factors and support from school administration, such as the principal and school management, play a role. Further, teachers who practice implementing new strategies need to exchange with others to evaluate what worked, what did not, and what other strategies may be worth trying. Supervision, or collegial consultation under the guidance of an external professional, is very beneficial, but not always realistic. However, regular meetings with the purpose of a professional exchange with colleagues (peer supervision) are essential in order to keep experimenting and working with new strategies. Moreover, chat groups and video conferencing can be used to connect with other trained teachers over distance. Additionally, single training days to refresh the knowledge shared during the ICC-T training workshop and discussion with colleagues also help to maintain changes over the long-term.

In order to monitor the participants' level of uptake and satisfaction with the content of the workshop, we recommend a short evaluation questionnaire at the beginning and at the end of the workshop. An example of such a questionnaire for pre- and post-evaluation can be found in the annex. Additionally, this evaluation can provide valuable feedback for the facilitators, who should discuss after the training what went well and where they can improve.

As a measure of participation and to assure that the participants could profit from the training workshop, the certificate is given only to participants who were present for at least four full days. As a result, the participating teachers can present themselves as *competent*. Also, the school can present itself as a *competent school* if more than half of the teachers have successfully participated in a *ICC-T* training workshop (see certificates for teachers and schools in the annex).

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# **ICC-T for primary schools**

# **Materials for facilitators**

## Interaction Competencies with Children – for Teachers (ICC-T) in *primary schools*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>PLAYING, SINGING, DANCING (8.30 – 8.45)</b>						
<b>1<sup>ST</sup> SESSION 8.30 – 10.15</b>	Plenum: Welcome & Introduction Discussion: Status quo  Evaluation I	Discussion: Discipline and education in Tanzania	Small groups - discussion: Myths about corporal punishment	Lecture & small groups: Logical consequences	Lecture & role play: Time-Out	Small groups & discussion: Collaboration with parents & school counselor Support by colleagues
<b>BREAK (10.15 – 10.30)</b>						
<b>2<sup>ND</sup> SESSION 10.30 – 12.00</b>	Input & discussion: Child development	Lecture: & Discussion: Consequences of harsh punishment	Discussion: Effective discipline strategies  Lecture: Changing children's behavior Effective educating & discipline strategies	Lecture & small groups: Structure, rituals & rules in the classroom	Small group and result presentation in the plenary: Implementation	Plenum: Evaluation II Concluding Round
<b>LUNCH BREAK (12.00 – 13.00)</b>						
<b>PLAYING, SINGING, DANCING (13.00 – 13.15)</b>						
<b>3<sup>RD</sup> SESSION 13.00-14.45</b>	Small groups: Communication with children	Self-reflection	Role plays & discussion: Instructions & Expectations	Lecture & small groups: Reinforcement systems	Lecture & small group Externalizing problems	FREE
<b>BREAK (14.45 – 15.00)</b>						
<b>4<sup>TH</sup> SESSION 15.00 – 16.30</b>	Discussion – small groups: Teachers as role models Aims in teaching	Self-reflection	Lecture & small groups: Reinforcement- Attention, Responsibility & Participation	Lecture & role play: Contracts	Lecture & small group Internalizing problems	FREE



## **Welcome session**

### **Instructions to the facilitators:**

#### **Aim:**

The welcome session should give the participants an idea about the content of the workshop, its opportunities, but also its limits. From the beginning it is highly important that the facilitators show a non-judgmental attitude and that they welcome the participants to actively participate and involve in the workshop. The welcome session starts with an introduction round (the facilitators welcome the participants and introduce themselves, then the participants also shortly present themselves), then the facilitators present the schedule for the workshop.

In the second step participants should discuss for 10 minutes with their neighbors what they expect from the workshop. Key expectations should be discussed in the plenary, then a discussion about the opportunities and the limitations in light of the current working conditions at their school should follow.

The last part of the first session is used to conduct the pre-evaluation of the workshop.

#### **Time frame:**

Introduction: 20 minutes

Status quo: expectations, opportunities & limitations (30 minutes)

Evaluation: 45 minutes

**Instruction for the participants:**

**Dear Teacher,**

We are happy to visit your school again. As you remember, in the past months we have been coming and talking with you about experiences on students' behaviors and challenges at school. Today, we join you again for a week to discuss and share different experiences and strategies for the interaction with students.

So, in the next week we will share with you more about interaction competencies with students and the use of effective discipline strategies in managing problems that may arise in the work with students. Maybe you already know more about the topics to be discussed and maybe you will learn something new, let us wait and see. In essence, this week should give you the chance to have a break from the daily hassles, To take a step back and reflect together with us about your work with students. We are happy to spend this time together with you and look forward to fruitful discussions and talks.

In short, we will reflect together on different issues related to how you interact with students, good communication, students' difficulties and chances and discipline strategies; all together with the intention of improving teacher-students interactions and relationships. We prepared a time schedule that will guide us for the whole week in our discussion with you. Now I invite you to take a copy so that we can later on go through it together and get to know what is ahead of us.

Having said that, I once again welcome you to the training and I request your attention so that we can achieve the goals of the workshop together.

Thank you and welcome!

## **Status quo: Expectations, opportunities & limitations**

### **Aims:**

Participants are asked to reflect and discuss for 10 minutes with their neighbors what they expect from the workshop. Key expectations should be discussed in the plenary, then a discussion about the opportunities and the limitations in light of the current working conditions at their school should follow.

### **Time frame:**

Discussion with neighbor: 10 minutes

Discussion in the plenary: 20 minutes

### **Instruction to participants:**

Please take 10 minutes and reflect about what you expect from the workshop. You may also discuss your expectations with your neighbor. We will then discuss the expectations of all participants in the plenary.

### **Guiding questions for the plenary discussions:**

- What are your expectations?
- When you consider your working conditions, does this impact your motivation to participate in the training workshop in any way?
- When you consider changing your disciplinary strategies or improving your relation to students, what challenges and limitations come into your mind?

### **Goals of the plenary discussion:**

- Reflection and discussion about participants' expectations.
- Discussion about opportunities within the limitations of the current conditions at school: Despite poor working conditions (e.g., large classes, low payment etc.), we can still improve our work for the sake of the students and our own satisfaction.
- The session should make clear from the beginning that the training program cannot change the working conditions but that the workshop may help teachers to change their behavior within the system. All information they share about poor working conditions may help to change working conditions in the future. However, the training workshop is designed to support teachers to reconsider their interactions and discipline strategies within the given system and to improve their relationship with their students. Changing a system takes very long time and needs awareness of the decision makers. It cannot be covered in this workshop.

## **Child development**

### **Instructions for the facilitator**

#### **Aim:**

Refresh and refine the knowledge about child development. The participants should learn about the developmental steps of children in the following areas: physical and motor, sensual perception, cognitive and concentration as well as emotional and social development. They should learn that students sometimes cannot follow the instructions or tasks because they still lack certain abilities. They should learn which abilities are essential for academic success.

They should become aware of their impact as a role model. As social beings children want to belong to a group and to contribute to this group. They urge to have a place in a group in which they are accepted and liked. Sometimes children use misbehavior to reach this aim. Participants should become familiar with different behavioral patterns. Finally, it is important to keep in mind that teachers should not take the actions of children too personally, as they are often determined by the child's developmental stage.

#### **Time frame:**

The lesson including the questions and answers should take around 1 hour. After the input presentation, there is time (30 minutes) to ask questions and to share experiences. You can remind participants that the implications for the daily interactions with students will be discussed and practiced in more detail during the workshop. In this session, we give a first idea and an overview.

#### **Involving participants:**

The input presentation stops when a participant has a question. The facilitator should allow questions but restrict discussions during the input.

Close the input with the summary on the last slide. Ask for questions or remarks.

In the end of the session, all participants receive the handout.

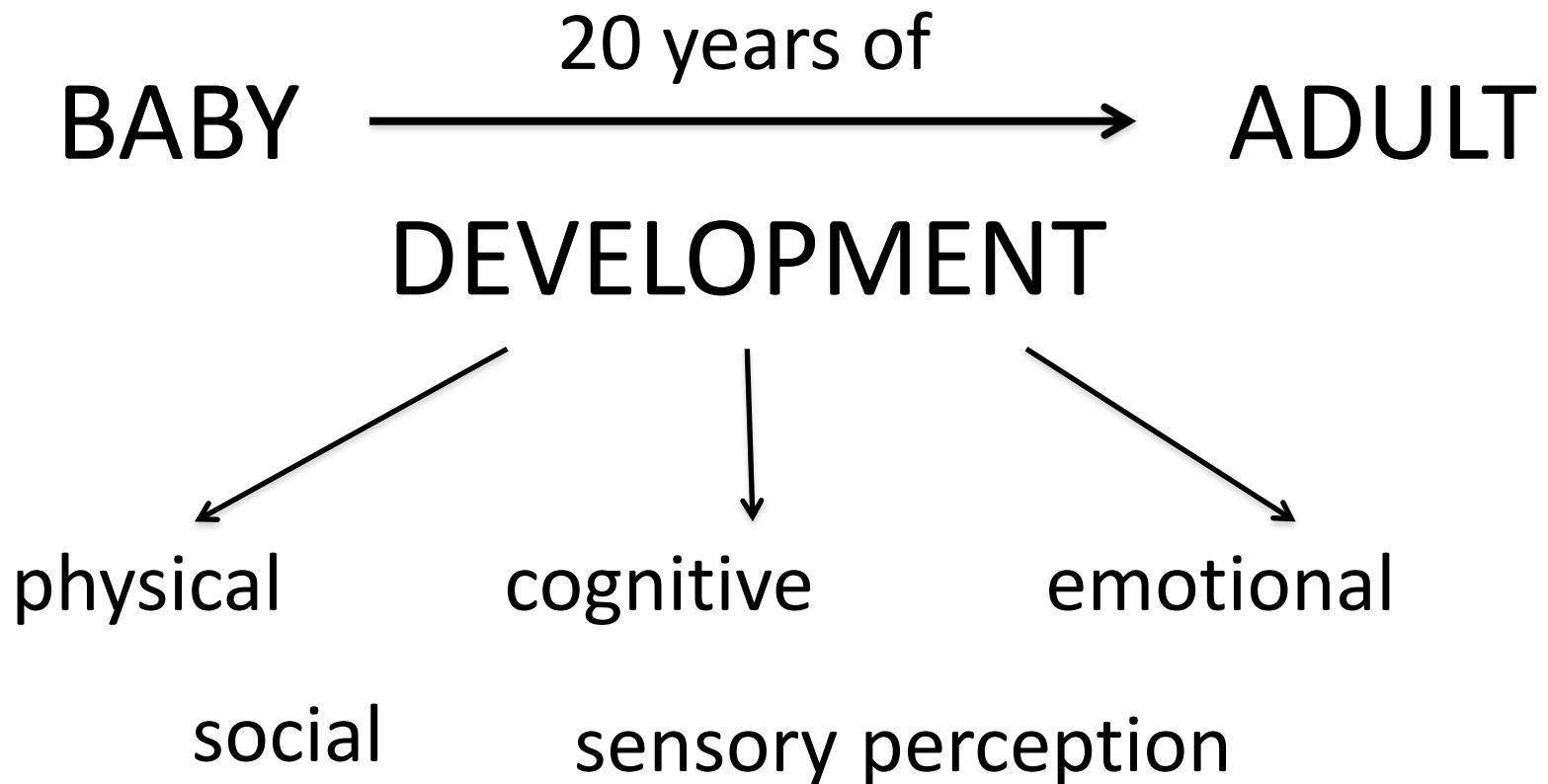
#### **Discussion:**

You could use the following questions to guide the discussion:

- How do you experience different developmental stages in the children?
- How do you address these as a teacher?
- When is a child ready for school? Why are the presented abilities essential for academic success?
- Do you have examples for the four goals of misbehavior?

# Steps of a child's development

The way from birth to adulthood



# Physical Development

- The body changes a lot.  
While the child grows,  
it changes in height, weight, stature and strength.
- The first big bodily change happens when the child learns to walk and stretches its body.
- The second big change happens in puberty when many bodily features change.

# Motor Development

- Children are born with an innate urge to move and practice their movements.
- This urge helps them to learn all the basic steps from holding their own head as a newborn to crawling and finally walking.
- Continuous practice of movements.
- Perfection of fine motor skills like throwing a ball and finally holding a pen and writing.

# Sensory Development

- The perspective of a child is different from that of an adult because it is smaller. Between 10 and 12 the sight is fully matured.
  - With 5 to 6 years the hearing is matured. Children still have problems to allocate noises and are easily distracted.
  - Children are easily distracted by what they see and forget about their tasks. Continuous supervision is needed, especially for the younger ones.
- 
- What children see is always stronger than what they hear!
  - Children are more easily distracted during lessons.



# Cognitive Development

- With 5 years the reaction time is twice as long as that of adults.
  - With 8 to 10 years children can concentrate for a certain time, e.g. the length of the way to school.
  - With 14 to 15 years the reaction time is the same as of adults. They can now concentrate on 2 things at the same time.
- Children need more time to react, can concentrate for a shorter period and more easily distracted.

# Cognitive Development

- Until the age of 6 years, children think and act self-centered. They are driven by their current feelings and think magically.
- With 7 years the thinking starts to become more logical. With 12 years the thinking starts to resemble adult thinking.
- They start to act more planned and purposefully.
- They can wait a little longer before they receive a promised reward. Short delay of rewards is possible.

# Emotional Development

- A baby needs help to handle unpleasant feelings and to calm down
- Children
  - learn how to name emotions.
  - learn how to deal with them in a socially accepted way with the help of caregivers.
  - develop strategies to handle emotions on his/ her own.
- From external emotion regulation (through the help of caregivers) to self-regulation!

# When is a child ready for school?

Which abilities are essential for academic success?

- Fine motor skills
- Concentration
- Emotion regulation, tolerance of frustration
- Self-confidence, confidence in own abilities
- Dealing with the delay of rewards
- Social skills

# Social Development

A child takes several steps to the world:

- With 6 months it starts to explore. With 1-3 years it learns to walk and starts to develop a self-concept. The family is the focus of social experiences.
- With the beginning of school, social experiences outside of the family become more important.
- During puberty the adolescent strives to be grown-up and independent. The peer group is most important.

# Social Development

- A child has an innate need for attachment to a caregiver. The caregiver is the „safe place“.
- Children need care to survive, for nurture and for affection.
- During preschool and primary school years child learns more about its own thoughts and feelings and it learns more about the thoughts and feelings of others.
- They learn about their own identity and abilities in interaction with others.
- Social learning needs interaction with peers and adults. Role models are essential!

# Social Development

- As social beings children want to belong to a group and to contribute to this group.
- Children are motivated to follow the rules of a group if they feel like a member of the group.
- Children want to feel accepted and useful within the group.

# Social Development

- All actions are purpose-driven, even though often we are not aware of the underlying goals.
- The main underlying aim of a child is to belong to the group and maintain his place in the group.
- This may happen through accepted behavior or through misbehavior.



# The goals of misbehavior (Dreikurs 1968)

1. Get attention: “I can only be sure of my place in the group, if I have your attention.”
  - Children try to get attention through high performance, pleasantness, being cheeky and restless or lazy and stubborn.
2. Power struggle: “I only feel self-assured, if you do what I want.”
  - From experiences of pressure and criticism, children may feel insecure and learn to fight against it with provocation, power, and rebellion.

# The goals of misbehavior (Dreikurs 1968)

3. Seek revenge: “I am the bad child. Everyone expects that I hurt and reject them, so that is what I do.”
  - Children who experienced rejection and refusal too frequently, do not believe anymore that they will be liked and accepted. This child feels so hurt and seeks revenge.
  
4. Display of inferiority or inadequacy: “I am a failure and I will not succeed, so there is no use in trying.”
  - Children display inadequacy, if they feel so discouraged that they lost any hope. They try to avoid any situation that is potentially humiliating.

# The goals of misbehavior (Dreikurs 1968)

- A child can act according to more than one goal.
- To understand the underlying goal of a certain behavior, ask yourself (and the child):  
What is the purpose of the misbehavior? Could it be...
  - To get attention? To be noticed?
  - To get their own way?
  - To hurt others, because they feel hurt? To get even?
  - To be left alone? To hide that they feel stupid?

# The goals of misbehavior (Dreikurs 1968)

- If a strategy does not work (anymore) and the child still feels his position in question, the behavior pattern will shift to a more intense one in order to maintain his position in another way.
- Equally, behavior can be improved by teachers, parents and caregivers with the help of educational strategies.
  - Encourage the child and reinforce the child's feeling of belonging to the group!
  - Experiences in school can have a positive impact on skills, knowledge and self-esteem!

## **Communication with students**

### **Instructions for the facilitator**

#### **Aim:**

This session aims to sensitize for features that influence the communication and its outcome. The aim of the session is that participants experience themselves that communication skills influence whether we feel understood and valued by our communication partner or not. If a student feels understood and valued, he or she will have a better relationship to the teacher and will be more eager to follow rules and fulfill tasks. It is also easier to find a common agreement between the teacher and the student.

#### **Time frame:**

Explaining the handout: max. 20 minutes

Role-plays: 60 minutes

Conclusion in plenary: 10 minutes

#### **Introduction to the topic:**

Good communication is crucial to understand the problems of students and to guide them in a supportive way. What is essential for good communication with students? What do you need to keep in mind?

#### **Tasks:**

- Each person receives the Communication handout in the beginning of the session.
- The facilitator should go through the handout, explain, and shortly demonstrate the different aspects of good communication that are mentioned in the handout (max. 20 minutes). Questions are allowed but the discussion should be kept to a minimum!
- Now a series of role-plays follows (approx. 60 Min), in which the different aspects of good communication are demonstrated (for details see below). The facilitator plays a teacher and chooses one participant to act as a student. In the first round of the role-play, the particular communication skill is not used and in the second round, the facilitator uses the particular communication skill. After the second round, the participant will be asked how he or she felt in the second round and whether he or she felt a difference between round 1 and round 2. After the role-play in the plenary, each participant should practice a similar role-play together with a partner. Then the next communication skill will be demonstrated first in a role-play in the plenary (with another participant!) and then again practiced in the partner exercise.
- Finally, in a short concluding round (10 minutes) each participant should share in one sentence what he or she has personally learned in this session.

**Role-plays:****1. Body language:**

- a. The facilitator acts as a teacher and one participant acts as a student. The participant should think of a specific student and act like this student.
- b. A typical situation should be chosen: e.g. the silent work in the classroom. The facilitator and the participant agree on the script of the situation, e.g. the student is very noisy and does not listen to the teacher.
- c. **First round:** The teacher tells the student to stop making noise, without looking at the student and with no change in body language.
- d. **Second round:** The teacher tells the student to stop making noise, and seeks direct eye contact. The teacher uses his or her body to put his full attention to the student (moving the upper part of the body to the direction of the student, upright sitting position, etc.).

**2. Reflective listening:**

- a. The facilitator acts to as a teacher and one participant acts as student. The participant should think of a specific student and act like this student.
- b. A typical situation should be chosen: e.g. a student is coming back from break in tears and the teacher would like to know what is wrong. The facilitator and the participant agree on the script of the situation, e.g. the student is crying as it has been in a conflict with other students and feels treated unfair and excluded.
- c. **First round:** The teacher asks the student what is wrong and expresses empathy.
- d. **Second round:** The teacher asks the student what is wrong and summarizes and repeats the message and asks the student whether he/she has understood what happened correctly. When the student signals, that the teacher understood the situation fully and correctly, the teacher expresses his/her empathy.

### 3. *Active listening:*

- a. The facilitator acts as a teacher and one participant acts to as a student. The participant should think of a specific student and act like this student.
- b. A typical situation should be chosen: e.g. a student is coming back from break in tears and the teacher would like to know what is wrong. The facilitator and the participant agree on the script of the situation, e.g. the student is crying as it has been in a conflict with other students and feels treated unfair and excluded.
- c. **First round:** The teacher asks the student what is wrong and expresses empathy.
- d. **Second round:** The teacher asks the student what is wrong and gives the student his/her complete attention and shows his/her interest by nodding and using small responses like (e.g., “Yes...I see, Oh, Ah). Through these small responses, the teacher encourages the student to keep talking. When the student signals that he or she has shared everything that he or wanted to share, the teacher expresses his/her empathy.

### 4. *„I“ messages:*

- a. The facilitator acts as a teacher and one participant acts as a student. The participant should think of a specific student and act like this student.
- b. A typical situation should be chosen: e.g. the silent work in the classroom. The facilitator and the participant agree on the script of the situation, e.g. the student is very noisy and does not listen to the teacher.
- c. **First round:** The teacher tells the student to stop making noise and tells the student: *Why are making so much noise again. You never listen to me. You are such a noisy child!*
- d. **Second round:** The teacher tells the student to stop making noise and uses I-messages to describe how he or she perceives the behavior of the student: *I can see that you would like to get my attention but it bothers me when there is so much noise during silent work. It makes work difficult for everybody. I can come to you if you raise your hand silently.*

## **Teachers as role models**

### **Facilitator instructions:**

#### **Aims:**

This session emphasizes that teachers are important role models for students (besides their adult family members). Teachers spend a lot of time with students and students learn from them, not only what they teach, but more how they act and interact with others. So, participants should be consistent with words and actions and use this knowledge in the teaching and guiding of students. ***Teachers should do what they say, say what they mean, and mean what they say: Keep actions and words as consistent and positive as possible.*** If you make a mistake, show the student that you are able to apologize and to learn from mistakes.

The session begins with a small group discussion followed by discussion in the plenary. The small groups shall discuss which roles teachers play in the life of students.

#### **Time frame:**

Introduction and formation of small groups: 10 minutes

Small group discussions: 30 minutes

Presentation and discussion in the plenary: 40 minutes

Take home message and concluding words: 10 minutes

#### **Guiding questions:**

- Which role do teachers play in the life of students?
- How do teachers influence the development of students?
- Can teachers be role models for students?
- Which role did your teachers play in your life when you were a student?



## **Parenting and discipline – The situation in [enter specific country]**

### **Facilitator instructions:**

#### **Aim:**

When we reflect on teaching skills and address changes in attitudes and behavior regarding harsh discipline, it is important to consider cultural and societal influences. In this session the aim is to discuss and question commonly used disciplinary measures in the *home country* of the participants.

The session should be a discussion about commonly used discipline strategies mixed with information about legal regulations in schools and at home.

#### **Time frame:**

90 minutes for input and discussion.

### ***Guiding questions:***

We would like to discuss with you about common discipline strategies in [enter specific country].

- What are common discipline strategies in [enter specific country]?
- How do parents and teachers make children do what they are supposed to do in families and in schools respectively?
- What are common (daily used) discipline strategies in homes and schools?
- How do parents and teachers punish children's misbehavior?
- What does the law in [enter specific country] say about parenting and discipline?
- What does the law in [enter specific country] say about corporal/physical punishment at home and at school?
- Are there other guidelines people follow concerning parenting and discipline?
- How do parents and teachers learn about different parenting or discipline strategies?

## **Consequences of harsh discipline**

### **Information for the facilitator on theoretical input:**

Harsh discipline can be defined as the use of any physical or psychological force with the intention of causing physical or emotional pain for the purpose of correction or control of the child's behavior. As physical and psychological discipline may harm the child and poses a continuous threat or stressor to the child, harsh discipline is commonly defined as physical or emotional abuse.

Following the previous session about common discipline strategies in Tanzania, in this session the participants should be guided to consider the often detrimental consequences of violent discipline – mainly as results of physical/corporal punishment and emotional abuse.

Harsh discipline includes different types of discipline that all have in common that they harm the child or at least have the potential to harm the child. The instructor should now present the various consequences of harsh discipline. Harm can be visible in form of physical injuries but sometimes the scars are also invisible, for example psychological harm such as lowered self-esteem. Especially emotional abuse leaves psychological scars that may be long-lasting and affect the child not only in adolescence but also later in life. Yet, these consequences will only be seen some years later.

Over the last decades research from all over the world has shown that harsh discipline in form of physical and emotional punishment has various negative consequences. These consequences have been shown in hundreds of studies all over the world, both in western and African countries. There is also a good evidence base of studies that have been conducted in Tanzania about the potential negative consequences of physical punishment and emotional abuse.

Though physical punishment and emotional abuse increase the risk for various problems, it does not necessarily lead to problems in each child. There may be examples of children that were not or not obviously harmed. In sum, however, children and adolescents who experienced more physical punishment and/or emotional abuse **do worse** than children who did not experience or experienced less physical punishment or emotional abuse! ***The question is: Do we want to run the risk that maybe not all but some children develop behavioral, emotional and/or cognitive problems because of our way of disciplining them?***

Cycle of violence: The way we have been treated in childhood (e.g., by our parents and teachers), the same way we most likely treat our own children (despite the fact that in adolescence we may have sworn that we will treat our children differently!). The cycle of violence may also be related to some experiences that the participants will share during the self-reflection sessions.

As the child learns to solve conflicts with violence, a cycle of violence may develop. Children and adolescents who experienced more violence by their parents or teachers are also more likely to act aggressively towards peers but also towards teachers and parents.

**Aim:**

The aim of the theoretical input is to give examples of harsh discipline that may be harmful to students. Furthermore, the input should provide the participants with an overview over potential negative consequences of physical punishment and emotional abuse. The focus of the session will be on various emotional, behavioral and cognitive consequences of physical punishment and emotional abuse.

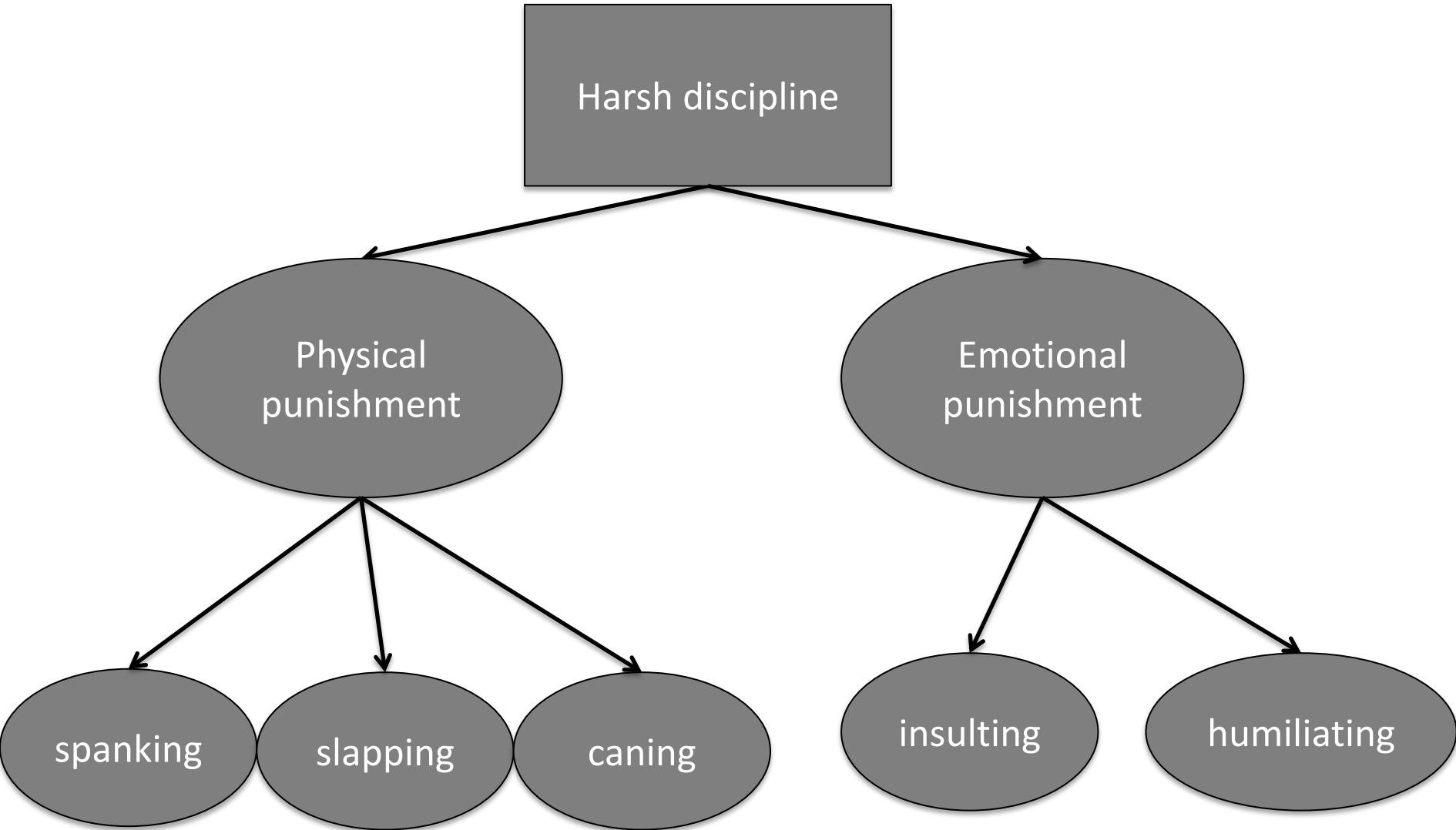
**Time frame:**

Approximately 45 minutes plus 20 minutes for questions and discussions.

# Harsh discipline

- Harsh discipline can be defined as the use of any physical or psychological force with the intention of causing physical or emotional pain for the purpose of correction or control of the student's behavior.
- As physical and psychological discipline may harm the student and poses a continuous threat or stressor to the student, harsh discipline is commonly defined as physical or emotional abuse.

# Examples of harsh discipline



# How do children feel when they are punished?

## Childrens' feelings:

### **A 6-year-old girl:**

*"When my mother yells at me, I feel very lonely and often think that nobody loves me and that I do everything wrong."*

### **A 12-year-old boy:**

*"Beating hurts and then I get angry and sometimes start teasing my younger brother."*

### **A 10-year-old girl:**

*"I feel loved by my parents, but not when they beat me."*

### **A 7-year-old boy:**

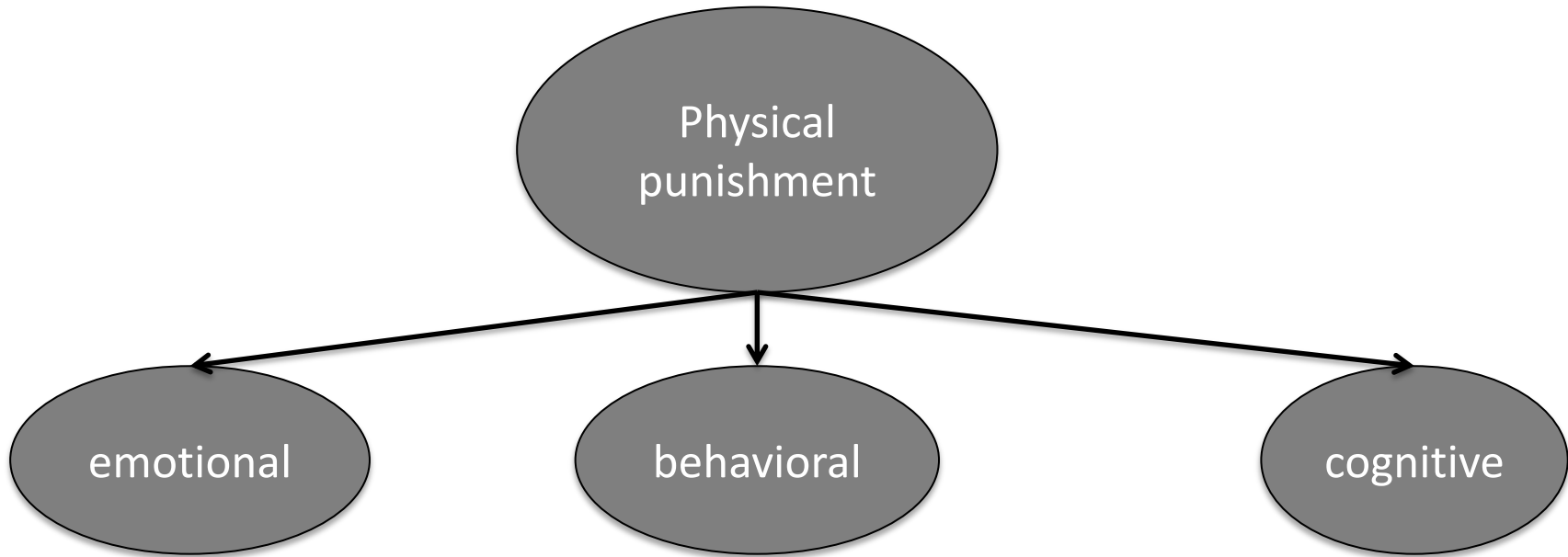
*"When I hear my father coming home, I startle and get afraid. I never know when he gets angry. When he gets angry, he beats my mum and sometimes also me."*

- Children perceive harsh punishment often as unfair and humiliating. As a consequence they either feel sad and worthless, or angry and full of revenge.

# Consequences of harsh discipline

- Harsh discipline includes different types of discipline that all have in common that they harm the students or have the potential to harm the student.
- Harm can be visible in form of physical injuries but sometimes the scars are also invisible, for example psychological harm such as lowered self-esteem.

# Consequences of physical punishment



## **Emotional consequences:**

- More mental health problems
  - Depressive Symptoms
  - Internalizing problems
- Lower self-esteem
- Less secure attachment to caregiver
- Lower quality of caregiver-child relationship

## **Behavioral consequences:**

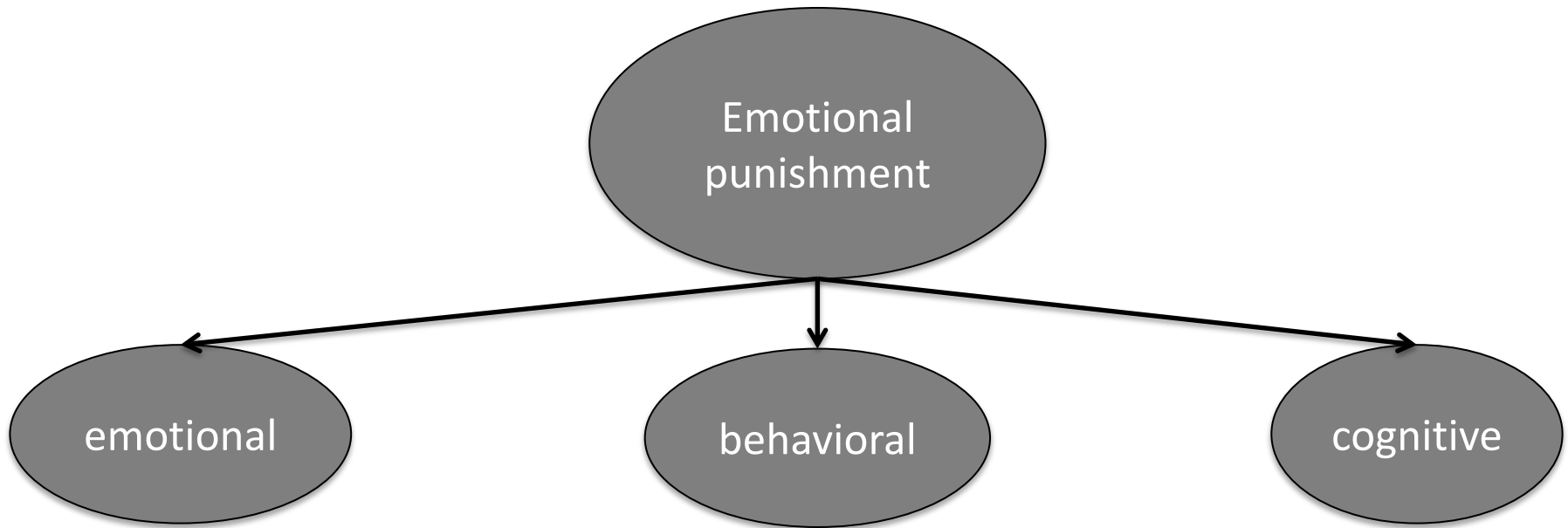
- **More aggressive behavior in childhood**
- More aggressive behavior in adolescence & adulthood
- **More antisocial & delinquent behavior in childhood**
- More antisocial behavior & delinquent in adolescence & adulthood
- Less prosocial behavior

## **Cognitive consequences:**

- Lower school achievement
- Lower working memory capacity
- Lower attention capacity
- Lower concentration at school



# Consequences of emotional punishment



## **Emotional consequences:**

- Impaired self-image and self-esteem
- Difficulties to make friends and relate with others
- Social withdrawal
- Depressive symptoms
- Suicidal thoughts

## **Behavioral consequences:**

- More aggressive and oppositional behavior
- More likely to show symptoms of hyperactivity
- More bedwetting

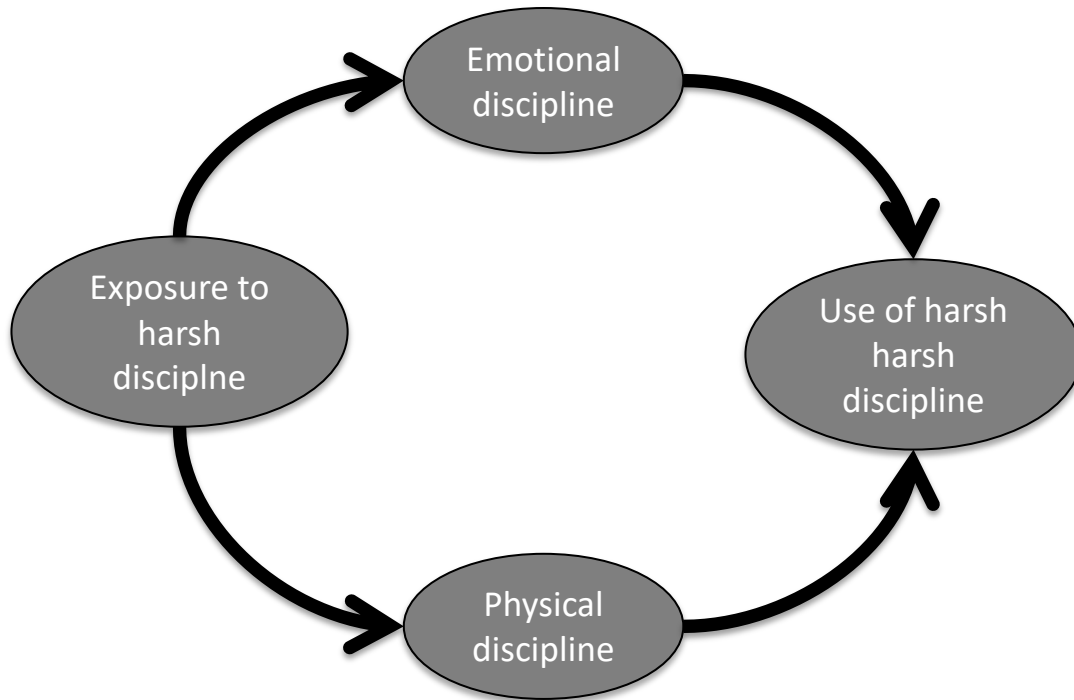
## **Cognitive consequences:**

- Learning difficulties
- Concentration problems

# Harmful punishment teaches a student ...

- ... ***fear but not respect!***
- ... ***what not to do, but not what to do!***
- ... ***immediate compliance, but no moral internalization!***
- ... ***to solve conflicts with violence!***

# The cycle of violence



As the student learns to solve conflicts with violence, a cycle of violence may develop. Children and adolescents who experienced more violence by their parents and teachers are also more likely to act aggressively towards peers but also towards teachers and parents.

# The power struggle in schools

- The use of pressure and (physical) power lead to a power struggle with students.
- Applying more power, force, and humiliation leads to more resentment, rebellion and revenge.
- Teaching and learning steps into the background and school days are at risk to become a constant struggle for power between teachers and students.
- At worst, the students may win the struggle by total refusal to learn and constant absence from school.
- Highly dissatisfying and stressful for both, students and teachers!

## **Self - reflection**

### **Instruction to the facilitators:**

The self-reflection session should start with *15-20 minutes* in which the participants think individually about the guiding questions. The participants should be encouraged to take notes. In the second step (may take *up to 2 hours*, take a break if needed), participants should be invited to share their thoughts with others. Before inviting the participants to share their experiences and thoughts, participants should be reminded and agree that everything that is shared and discussed in the workshop should not be shared with anybody outside the workshop. Participants should be encouraged but not forced to share their experiences.

After all participants who wished to share their experiences, the trainers may discuss or highlight the following points (*30 minutes*):

- Reflecting on own experiences of harsh punishment reminds us how painful and often unfair students may perceive harsh punishment.
- Reflecting on own experiences of harsh punishment reminds us that fear and feelings of being treated unfair may change into anger and feelings of revenge.
- Reflecting on own experiences of harsh punishment reminds us that we educate our students very much as our parents and teachers have educated us.
- Reflecting on own experiences of harsh punishment reminds us that it easily happens that harsh discipline is applied in highly emotional situations. In these situations we tend to punish more and more severely. However, we are too proud to admit this.
- Reflecting on own experiences of harsh punishment reminds us that some of us achieved quite something in life but this was possible despite harsh punishment (not because of harsh punishment). As teachers we are important role models. Some students – not all – will suffer from negative consequences, do we really want to run the risk that some of our students develop psychological problems, perform poorly at school and do not reach their full potential because of our behavior?

### **Aims:**

The goal of this double session is to raise awareness of students' fear and feelings of revenge when treated unfair or punished harshly. Furthermore, this sessions aims to highlight that teachers often unconsciously use the same discipline strategies as their own parents and teachers – particularly in highly emotional situation. This session shall lay the foundation that the participants start to reconsider their usual way of reacting to students' misbehavior.

**Instructions to the participants:**

Dear participant,

Take now 15 minutes and think about the guiding questions. It will be helpful if you could find a quiet place and think about the questions on your own.

***Guiding Questions:***

1. Go back to your childhood, think of your mistakes and the punishment you were given by your parents and at school by your teachers.
  - a. Mention types of your mistakes and the punishment you were given.
  - b. How did you feel after being punished?
  - c. Are there types of punishment of your parents and teachers that you have experienced and that you are now using to discipline children? Do you consider them as effective and helpful?
  
2. Which punishment do you remember most in your life? What did you do and what was the punishment?
  - a. At school
  - b. At home
  
3. How do you feel when you beat a child to discipline him/ her?
  
  
4. How do you feel when you know/ see another person is beating your child?

## **Common beliefs about corporal punishment**

### **Instructions for the facilitator**

#### **Aim:**

The aim of this session is to help the participants to start questioning their attitudes and beliefs concerning corporal punishment. The session starts with a brief introduction and the formation of small groups. Followed by a small group discussion in which each small group discusses one common myth of corporal punishment. Guiding questions for each small group are provided. The major points of discussion should be presented by each small group followed by a short discussion guided by the facilitators.

#### **Time frame:**

Introduction and formation of small groups:	10 minutes
Small group discussions:	30 minutes
Presentation and discussion in the plenary:	45 minutes

### **Beliefs about corporal punishment – Small Groups**

#### **Group 1**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Corporal punishment teaches respect.”***

#### **Questions:**

- What is respect?
- Whom do you respect and why?
- Is corporal punishment related to respect? In which way?
- What components could be important to be respected by the children?

→ Is it true that corporal punishment teaches respect?

#### **Notes for the facilitator:**

***Definition of respect:*** a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way; a feeling of admiring someone or something that is good, valuable, important, etc.

#### **Aim:**

Respect has nothing to do with corporal punishment. Punishment teaches the child to fear the teacher, not to respect him. Encouragement, winning cooperation and guidance are important to gain respect.



## **Group 2**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards.

***“Some children only understand corporal punishment.”***

*If children are accustomed to corporal punishment they won't understand other educating methods. Especially for difficult children corporal punishment is the only effective method.*

### **Questions:**

- What is meant by understanding the punishment? How do you know a child understood the punishment?
- Do some children not understand other educating methods than corporal punishment?
- Do children learn the desired behavior from corporal punishment?
- Is corporal punishment related to the children's understanding of misbehaving/ a change in the children's behavior?
- What benefits could it have to implement alternative methods to discipline?

→ Is it true that some children only understand corporal punishment?

### **Notes for the facilitator:**

#### **Aim:**

Some children are accustomed to corporal punishment and might be surprised if a teacher acts differently, but there is no reason why other discipline approaches shouldn't work or even be better long-term. When using corporal punishment the child only learns that it misbehaved and might have feelings of resentment. With alternative methods of disciplining the child learns to stop misbehavior but he/she also learns action alternatives. For children who mainly know corporal punishment as method of discipline it is even more necessary to experience positive methods of discipline. With children who are already caught in a power struggle or show revengeful behavior, more pressure and power won't help, but intensify the problem.

### **Group 3**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Corporal punishment builds the character.”***

*Corporal punishment is necessary for the moral development and the development of the conscience. It teaches the children to be responsible for their behavior.*

#### **Questions:**

- What is moral development/ development of the conscience?
- What is necessary for a moral development?
- Is corporal punishment related to character building?
- Do children who grew up without corporal punishment have lower moral beliefs?
- What aspects could help the child in developing a good moral concept?

→ Is it true that corporal punishment builds the character?

#### **Notes for the facilitator:**

**Moral development:** Understanding of what is right and what is wrong. Learning how to treat others, with respect to the well-being and the rights of the others. Beliefs, attitudes and behavior show the moral understanding of a person.

#### **Aim:**

Corporal punishment doesn't help to build the character. On the contrary, corporal punishment leads to lower internalized moral beliefs, to a lower understanding of what is right and what is wrong and to more aggression. It is harmful for the character of the child, not helpful. The child learns that to behave a certain way, because the stronger adult wants it, not because the child understood that it is the base of living together. The child did not internalize the moral beliefs. If no one watches, there is no need to fulfill moral expectations. It is important that the attachment figures exemplify moral concepts. Praise and warmth are related to moral development, as well as sincerity, respect, dignity, kindness and firmness.

#### **Group 4**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Children get uncontrollable without corporal punishment.”***

#### **Questions:**

- Does corporal punishment help to control the children?
- How do corporal punishment and control over the children relate?
- What alternatives to corporal punishment exist to handle difficult children?
- Are the alternatives as good in controlling the children as corporal punishment?
- What would happen if there wouldn't be any corporal punishment?

→ Is it true that children get uncontrollable without corporal punishment?

#### **Notes for the facilitator:**

#### **Aim:**

Corporal punishment is used to control the children, but other methods do that even better. Pressure can make children learn, but it takes much more effort and holds much risk for destructive reactions than winning the child's interest and participation. In orphanages/schools where corporal punishment was abandoned the behavioral problems didn't increase at all. The alternative methods of disciplining are effective to control children.

### **Group 5**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards.

***“Corporal punishment is time efficient.”***

#### ***Questions:***

- How long do you need to spank a child? How long do other methods of punishment take compared to corporal punishment?
- How often do you need to punish a child?
- How effective is corporal punishment compared to alternative methods of punishing?
- Is corporal punishment time efficient on the long term?

→Is it true that corporal punishment is time efficient?

#### **Notes for the facilitator:**

##### **Aim:**

On the short term corporal punishment seems to be time efficient. At the beginning the use of the new methods might take a little bit longer than it would take you to spank the child. When you used the new methods of disciplining a few times it won't take you longer than corporal punishment. And there is a very important difference in the amount of time you spend in corporal punishment or in alternative methods of disciplining in the long run. When you use corporal punishment the child doesn't learn a new behavior from it. The child might therefore show the same behavior again and again. You do not address the underlying aims and the behavior patterns stay the same. When using the other disciplining strategies, the child knows he/she misbehaved but it also learns action alternatives. Studies showed that on the long term corporal punishment took more time than other methods of disciplining.

## **Effective discipline strategies**

### **Information for the facilitator:**

**1) Discussion:** We start our unit concerning effective discipline strategies with a discussion in the plenary. In this discussion the facilitator should have an open and interested attitude towards the participants. The facilitator should be cautious not to bring in his own opinion in this discussion.

**2) Input:** In the second phase the facilitator gives a theoretical input about behavior modification. The basic ideas of behavior modification by means of incentives and consequences will be introduced, and examples for strategies to modify behavior will be given and explained.

### **Time frame:**

**1) Discussion:** approximately 15 minutes

**2) Input:** approximately 60 minutes plus 15 minutes for questions and discussions

### **Aim:**

**1) Discussion:** Get into the topic “discipline strategies” and learn about the knowledge of the participants. In subsequent sessions you can refer back to the knowledge discussed in this plenary.

**2) Input:** The aim of the theoretical input is to provide the participants with the theoretical background of behavior modifications. These theoretical considerations should be explained with examples that fit to the participants working environment. Nevertheless, this input gives only an overview and the following session will deepen the participants’ theoretical and practical knowledge on specific strategies.

## Discussion

### **Discussion guide:**

#### ***Opening of the discussion:***

We would like to discuss effective discipline strategies with you. You already have a lot of experience in teaching and classroom-related work with students. We would like to discuss based on your experiences, which strategies work well for you.

#### ***Guiding questions:***

- Based on your experience what are good strategies to get students to follow your instructions?
- Based on your experience what works best to stop students from fighting?
- Based on your experience how do you motivate a student to do his/her schoolwork?
- Based on your experience how do you calm down an angry student that shouts at or beats other students?

#### ***Points to consider***

The facilitator needs to keep in mind the following facts in this discussion and should contribute a few questions related to these facts to give the participants the chance to slowly begin reconsidering their behavior:

- Corporal punishment is very time consuming
  - Example questions: How much time do you need to discipline all students every day? Does the time that you need for disciplining affect your teaching?
- If a (large) class is against you, teaching becomes more difficult
  - Example questions: If your students fear you or hate you, do you think that this affects your relationship to your students or your quality of teaching?
- If students are involved and take over responsibilities, teachers can usually reduce time needed for disciplinary measures and focus more on teaching
  - Example questions: If you feel accepted and responsible for something, are you more eager to participate and to perform well? Would this not be the same for your student?
- Structural factors such as class size are often used as excuses not to reconsider own behavior
  - Example questions: Would you change the way how you discipline your students if you would have only 30 students in class? How? Why?

## Input

### **1) Instruction**

In the second part of this session, the facilitator gives theoretical input about behavior modification. The input starts with questions that are not answered by the participants, but by the content of the input session.

The theoretical base for **behavior modification** is *learning theory*. Desired behavior is reinforced by adding a positive incentive or by removing a negative incentive. Misbehavior can be modified by adding a negative incentive or by removing a positive incentive. Examples for positive and negative reinforcement and positive and negative punishment will be given and explained. Positive incentives are often small gestures: e.g. words of praise or attention. In the normal environment of a school, there are a number of incentives that can be used as positive or negative reinforcement.

Generally, good behavior should be reinforced. If desired behavior is reinforced, children will show less misbehavior. It is crucial to keep in mind that children generally want to belong to a group, they want to feel accepted, encouraged and contribute to the group. Consequently, encouragement and attention are the most powerful tools to work well together with children. Pressure can make children learn, but it takes much more effort and holds much risk for destructive reactions than winning the child's interest and participation.

### **2) Points to consider**

#### ***Maintaining good behavior:***

Often we tend to forget to reinforce good behavior. We tend to take it for granted.

- However, if we want children to maintain good behavior, we cannot reinforce good behavior often enough.
- However, it is necessary that we mean what we say, when we praise a child, for example.

We very much influence children's behavior through our own behavior. **Children copy our behaviors**, e.g. if we use threat or force to get children to do what we want them to, we shouldn't be surprised if children learn and use these strategies, too.

#### **The teacher is the main actor in creating an atmosphere where students want to participate and contribute:**

- Attention is focused on good participation and contribution to the lesson.
- Teamwork and helping each other is reinforced by the teacher.
- The teacher encourages the students to actively take part in the lesson.
- As little attention as possible is given to misbehavior.

#### ***Changing misbehavior:***

First, it is important to step away from feeling provoked by the child and quick reactions, but to evaluate the child's behavior for the underlying goals:

- In this evaluation the teacher should concentrate on the purpose of the child's behavior, less on the underlying reasons in past experiences.

- The teacher can respond to the child’s behavior by reinforcing the feeling of belonging and contribution to the group.
  - Time and patience are needed to change the child’s attitude.
  - **The focus should always lie on reinforcement and encouragement.**
  - **Whenever possible, attention removal and natural or logical consequences should be used to modify behavior!**
  - **We tend to talk too much. Silent actions are more powerful than threatening, shouting or scolding.**
- 
- Examples of a natural consequence: If I loose my key, I cannot open the door at home. If the child destroys his/her exercise book, he/she cannot take notes anymore and may miss important information.
  - Example of a logical consequence: If a child rides a bike in a busy street in a very risky way, we could wait until he has an accident (natural consequence). As this consequence is very dangerous and the child might get seriously hurt, one logical consequence would be to confiscate the bike for the rest of the day. If the students are too noisy in class, the teacher stops talking until the students are concentrated again.

**Attention to misbehavior will reinforce misbehavior:** We should try to avoid putting all our attention to misbehavior because children will learn: if they want to been seen or heard by the teachers, they need to misbehave. In this way, we reinforce misbehavior and achieve the opposite of what we aim to achieve.

Be aware that threatening the child with a certain consequence but not implementing the consequence may also reinforce misbehavior: a negative incentive (expectation of a consequence) is removed which reinforces the misbehavior unintentionally.



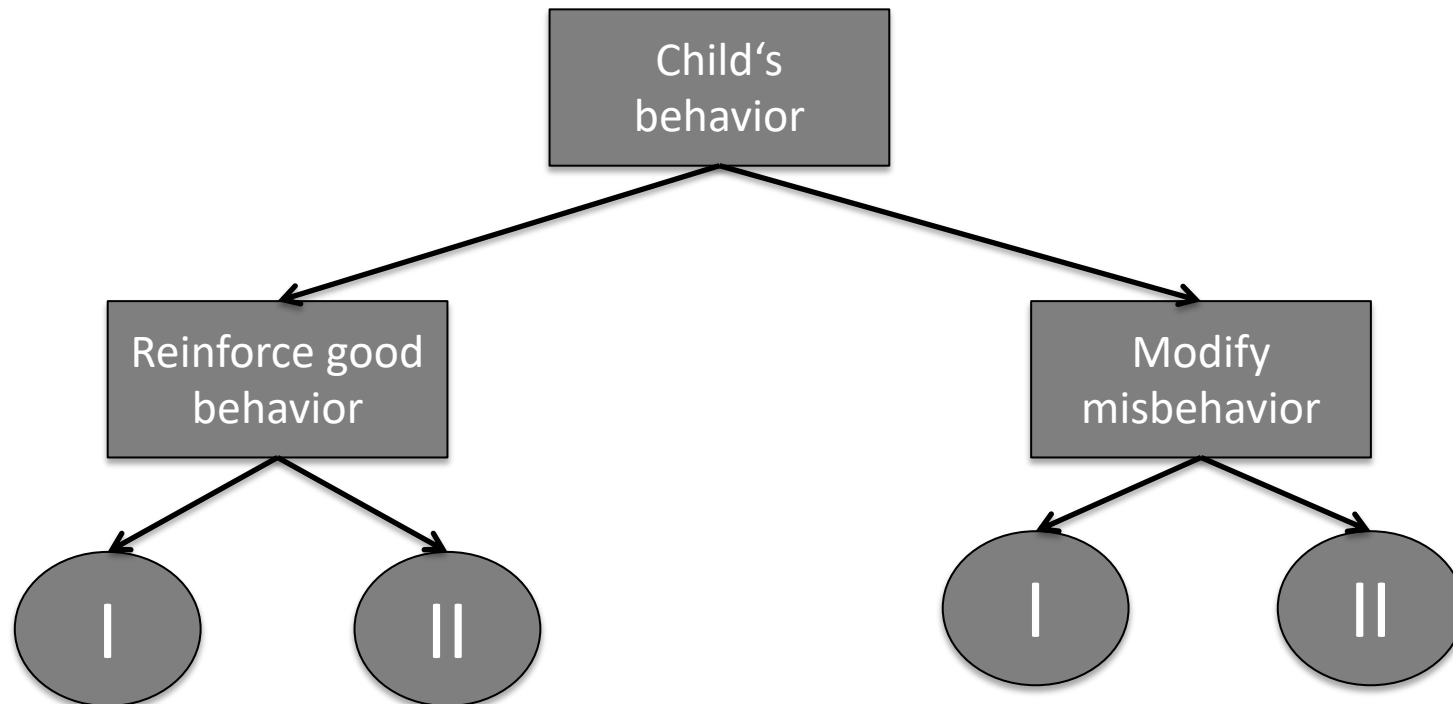
# Effective discipline strategies

- How can I train students without corporal punishment?
- What are effective strategies?
- Today, we want to present different answers to these questions.
- There is a great variety of strategies to discuss and try.

# Behavior modification with incentives

The theoretical base for *behavior modification* is *learning theory*:

- Desired behavior is reinforced by adding positive incentives or by removing negative tasks.
- Positive incentives are often small gestures: e.g. words of praise or attention.
- Misbehavior can be modified by adding negative consequences or by removing positive incentives.
- Generally, focus on reinforcing good behavior. If desired behavior is reinforced and children feel accepted, they will show less misbehavior.
- In the normal environment of the classroom, there are a number of incentives that can be used as positive or negative reinforcement.



**Adding a positive incentive**

- **Positive words**
- Eye contact
- **Attention**
- **Demonstrations of affection (hugs, back-patting)**
- Privileges
- Points or tokens
- Materials
- Activities

**Removing a negative incentive**

- Reducing tasks (e.g. cleaning blackboard)
- No homework

**Adding a negative incentive**

- Additional tasks
  - Exercises in maths, writing...
  - Cleaning the blackboard

**Removing a positive incentive**

- Loosing a privilege
  - Participating in group activities
  - Break time
- Active ignoring of misbehavior (no attention)

# Reinforce „good behavior“

Often we tend to forget to reinforce good behavior. We tend to take it for granted.

- However, if we want students to maintain good behavior, we cannot reinforce good behavior often enough.
  - It is crucial that we mean what we say, when we praise a student.
  - Students want to feel accepted and to contribute in a meaningful way.
- We very much influence students' behavior through our own behavior. **Students copy our behavior**, e.g. if we use threat or force to get students to do what we want them to, we shouldn't be surprised if students learn and use these strategies, too.

# Reinforce „good behavior“

- The teacher is the main actor in creating an atmosphere where students want to participate and contribute:
  - Attention is focused on good participation and contribution to the lesson.
  - Teamwork and helping each other is reinforced by the teacher.
  - The teacher encourages the students to actively contribute to the lesson.
  - As little attention as possible is given to misbehavior.

# Reinforcing „good behavior“

## ① Positive reinforcing

- Acknowledge „good behavior“ as quickly and as often as possible.
- Give the students specific feedback about specific behavior: *“I liked the way how you have helped other students in class.”*

## ② Demonstrating „good behavior“

- Teachers are role models
- Actions are more powerful than words
- ***Do what you say, say what you mean and mean what you say!***
- Keep your actions as consistent and positive as possible
- Show that you are able to learn from mistakes
- Be kind and firm

# Changing „misbehavior“

- It is important to step away from feeling provoked by the child and from quick reactions.
- Evaluate the child's behavior for the underlying goals.
- In this evaluation the teacher should concentrate on the purpose of the child's behavior, less on the underlying reasons in past experiences.
- The teacher can respond to the child's behavior by reinforcing the feeling of belonging and contribution to the group.
- Time and patience are needed to change the child's attitude.

# Changing „misbehavior“

- ① **Active ignoring**
  - Briefly removing all attention, when student shows misbehavior.
  - Provide the student with action alternatives and acknowledge every step of behavioral change.
- ② **Natural consequences**
  - As a result of the student's own action, certain consequences or reactions naturally happen. The natural sequence of events without the teacher's interference.
- ③ **Logical consequences**
  - In certain situations natural consequences may be too dangerous or not applicable.
  - Instead, the consequences of the student's misbehavior are structured by the teacher, but experienced by the student as logical in nature.
  - Logical consequences are logically related to the misbehavior.
- ④ **Additional tasks/privilege removal**
  - A penalty should be used only with caution and consideration.
  - The penalty should be calmly discussed, should not be influenced by current emotions.
  - Rules and expectations should be clear and laid out in advance and not presented as a surprise, a threat or a punishment.
  - Can be discussed in the group discussion of the class and according to the class rules.



# Changing „misbehavior“

- Prepare well with class rules and discuss misbehavior with the students beforehand.
- Be firm, but fair.
- Be consistent.
- If you are angry, take a moment to calm down. Your anger is not a good guide.
- Distinguish between the action and the child. You are accepting the child, but not the action.
- Children in rage cannot listen. Wait until it is over.
- Don't get into a power struggle. Refuse to enter the fight. Admit that you cannot force the child, try to find an agreement together, guide their power in useful actions.
- Silent actions are more powerful than threatening, shouting or scolding.

# Changing „misbehavior“

- The focus should always lie on reinforcement and encouragement.
- Instead of forcing students, we can encourage and guide them.
- **Whenever possible, attention and natural or logical consequences should be used to modify behavior!**

# Changing „misbehavior“

- If the child seeks **attention**: ignore attention-seeking behavior and give attention at other times, encourage useful contributions to the class and lessons.
- If the child seeks **power**: do not use logical consequences or penalties, avoid power struggles, ask for the child's aid, make agreements.
- If the child seeks **revenge**: use natural consequences, persuade the child that they are liked, involve the class in encouragement.
- If the child displays **inadequacy**: encourage and do not give up, acknowledge every attempt.

# Dos & Don'ts

## Dos:

- *The consequences of misbehavior should be defined before the misbehavior occurs.*
- *The consequence should be related to the misbehavior.*
- *The same misbehavior should have the same consequence (consistent).*
- *The negative consequence should follow immediately (contingent).*

## Don'ts:

- *If a student misbehaves, we tend to get angry or disappointed. **The stronger our emotions are, the more we punish the student.***
- ***We tend to talk too much.** The message gets lost in the preaching, criticizing, scolding and explaining.*

# The role of attention

## **Attention to misbehavior will reinforce misbehavior:**

- Try to avoid to put your attention to misbehavior.
- Students will learn, if they want to be seen or heard by the teacher, they need to misbehave.
- We reinforce misbehavior.
- We achieve the opposite of what we aim to achieve.
- Focus on reinforcement and encouragement!

# Consequences of behavior

Should be...

- age-appropriate
- not determined by teacher's current emotions
- related to the misbehavior
- consistent (same consequences for same behavior)
- contingent (closely after behavior)

## The importance of attention

- Students are always looking for teacher's attention.
- Negative attention is better than no attention.

➔ Attention reinforces the students' behavior

+ Use attention to reinforce good behavior

- Try not to pay too much attention on misbehavior

## **Instructions & expectations**

### **Facilitator instructions:**

#### **Aim:**

Sensitize for the importance of setting expectations in a realistic and supportive way for the success of an interaction.

#### **Time frame:**

3 Role-plays:	15 minutes
Discussion:	15 minutes
Reading handout:	15 minutes
Discussion of handout:	15 minutes
Finding examples:	15 minutes

#### **Task:**

**Role play** of two people (two assistants or facilitators) in front of the plenary. They play all 3 scenes.

The participants should discuss: Which way worked best? Why?

The facilitator guides the discussion. The discussion should take 15 minutes.

After the discussion all participants should read the Instructions & expectations handout. Discuss the handout and find examples for good and bad instructions from everyday work.

### **Role play in front of the plenary:**

**Situation:** Teacher wants the student to sit on his/her chair.

**Scene 1:** Teacher shouts the instruction facing the blackboard with a harsh voice.

**Scene 2:** Teacher begs student to sit down and starts a discussion with the student.

**Scene 3:** Teacher puts the attention to the student, looks at the student and gives a calm and friendly instruction: “I want you to sit down, now.” Teacher stays focused on the student until he sits down. Teacher says: “ Thank you” and continues with the lesson.

## **Reinforcement**

### **Aim:**

Make the participants aware of the power of reinforcement, especially of reinforcement that does not cost anything (opposed to other reinforcements like small presents, etc.). The power of encouragement, attention, participation and responsibility is often overseen, but especially with students these are crucial points. If a teacher neglects them, it might be the reason why he/she has problems with certain students (e.g. some are always praised, others are always yelled at or beaten, and the latter never improve and are aggressive towards the teacher).

### **Time frame:**

Input	40 minutes
Small groups practice	25 minutes
Presentation and discussion of small groups	25 minutes

### **Input:**

Use the prepared input and write it on a blackboard or flipchart while presenting and explaining it.

**Additions** to the content of the slides that the facilitator can use in the presentation:

***Reinforcement:*** A good relationship between teacher and students is based on sincerity, respect, dignity, kindness, humor and firmness. The child will be motivated to learn if he can participate actively with responsibility and if the teacher can elicit interest for the subject in the students. Pressure can make children learn, but it takes much more effort and holds much risk for destructive reactions than winning the child's interest and participation. → “democratic classroom, based on mutual respect” (Dreikurs, 1968, p.8)

***Encouragement:*** “A misbehaving or deficient child is mainly a discouraged child” (Dreikurs, 1968, p. 39).

Children show misbehavior because they are discouraged through humiliation, criticism, punishment or overprotection. The child loses the confidence in his own abilities. Criticism, correction and pointing out mistakes may be done with good intentions to help the child, but it leads to even more discouragement. The child experiences that it is faulty and deficient.

The child needs the feeling that the teacher sees the child as a valuable person independently of his performance. With this encouragement the child can show its full potential.

Most time teachers do not work one-to-one with a student, but with the whole class. Thus, the classroom atmosphere is essential to motivate or hinder learning. Teachers need to work with the class not against it. Good communication, common objectives and common values are parts of a good class atmosphere. The teacher can create a team spirit and share the



responsibility for learning with the children. It is crucial to unite the class for a common goal or interest. A cooperative atmosphere is more helpful than competitive one. It fosters values that children need to learn and unfold themselves, like communication of ideas, coordination of effort, friendliness and the motivation to contribute.

***How to give specific and positive feedback:***

- Avoid comments on the person, focus on the action.
- Use a warm and optimistic voice.
- Give feedback on specific behavior: e.g.,
  - I appreciate/like that you did...
  - It is good to see...
  - I enjoyed that you...
  - It was a great help that you...
  - I noticed that you improved in...
  - I am sure you can do ... . If you need help, you can come to me.

***Attention:*** Automatically, we tend to focus on bad behavior, because this is where we want change. Students who behave well often do not get so much attention as loud and disruptive students. Acknowledge good behavior more than you comment on bad behavior of the same child.

***Responsibility:*** Group discussions are an important part of the democratic classroom. In group discussions all children take part, express their opinions, learn to listen to each other, and share the responsibility to find solutions with the teacher. Children have great abilities, intelligence and capacity for responsibility.

***Group discussions following R. Dreikurs:***

- A weekly class discussion of around 30 minutes.
- First the teacher is the chairperson, later also students take turns.
- Discuss: good things, possible improvements, personal issues, tasks & responsibilities, activities & plans, class rules & consequences of violations
- Concentrate on constructive comments and problem solving.
- Keep a respectful & accepting atmosphere.
- Seek consensus in discussions.

### **Small group instructions for the facilitator**

#### **Aim:**

Small group discussion with the aim of finding examples from their work for using reinforcement like encouragement, attention, responsibility and participation in school. Transfer the abstract concepts of reinforcement into daily work examples. Participants should later be able to apply these concepts in their daily work routine. They should think about things that may be crucial for success, like *being consistent, catch a student doing something good, see mistakes as chances not as failures, give specific positive feedback, focus on improvement etc.*

#### **Introduction to the topic:**

Students are more motivated to help and to fulfill their daily tasks if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

After the discussion in the small groups, the groups present one of their examples. Collect results at the blackboard, add points if necessary.

#### **Task:**

Form 5 small groups.

# Reinforcement

- Reinforce good behavior
- Enhance motivation and commitment
- Support cooperation
  
- Reinforce through
  - Encouragement
  - Attention
  - Responsibility
  - Participation

# Reinforcement

- The child will be motivated to learn if he can participate actively with responsibility and if the teacher can elicit interest for the subject in the students.
- Pressure can make children learn, but it takes much more effort and holds much risk for misbehavior than guiding, motivating, and encouraging.

# Encouragement

“A misbehaving or deficient child is mainly a discouraged child” (Dreikurs, 1968, p. 39)

- The child loses the confidence in his/her own abilities.
- Criticism, correction, and pointing out mistakes may be done with good intentions, but lead to even more discouragement.
- The child needs the feeling that the teacher sees him/her as a valuable person independently of the performance and has faith in his/her abilities.

# Encouragement

- Concentrate on the positive and the strengths of the students.
  - Mistakes are chances, not failures.
  - Avoid criticism.
  - Focus on improvement instead of performance.
  - Have faith in the students' abilities.
  - Be optimistic.
  - Acknowledge improvement.
  - Catch the students doing something good; give positive feedback.
- „He [the student] becomes what he is encouraged to become“ (Dreikurs, Cassel, Ferguson, 2004, p. 36)

# How to give positive and specific feedback

- Avoid comments on the person, focus on the action.
- Use a warm and optimistic voice.
- Give feedback on specific behavior: e.g.,
  - I appreciate/like that you did...
  - It is good to see...
  - I enjoyed that you...
  - It was a great help that you...
  - I noticed that you improved in...
  - I am sure you can do ... . If you need help, you can come to me.

# Encouragement

The classroom atmosphere is essential to motivate or hinder learning.

- Teachers need to work with the class not against it.
- Good communication, common objectives and common values are parts of a good class atmosphere.
- Create a team spirit and share the responsibility for learning with the children.
- Unite the class for a common goal or interest.
- A cooperative atmosphere is more helpful than competitive one: It fosters values that children need to learn and unfold themselves, like communication of ideas, coordination of effort, friendliness and the motivation to contribute.



# Attention

- Power of attention is often overseen
  - Attention always reinforces behavior
  - Negative attention is better than no attention
- + Use attention to reinforce good behavior.
- Try not to pay too much attention to misbehavior.
- + Acknowledge good behavior more than you comment on bad behavior (of one student!)

# Responsibility

- We care more about the outcome of a task if we feel responsible.
- Students can take responsibility for tasks in the classroom.
- If they feel responsible for the outcome of a lesson, they will participate and learn.
- Being responsible is learned through taking responsibility.

# Participation

- We care more about tasks if we feel that our actions matter.
- Students can prepare certain parts of the lessons that are of interest for them.
- If they can participate actively and take over responsibility, they are more motivated.
- In group discussions all children take part, express their opinions, learn to listen to each other, and share the responsibility to find solutions with the teacher.

# Group discussions (following Dreikurs)

- A weekly class discussion of around 30 minutes.
- First teacher is the chairperson, later also students take turns.
- Discuss: good things, possible improvements, personal issues, tasks & responsibilities, activities & plans, class rules & consequences of violations
- Concentrate on constructive comments and problem solving.
- Keep a respectful & accepting atmosphere.
- Seek consensus in discussions.

# Examples for discussion rules

(following Dreikurs, Cassel, & Ferguson, 2004)

- Raise your hand.
- One person speaks at a time. Others listen.
- Act responsible.
- Show mutual respect.
- Be positive.
- State your opinion clearly.
- Think together.
- Solve problems with cooperation.

# Same same

- Be careful to give each student several chances to participate and take over responsibilities.
- Be careful also to praise the disruptive students when they do something well or improve a little bit.

# Work together!

- It is easier for the teacher to work with motivated students who feel responsible.
- Motivated students are easier to guide.
- Especially in big classes it is difficult to teach if the students are against the teacher and sabotage the lessons.
- Motivating students is especially important in big classes!

## **Logical consequences**

### **Instructions for the facilitator**

#### **Aim:**

Introduce the participants to the concept of logical consequences. It is a very powerful tool, as the students learn so much. However, at the beginning it requires more thinking to find the logical consequences and to communicate it in a good way. It may happen, that the first uses of logical consequences are not working perfectly. Do not be frustrated. With practice it gets easier and the students learn how the teacher will react and behave more responsively. Logical consequences are the most powerful learning tool, because you do not impose an artificial punishment, but you mimic real life where every action leads to a consequence. There is a significant difference between punishment and (natural and logical) consequence: In contrast to punishment are not created by an authority, but result from the situation itself. The teacher is then an accompanying assistant not the actor.

It is important to work with specific examples to learn to find the logical consequence. Otherwise the participants will give up quickly, because the normal punishment is more convenient (even though the students do not learn much from it).

#### **Time frame:**

The input should take not more than 30 minutes. During the input you should spend a lot of time with examples so that the participants really understand what a logical consequence is and how you communicate it. The small groups practice should take 30 minutes. In the remaining 30 minutes results of the small groups are presented and discussed (see small group instruction).

#### **Input:**

Use the prepared input and write it on a blackboard or flipchart while presenting and explaining it.



## **Logical consequences**

### **Small group instructions for the facilitator:**

#### **Aim:**

Small group discussion with the aim of finding examples for logical consequences from the work at school. Transfer the abstract concept of logical consequences into daily work examples. Participants should later be able to apply this concept in their classroom. Participants should think about things that may be crucial for success, like being calm and communicating the consequence as a consequence and not as a punishment, following through with it and when it is over, not acting angry anymore.

#### **Time frame:**

30 minutes for small group work and 30 minutes for presenting and discussing the results of the small groups in the plenary.

#### **Introduction of the topic:**

Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in the every-day work. Please find precise examples for misbehavior of your students and describe what the logical consequence would look like. What could be crucial to make it successful?

After the discussion in the small groups, the groups present their work. Collect results at the blackboard, add points if necessary.

*When participants have difficulties to find examples for logical consequences, facilitators are invited to help them with examples. Here is a list of examples that may be of help for the facilitators:*

- *If a student destroys a pencil, the student cannot write with this pencil anymore. He is responsible for organizing another pencil, e.g. he can ask other students in order to borrow a pencil.*
- *If students play ball and they destroy something e.g. a window with the ball, they can't continue playing ball until they have helped to repair what they have destroyed. (Please note: The boys do not need to repair the window on their own. Assistance should be given depending on age, abilities and resources. They can assist the person who repairs the window, together with a teacher or counselor they can think of measures how to prevent a broken window again, like where else to play... )*
- *When the students are noisy during a lesson, the teacher stops talking until they are quiet again. He/she could say: "During a lesson, we listen to each other. I will continue talking when you are quiet."*
- *When someone comes late to a meeting or the lesson, the teacher should start the meeting/lesson and it is the responsibility of the student to catch up and ask the others for the missed instructions.*

Facilitator Instructions

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- *When a student constantly tilts his chair and (nearly) falls over, the teacher can quietly remove his/her chair for the rest of the lesson. It is important to act without many words and without any criticism.*
- *If a student often does not listen to the instructions and does not know what to do, it is his/her responsibility to catch up. The teacher will remind him/her to listen, but will not repeat the instructions. The student can ask other students for help or needs to finish the work after school.*
- *Please note: The responsibility for the behaviour and the consequences stays with the student. That does not mean that the teacher does not care about the student. The teacher needs to monitor if the student is capable of dealing with the consequences on his own. The teacher should have faith in the student to deal with the demands of the situation. Assistance should be given depending on age, abilities and resources. Assistance should be given just enough that the student can do the next step on his own again. For example, if a student was late and did miss the instructions, he can ask another student for help. However, if a student was absent many days and did miss a lot and he asks the teacher for help how to catch up, the teacher could take a moment after the lesson and discuss together with the student how he can catch up. The teacher can then involve others of the class to sit together with the student to help him catch up. The teacher is approachable when help is needed.*
- *Communication is important. Please communicate logical consequences just as consequences not as punishments. Leave your anger aside. Do not threaten with logical consequences. Encourage the student that you are confident that he will manage. If he asks for help, discuss with the student how he can manage the task. Give minimal assistance where necessary.*

**Task:**

Form 5 small groups.

# Logical consequences

- Most actions are naturally followed by a consequence.
- In some cases a natural consequence might be dangerous.
- Logical consequences follow an action but are not dangerous.
- If the consequences are not dangerous, a child or student can deal with these consequences even if they are negative.
- Students learn more from natural and logical consequences than from punishment.

# Logical consequences

- Structured by the teacher.
- If possible discussed beforehand.
- Experienced as logical by the child.
- Talk less, act more.
- Stay calm.
- No threat, no “I told you so”.
- The teacher is a friendly assistant, not the one punishing.
- Students experience the consequences of their behavior and learn to deal with them.

# Example 1

Some students are noisy and disturb the lesson.

Artificial consequence:

The disruptive students are punished (e.g. shouted at, send outside, hit).

Logical consequence:

Teacher stops lesson, stays quiet until the students are quiet again. He may extend the lesson for some minutes to finish the lecture.

# Example 1

The logical consequence to stop and to go on when it is quiet again (as well as to extend the lesson by the lost minutes)

- is a consequence directly connected to the behavior.
- takes the noisy ones into responsibility towards the other students.
- makes the other students wanting them to stop.

# Example 2

Three boys played football at the school court and destroyed a window.

Artificial consequence:

The boys are punished (e.g. shouted at, send outside, hit).

Logical consequence:

The football is taken away and they are not allowed to play football again until they **help** to repair the window.

# Example 2

The logical consequence to withhold the football and to prohibit playing until the boys helped to repair the window

- is a consequence directly connected to the behavior.
- takes the boys into responsibility.



# Logical consequences

- ...are sometimes more difficult to think of at first.
- ...are closely linked to the action.
- ...make students feel more responsible and in control of their actions.
- How they are communicated is important: not a punishment or a threat, it is just a consequence.
- Follow through with it. When the situation is over, move on.

# Important

There is a significant difference between punishment and (natural and logical) consequence:

- In contrast to punishment are not created by an authority, but result from the situation itself. The teacher is then an accompanying assistant not the actor.

## **Structure, rituals and rules**

### **Facilitator instructions:**

#### **Aim:**

Refresh and broaden the knowledge of the participants on the usefulness of structure, rituals and rules in the classroom. Make them aware how structure, rituals and rules can enhance the atmosphere in the classroom and make interactions easier. Everybody knows what is expected and what he is supposed to do. That also makes the work of the teacher easier and prevents unnecessary power struggles. Especially, classroom rules are a powerful tool. However, it is important that students can participate in the development of the rules. Otherwise they won't see them as their rules.

Especially for rules, it is important to practice how to phrase good rules and to select only the most important ones. If you have three rules, each of them is very important. If you have 15 rules, each of them holds only very little importance.

#### **Input:**

Use the prepared input and write it on a blackboard or flipchart while presenting and explaining it.

#### **Involving participants in the input:**

The input presentation stops several times and questions are posed to the participants. The facilitator should allow 2-4 people to tell their experiences each time. Collect some examples and connect them with the input. Then go on with the lesson.

#### **Time frame:**

Input: 30 minutes  
Small group practice: 30 minutes  
Presentation and discussion: 30 minutes

## **Rules in the classroom**

### **Facilitator instructions for small group practice:**

#### **Aim:**

Interacting and learning together is much easier if our interaction is based on common rules of interaction. It is very helpful when students and teacher agree together on common classroom rules. These rules are developed together and are valid for all in the classroom. For the success it is crucial how rules are phrased. In this session participants practice finding and phrasing rules as well as selecting the most important ones. The crucial part will most likely be the clear phrasing and the selection of only three rules.

#### **Task:**

In a small group discussion participants define rules that are important for them in the classroom.

Form 5 small groups. Distribute the Handout for good rules.

#### **Introduction of the topic:**

Interacting and learning together is much easier if our interaction is based on common rules of interaction. It is very helpful when students and teacher agree together on common classroom rules. Actually, rules should be developed together with the students. However, today please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording?

After discussion in the small group, all groups present their work in the plenary. Collect results at the blackboard, add points if necessary.

#### **Time frame:**

Small group practice: 30 minutes

Presentation and discussion: 30 minutes

# Structure, rituals and rules in the classroom

# Structure

- Lessons are structured by the teacher.
  - Students know what will happen.
  - They feel calm and safe.
  - Predictability helps to learn.
- A good structure leaves room for situational adaption!

# Structure

How do you structure your lessons?

Is the structure transparent to the students?

# Rituals and routines

- Routines help to save time, because everybody knows what to do.
  - Rituals have a special meaning, can be daily or on special occasions.
- 
- Predictability is important
  - Show (school) values
  - Give a feeling of belonging, strengthen the group



# Rituals and routines

- Which rituals and routines do you have with your students?

# Rules ...

- are the base of all interaction.
- are necessary for good interaction.
- should be kept to a minimum.
- should concentrate on the most important topics, otherwise they will lose importance.

# Successful rules are

- ✓ Short
- ✓ Clear
- ✓ Consistent
- ✓ Easy to understand
- ✓ Age-appropriate
- ✓ Positively phrased

# Rules

- Rules contain the most important values.
- Should have the aim to create a supportive atmosphere in the class.
- Teacher and students should develop rules together.
- The class should identify with their rules and feel responsible for them.

# Rules

- Rules should be visible in the classroom.
- Consequences of violation of rules should be discussed and agreed upon.
- Consequences should be clear for everybody.

## **Reinforcement Systems - Positive reinforcement through rewards**

### **Instructions for the facilitator:**

#### **Aim:**

This session aims to introduce how participants can use different reinforcement systems for maintaining good behavior and changing misbehavior.

#### **Time frame:**

Introduction reinforcement systems:	20 minutes
Development reinforcement system in small groups:	30 minutes
Presentation and discussion in plenary:	30 minutes
Summary:	5-10 minutes

#### **Tasks:**

In the first step, the idea of reinforcement systems should be introduced together with the essential steps for creating and implementing a reinforcement system. The first part of the session should take approximately 20 min. In the second step the participants shall develop a reinforcement system in small groups (approximately 30 minutes). A small group should contain of 4-5 participants. Each small group is requested to prepare a reinforcement system that they could imagine to use in their classes. These reinforcement systems should be presented and discussed in the plenary (30 minutes) and finally the essential ideas of this session should be summarized and repeated (5-10 minutes).

#### ***Some examples of reinforcement systems in class:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

#### ***Important steps:***

- Explain the chart to the students
- Students should participate actively
- Reinforce frequently
- Rewards should be meaningful
- Define the amount of points for positive behavior
- Define small rewards for points in between
- Use a chart as a measure of success
- Display the chart at a visible place

**Reward Chart**

<b>Task</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>	<b>Total</b>

**When I reach my goal of \_\_\_ stars my reward will be:** \_\_\_\_\_

**When I reach my goal of \_\_\_ stars my reward will be:** \_\_\_\_\_

**When I reach my goal of \_\_\_ stars my reward will be:** \_\_\_\_\_

**➔ Make a chart that specifies**

- ... the behavior
- ... the time
- ...the situation

**➔ Rate the behavior frequently (e.g., once per day)**

## **Contracts**

### **Instructions for the facilitator:**

#### **Aims:**

This session aims to introduce how participants can use contracts for maintaining good behavior and changing misbehavior.

#### **Time frame:**

Introducing contracts:	20 minutes
Writing example contract in small groups:	30 minutes
Presentation and discussion in plenary:	30 minutes
Summary of contracts:	5-10 minutes

#### **Tasks:**

In the first step, the idea of a contract as an agreement between a teacher and an individual student or a small group of students should be introduced together with the essential steps for writing such contracts. The first part of the session should take approximately 20 min. In the second step the participants shall write an example contract in small groups (approximately 30 minutes). A small group should contain of 4-5 participants. Each small group prepares a contract for a specific problem behavior of an individual child. These example contracts should be presented and discussed in the plenary (30 minutes) and an example contract may be helpful to repeat and summarize the essential ideas of this session in the end (5-10 minutes).

#### ***General information:***

Contracts can be used for students of age 10 and older, an age when students want to negotiate, feel empowered & independent; and show initiative and responsibility. Contracts work best before a problem or conflict arises, but also may be useful if a particular student shows an individual misbehavior or needs more structure and guidance to reach a goal. Children and adolescents have definite and firm thoughts, opinions and feelings and are capable of negotiations; therefore the contract should be negotiated and not imposed on the child.

#### ***Steps to follow when preparing a contract for changing behavior:***

1. The student and the teacher should both state their expectation and responsibilities.
2. Student and teacher should discuss and agree on goals/sub-goals and consequences.
3. Discuss and define consequences following the accomplishment or the failure to accomplish the goal/sub-goals of the contract.
4. The contract should be written down and should include goals/sub-goals, duties and consequences.
5. The contract should be kept visible for all parties.
6. A contract should be a motivation for good behavior.



**Small group work**

**Instructions:**

Please prepare a contract between a student and a teacher in a role-play between teacher and student. One participant acts like the teacher and the other one like a student. The other participants will be observers who have the task to carefully observe the interaction between teacher and student. The student has shown the following problem behavior:

***Group 1:*** Coming repeatedly late to school.

***Group 2:*** Repeatedly not listening in school.

***Group 3:*** Repeatedly not following the instructions of the teacher.

***Group 4:*** Repeatedly forgetting the homework.

***Group 5:*** Being repeatedly absent.

## **Time Out**

### **Facilitator instructions:**

#### **Aim:**

Refresh and maybe correct the knowledge of the participants about “time out”. Participants need to realize that “time out” is not connected to any pain or embarrassment for the student. “Time out” is not a punishment in a narrow sense, but a strategy to calm down a tense situation. “Time out” simply means to put a break in a heated situation and a time out of the attention from others. It is very important that “time out” does not imply kneeling on the floor, other painful body positions or even being embarrassed. We do not want to hurt the student’s body or soul!!! These painful and embarrassing discipline strategies are very harmful and might raise feelings of revenge and anger or destroy the student’s self esteem. These harmful consequences make the work of the teacher much more difficult in the long run.

#### **Task:**

Use the prepared input and write it on a blackboard or flipchart while presenting and explaining it. The facilitator guides the discussion and presents the role-play. With the help of the role-play participants should think about situations where “time out “ can be helpful.

#### **Time frame:**

Input:	30 minutes
Role-play:	15 minutes
Discussion:	30 minutes

#### **Discussion:**

After the input, the participants are invited to share their thoughts concerning the discussion questions on the last slide of the input presentation. By means of the second and third question the participants should think about the conditions that are crucial to make such an intervention work.

1. How can you use „time out“ with students?

Present a role play:

Two boys start to fight during PE class and they are very angry with each other. The teacher and other students separate them.

Option 1: The teacher shouts at the students, they start a discussion and the whole class is not exercising anymore, but watching.

Option 2: The teacher tells them to sit on benches beside the sports ground for 5 minutes and to cool down. He communicates clear and firm with them. After the 5 minutes he tells them to re-join the PE lesson.

2. Why is it important that the length of „time out“ is defined and lasts only several minutes not hours?
3. Why is it important to keep students still supervised when they are in „time out“?

**Information for the facilitator:**

It is important that “time out” lasts only some minutes, as the aim is to put a break in the situation and to cool down. The student should be able to participate again as soon as possible. A separation of a longer time period would be a punishment in form of social exclusion, which can harm the student’s self-confidence and may create feelings of revenge.

Furthermore, it is important that the teacher still feels responsible for the student in “time out” or outside of the class. The teacher should still supervise the student and let him/her participate in the lesson again after the defined time-length. “Time out” or sending students outside should not mean that they are gone for the rest of the day. The teacher has the responsibility to include the student again into the class and give him/her the chance to participate again.

# Time out

- Lets refresh our knowledge about „time out“!
- The rationale behind „time out“:
  - Time out means to have a break in a difficult situation
    - e.g., when the student is aggressive und disturbs the lesson
  - Time to cool down
  - Time to think about one’s behavior

# Time out

- Preparation:
- Discuss with students
  - What is „time out“?
  - Why will I use „time out“?
  - When will I use „time out“?
  - Where is the „time out“ place?

# Time out

- Preparation:
- Find a suitable „time out“ place:
  - Calm & safe
  - Where you can see the student
  - e.g. in the back of the class, on a bench on the side, outside in front of the window...
  - Student should be able to sit or stand there
  - No kneeling, no hurting, no embarrassment!

# Preparation

- Think of a good length of time in „time out“
  - Define it before and communicate to the student
  - Not too long, better e.g. 3 or 5 minutes
  - The length of time should not depend on your anger

# During time out

- Make sure the student reaches the „time out“ place and stays there.
- Tell him/her how long he/she needs to stay there
- Go on with your lesson.
- After the defined period of time, let the student sit on his/her seat again.
- If possible talk with the student shortly about the misbehavior/difficult situation after „time out“ or after the lesson. Explain why a moment to calm down was helpful.



# Positive aspects of time out

- Easy to implement
- Time efficient
- Can prevent that the whole class gets disturbed by one disruptive student
- Sometimes a moment to cool down is sufficient and the student can participate again.

# Similar interventions

- Send children out of class, because they are noisy
  - Give them the choice either to be quiet or to leave the class.
  - Define length of time clearly and keep it.
  - Make sure that they stay in a safe place, e.g. in front of the door (they can press the handle down).
  - Can help to break the vicious cycle of chatting students and angrily shouting teachers.
- Let children stand with face to the wall, kneel, use embarrassing positions or signs.
  - **Not recommended! Harms soul and body deeply!!!**

# Discuss

- How can you use „time out“ with students? →  
Role play
- Why is it important that the length of „time out“ is defined and lasts only several minutes not hours?
- Why is it important to keep students still supervised when they are in „time out“?

## **Implementation - Teachers**

### **Instructions to the facilitator:**

In this session the newly learned discipline and interaction strategies shall be repeated and adapted to the particular context, in which the participants work.

### **Aims:**

- Repeating the essentials of the newly learned discipline and interaction strategies.
- Deepening new knowledge and transferring it to the daily work situations of the participants.
- Developing concrete ideas how knowledge from the workshop could be implemented in everyday work of the teachers to foster sustainability.

### **Time frame:**

- Small group work: 40 minutes
- Presentation in the plenary: 30 minutes (5 minutes per group)
- Discussion & final remarks: 20 minutes

### **Instructions for the participants:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work. We will divide the group into the following five small groups:

**Group 1:** *Encouragement, responsibility & participation*

**Group 2:** *Natural & logical consequences*

**Group 3:** *Rituals & rules in the classroom*

**Group 4:** *Reinforcement systems & contracts*

**Group 5:** *Time-out*

### **Tasks:**

- Repeat the essentials that you have learned about these strategies.
- Discuss strengths and difficulties of these strategies when you imagine implementing them in your daily work.
- Develop an example how this idea could be implemented in your school.
- Present the results of your discussion and your example in the plenary.

**Points to consider for the discussion**

The facilitator need to keep in mind the following facts for the discussion and should contribute a few questions related to these facts to remind the participants of them:

- Corporal punishment is very time consuming.
- If a large class is opposed to you, teaching becomes more difficult.
- If students are involved and take over responsibilities, teachers can usually reduce time needed for disciplinary measures and focus more on teaching.
- If students feel part of the class, more as a team with the teacher, if they feel motivated and interested, they are more motivated to participate. If they feel like their contribution and participation is seen and acknowledged by the teacher and the group, the students have less need to misbehave for attention.
- Structural factors such as class size are often used as excuses not to reconsider own behavior.

## **Externalizing Problems**

### **Instructions for the facilitator:**

#### **Aim:**

The aim of this session on externalizing problems is to raise awareness that students who show oppositional or aggressive behavior are not “evil” by nature but that many of them suffer from problems. The session should provide some ideas about the various reasons for externalizing problems, strategies how to deal with students showing externalizing problems and help teachers to understand that in many cases additional advice or help may be useful in order to deal with students who show externalizing problems. The small groups should deepen their understanding of externalizing problems and should relate the theoretical knowledge to their daily work.

#### **Information for the facilitator:**

Externalizing disorders are characterized by maladaptive behaviors that are directed towards an individual's environment, which cause impairment or interference in life functioning. Children with externalizing disorders externalize (manifest outside) their maladaptive emotions and cognitions in behavior. Externalizing disorders are often specifically referred to as disruptive behavior disorders or conduct problems and include, for example, aggressive behavior attention-deficit/hyperactivity disorder, oppositional defiant disorder, and conduct disorder.

Children with externalizing problems, such as oppositional or aggressive behavior, seem to be “problematic children”. This session should raise awareness to the fact that these children are rather “children with problems”. The theoretical input should provide knowledge on typical symptoms/behaviors of externalizing problems, potential reasons and strategies that may help teachers to deal with students who show externalizing problems.

#### **Time frame:**

Input:	20 minutes plus 5 minutes for questions
Small groups:	30 minutes for discussion in small groups
Presentation:	25 minutes (max. 5 minutes per group)
Discussion and final remarks:	15 minutes

**Small group information for facilitator:**

**Small group 1: Externalizing problems**

**Aim:** Become aware that oppositional behavior could have a variety of reasons and could hide several feelings. Link newly learned discipline strategies to the child's misbehavior. Children with externalizing problems profit from clear rules and predictable consequences.

**Instructions for the participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows oppositional behavior (e.g. shows disrespect, avoids going to school, does not do his homework, etc.) at home and at school since about 4 months.

**Points of discussion:**

- What could be a reason for the behavior of the boy?
- Which feelings can be hidden behind oppositional behavior (e.g. anger, frustration, fear, being overwhelmed by a situation or expectation)?
- Which of the new strategies may you use for changing his behavior?

**Examples:**

- Did something special happen 4 months ago?
- Is it a stressful time for the family in general?
- Are there other things that changed in the last months (e.g. showing more sadness, unhappiness, loss of energy and fun during leisure time)?
- Does the boy show the behavior also in other situations?

**Reasons (e.g.):**

- Severely discouraged
- Unreasonable or high expectations or excessive demands of the parents or school
- Difficult / intense temperament of the child
- Being overstrained, e.g. due to restricted coping and problem solving skills
- School problems
- Conflicts with peers
- Family stress (conflicts between parents, disorganization & conflicts within the family, violence in the family)

**Potential strategies to deal with his misbehavior (e.g.):**

- Encourage positive behavior and try to catch him doing something good
- Remind the boy of his own responsibility, sit together with him to find a strategy
- Depending on the goal of misbehavior: attention removal from misbehavior, logical & natural consequences

- Clear rules
- Reinforcement systems

### **Small group 2: Externalizing problems**

#### **Aim:**

Sensitize that there are different things a teacher can do before seeking further help. Link newly learned discipline strategies to boy's misbehavior. Children with externalizing problems profit from clear rules and predictable consequences.

#### **Instructions for the participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows oppositional behavior (e.g. shows disrespect, avoids going to school, does not do his homework, etc.) at home and at school since about 4 months.

#### **Points of discussion:**

- What can teachers do?
- Which questions can you ask yourself before seeking for help?

#### **Examples:**

- Is it a stressful time in general?
- Do the parents show respect towards each other and the children?
- What are the strategies normally used to solve conflicts?
- Which forms of discipline and punishment are normally used?

#### **What teachers can do (e.g.):**

- Show, that they have noticed a difference in the behavior of the child
- Show, that they sense the child is unhappy or struggling
- Explain the child, that you are concerned about the behavior (not the child in general!) – keep in mind the components of communication!
- Teach your student to solve the conflicts on another way – remember: you are the role model!
- Use encouragement, consequences, setting clear rules and reinforcement systems.



**Small group 3: Externalizing problems**

**Aim:**

Sensitize that aggressive behavior could have a variety of reasons and could hide several feelings. Sensitize, that it is important to try to determine the specific cause before reacting. Link newly learned discipline strategies to boy's misbehavior. Children with externalizing problems profit from clear rules and predictable consequences.

**Instructions for the participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think about the children you are caring for and find examples for aggressive behavior?

- What could be reason for aggressive behavior of a student?
- Which feelings could be hidden behind aggressive behavior?
- What may a child try to express with aggressive behavior?

**Examples:**

- The child may not have learned how to manage frustration in a socially acceptable way.
- Aggression particularly occurs during times of threat, anger, rage and frustration.
- The child might be severely discouraged and tries to get attention, power or revenge through this behavior.
- Unreasonable or high expectations of the parents
- Difficult / intense temperament of the child
- School problems
- Conflicts with peers
- Family stress (conflicts between caregivers, disorganization & conflicts within the family, violence in the family).

**Small group 4: Externalizing problems**

**Aim:**

Sensitize that there are different things a teacher can do in spite of punishing the child and/or before seeking for further help. Link newly learned discipline strategies to boy's misbehavior. Children with externalizing problems profit from clear rules and predictable consequences.

**Instructions for the participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think of a student that you know who is behaving aggressively.

- What can teachers do if students show aggressive behavior?
- Which of the newly learned strategies may be helpful?

**Examples:**

- Try to determine the specific cause of the behavior. Did something specific happen?
- Is there a goal of the aggressive behavior (attention, power or revenge?)
- Reflect your own strategies to solve conflicts and manage frustration (role model!)
- Teach your child how to solve the conflicts without aggression and physical force – remember: you are the role model!
- Acknowledge improvement and good behavior
- Try to reduce stress
- Involve the class and discuss with them how to support the student and what could be consequences of aggressive behavior

**Potential strategies to deal with his misbehavior (e.g.):**

- Encouragement
- Clear rules
- Consequences
- Reinforcement systems

**Small group 5: Externalizing problems**

**Aim:**

Sensitize that there are some alarm signals that require advice and support. Support can be found inside and outside of the school.

**Facilitator Instructions:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think of a student that you know who is behaving aggressively.

- When do you need to consult someone for advice?
- Whom would you consult? Why?

**Examples:**

- Persistent, long lasting disrespect
- If the behavior continues despite of your best efforts
- If disobedience goes along with aggressive behavior
- If there are general signs of unhappiness
- If the child uses alcohol or other drugs

**Potential persons to consult:**

- Parents
- School counselor
- Headmaster
- Social Welfare Offices
- Social workers at school or elsewhere
- ???

# Externalizing problems

- Externalizing disorders are characterized by maladaptive behaviors that are directed towards an individual's environment, which cause impairment or interference in life functioning.
- Externalizing disorders include aggressive behavior, attention-deficit/hyperactivity disorder, oppositional defiant disorder, and conduct problems.
- Children with externalizing problems seem to be “problematic children”. This session should raise awareness that these children are rather “children with problems”.
- The theoretical input should provide knowledge on typical symptoms/behavior of externalizing problems, potential reasons and strategies that may help teachers to deal with children with externalizing problems.

## **“Difficult Children”**

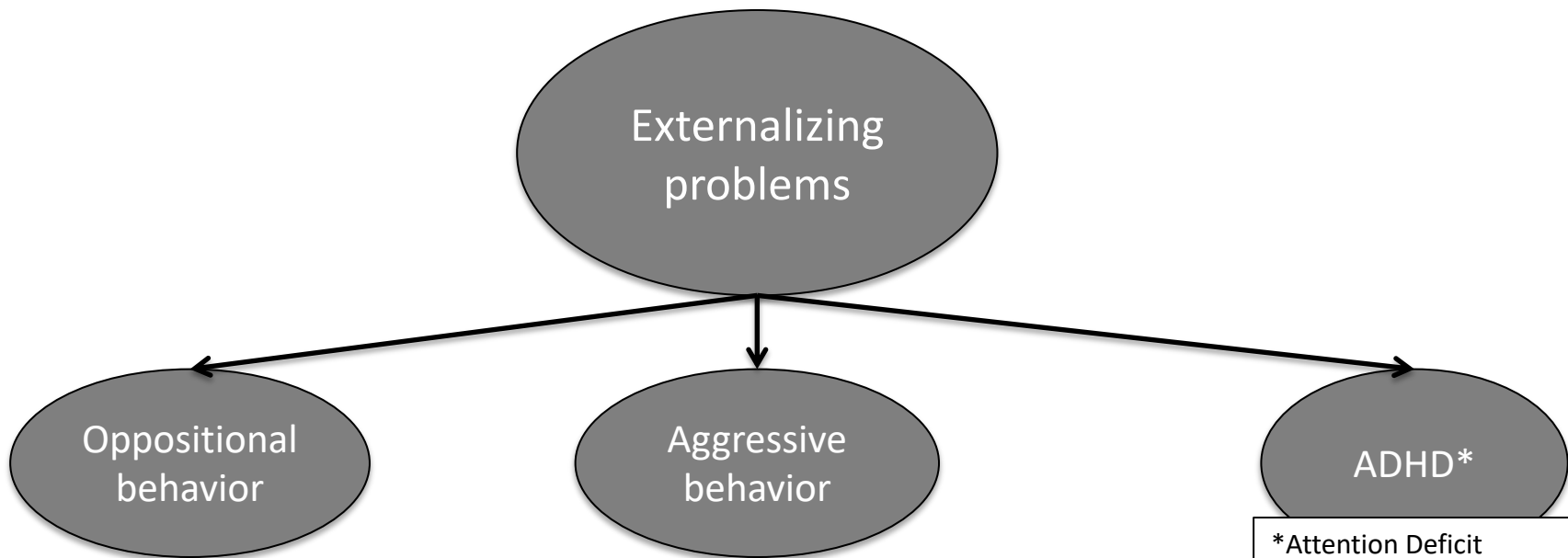
- To be “difficult” is an important part of growing up.
- There are as many difficult parents as children.
- Difficult children are difficult, but they may have problems.

## **“Normal Things” while growing up:**

- not to fulfill the wishes of adults from time to time
- testing adults’ rules and expectations

## **But what for?**

- To learn about and discover their own selves
- To express their individuality
- To achieve a sense of autonomy
- To discover the boundaries of the adults’ rules
- To learn about their own self-control



\*Attention Deficit  
Hyperactivity Disorder

- To disobey
- Not to listen
- Not to do what you are supposed to do (e.g. homework, daily tasks)
- To argue

- To hit, bite, bully, destroy
- Occurs in times of anger, frustration, fear
- Boys have more problems with physical aggression

- Unable to sit still
- Difficulties to concentrate
- Low attention capacity
- Constantly fidgeting

Children who suffer from externalizing problems are often difficult to handle by teachers as they are disobedient and sometimes aggressive. The aim is to raise awareness that students who show oppositional or aggressive behavior are not “evil” by nature but that many of them suffer from problems.

# Potential reasons for externalizing problems

There are a number of reasons that may explain why children develop externalizing problems. The most prominent reason is harsh discipline but also other reasons play a role.



**Harsh discipline**

- **Unreasonable or high expectations**
- **Difficult / intense temperament of the child**
- **School problems**
- **Conflicts with peers**
- **Family stress**
  - Conflicts between parents
  - Disorganization & conflicts within the family
  - Violence in the family

- **Aggressive/disobedient behavior**
  - to solve conflicts
  - to deal with anger & frustration
- **Cycle of violence and misbehavior**
- **Greater risk for lifelong problems**
  - in relationships
  - with authorities
  - to get criminal
  - to use drugs / alcohol



**Other reasons**

## **What can teachers do?**

It is important to note that you as a teacher can do a number of things but that it is often helpful to ask for additional advice or help. Children with externalizing problems profit from clear rules and predictable consequences.

- Show that you noticed a difference in the behavior
- Recognize unhappiness and struggling
- Try to understand the reason for the behavior
- Encourage other ways to solve the problem
- Improve cooperation with parents
- Try to take pressure from the child

## **When to seek additional help ...**

- Persistent, long lasting disrespect
- If the behavior continues despite of your best efforts
- If disobedience goes along with aggressive behavior
- If there are general signs of unhappiness
- If the child uses alcohol or other drugs



## **Internalizing Problems**

### **Instructions for the facilitator:**

#### **Aim:**

The aim of this session on internalizing problems is to raise awareness that students who show depressive symptoms or social withdrawal are not compliant and uncomplicated but that many of them suffer from severe problems. The session should provide some knowledge about typical signs of internalizing problems that may help teachers to notice students with internalizing problems. Furthermore, the session should give the teachers some ideas about the various reasons for internalizing problems, strategies how to deal with students showing internalizing problems and help teachers to understand that in many cases additional advice or help may be useful in order to deal with students who show internalizing problems. The small groups should deepen their understanding of internalizing problems and should relate the theoretical knowledge to their daily work.

#### **Information for the facilitator:**

Children suffering from internalizing disorders will keep their problems to themselves, or internalize (keep inside) their maladaptive emotions and cognitions (= children see themselves as the problem). Reactions that are apparent in those with internalizing disorders include depression, withdrawal, anxiety, and loneliness. Further characteristics are also involved with internalizing disorders, for example poor self-esteem, suicidal behaviors, decreased academic progress, and social withdrawal. Internalizing emotions, like sadness, can grow into more severe burdens such as social withdrawal, suicidal behaviors or thoughts, and other unexplained physical symptoms.

Children with internalizing problems, such as depressive symptoms or social withdrawal, are often overseen by teachers. They are often not regarded as “children with problems” but as compliant and not complicated. This theoretical input should provide knowledge on typical symptoms/behavior of internalizing problems, potential reasons and strategies that may help teachers to notice and to deal with students who show internalizing problems.

#### **Time frame:**

Input:	20 minutes plus 5 minutes for questions
Small groups:	30 minutes for discussion in small groups
Presentations:	25 minutes for the presentation (max. 5 minutes per group)
Discussion & final remarks:	15 minutes

**Small group information for the facilitator:**

**Small group 1: Depression**

**Aim:**

Sensitize that depressive symptoms could have a variety of reasons and that depressive children need teachers' attention but that teachers should also involve the school counselor and parents for help.

**Instructions for the participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows depressive symptoms (e.g. sad, silent, loss of interest, etc.) at home and at school since a few weeks.

**Points of discussion:**

- What could be a reason for the symptoms of the child?
- What can you as a teacher do?

**Examples:**

- Did something special happen 4 months ago?
- Is it a stressful time for the family in general?
- Are there other things that changed in the last months (e.g. showing more sadness, unhappiness, loss of energy and fun during leisure time)?
- Does the child show the behavior also in other situations?

**Reasons (e.g.):**

- Severely discouraged
- Unreasonable or high expectations of the parents
- School problems
- Conflicts with peers
- Family stress (conflicts between parents, disorganization & conflicts within the family, violence in the family)

**Potential strategies for teachers:**

- Talk to the boy
- Encourage the boy to actively participate
- Involve the school counselor
- Involve the parents

### **Small group 2: Depression**

#### **Aim:**

Sensitize that teachers should also notice the quiet and silent children. “Not making trouble”, does not mean that they are happy. If teacher watch their students carefully they will be able to detect also internalizing problems. Nevertheless internalizing problems are most of the time more subtle than externalizing problems.

#### **Facilitator instructions:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

#### **Points of discussion:**

- How can teachers detect children or adolescents with depressive symptoms?
- What are typical signs of depression in children and adolescents?
- Discuss own examples of children or adolescents who suffered from depressive symptoms? How did they behave and what did you do to support them?

#### **Typical signs:**

- Being sad
- Being silent
- Social withdrawal/often on his/her own
- Very tired
- Lack of energy
- Los of interest
- Loss of appetite/increased appetite

➔ If teachers watch their students and have also an eye for the silent student, they will detect behavioral changes easily.

### **Small group 3: Social withdrawal**

#### **Aim:**

Sensitize that social withdrawal could have a variety of reasons. Sensitize, that it is important to try to understand the children’s problems in order to support the child. Children with internalizing problems profit from an understanding and non-judgmental attitude.

#### **Facilitator instructions:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

#### **Points of discussion:**

Think about the children you are teaching and find examples for social withdrawal.

- What could be reasons for social withdrawal of a child?

**Examples:**

- The child is very shy and fearful (some children are happier when they are on their own but most children and adolescents want to be part of a peer group)
- Severe discouragement
- Unreasonable or high expectations of the parents
- School problems
- Conflicts with peers (being bullied or excluded from social activities)
- Family stress (conflicts between parents, disorganization & conflicts within the family, violence in the family)

**Small group 4: Social withdrawal**

**Aim:**

Sensitize that social withdrawal could have a variety of reasons. Sensitize, that it is important to try to understand the children's problems in order to support the child. Children with internalizing problems profit from an understanding and non-judgmental attitude.

**Facilitator instructions:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

- What can teachers do if a child shows signs of social withdrawal?

**Examples:**

- Try to determine the specific cause of the behavior
- Express an understanding and supportive attitude towards the child's problems
- Encourage and invite to participate
- Try to reduce stress
- Try to take pressure from the child
- Get in contact with parents and school counselor
- It is not that they do not want to something but they cannot do it!

**Small group 5: Social withdrawal**

**Aim:**

Sensitize that there are a few alarm signals that require advice and support. Support can be found inside and outside of the school.

**Facilitator instructions:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

- When do teachers need to seek additional help if a child shows signs of depression or social withdrawal?

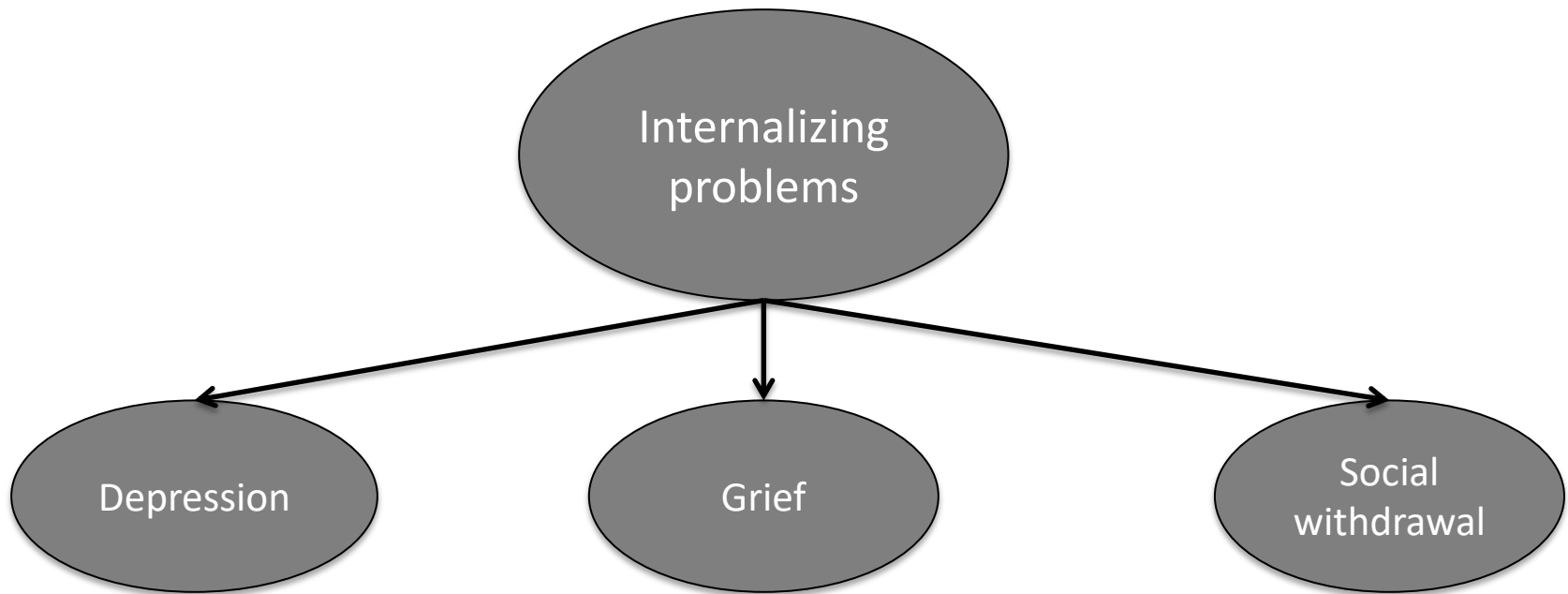
**Examples:**

- Persistent, long lasting depressive symptoms
- If the behavior continues despite of your best efforts
- If social withdrawal and depressive behavior go along with ideas of killing oneself
- If the child is unable to share his/her feelings with anybody

# Internalizing problems

- Children with internalizing problems (= children see themselves as the problem) such as depressive symptoms or social withdrawal, are often overseen by teachers.
- They are often not regarded as “children with problems” but as compliant and not complicated.
- Children with internalizing problems are not compliant and uncomplicated but many of them suffer from severe problems and they suffer in silence.

Here are some typical signs of internalizing problems that may help teachers to notice children who suffer from internalizing problems:



**The child feels**

- sad
- hopeless
- worthless
- lonely or not understood
- no pleasure

**Child**

- feels very sad
- misses the deceased person
- feels guilty for the death of the parent
- often cannot talk about the grief
- prefers to stay alone

**Child**

- does not interact with other children
- prefers to stay alone
- prefers to interact with adults rather than with children
- has no or very few friends

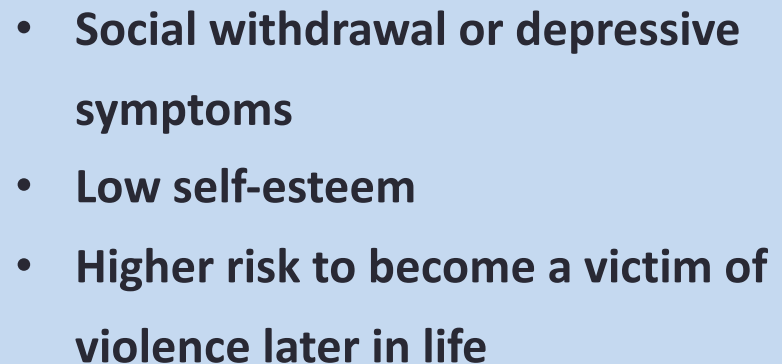
# Potential reasons for internalizing problems

There are a number of reasons that may explain why students develop internalizing problems. The most prominent reason is harsh discipline but also other reasons play a role. We have listed a few examples below.



**Harsh discipline**

- **Unreasonable or high expectations**
- **School problems**
- **Conflicts with peers**
- **Family stress**
  - Conflicts between parents
  - Disorganization & conflicts within the family
  - Violence in the family
  - Loss of parents

- 
- **Social withdrawal or depressive symptoms**
  - **Low self-esteem**
  - **Higher risk to become a victim of violence later in life**



**Other reasons**



It is important to note that you as a teacher can do a number of things but that it is also often helpful to ask for additional advice or help. A close collaboration with the parents and the school counselor may help you to decide how you can best support the student to overcome his or her problems. Below you find a few ideas that may be helpful when you have a student in your class that may suffer from internalizing problems.

### **What can teachers do?**

- Show that you noticed a difference in the behavior
- Recognize unhappiness and struggling
- Try to understand the reason for the behavior
- Improve cooperation with parents
- Express an understanding and supportive attitude towards the child's problems
- Try to take pressure from the child

### **When to seek additional help ...**

- Persistent, long lasting depressive symptoms
- If the behavior continues despite of your best efforts
- If social withdrawal and depressive behavior go along with ideas of killing oneself
- If the child is unable to share his/her feelings with anybody

## **Collaboration & exchange**

### **Facilitator instructions:**

#### **Aim:**

1) The daily school business demands a close collaboration of the school management (e.g. the head teacher), teachers, parents, and the school counselors. In this session the relationship between teachers, school management, parents, and the school counselors will be examined and ideas for improvement will be discussed. This session should sensitize participants for the importance of a good collaboration. The role of the facilitator is to mediate the discussion and to encourage teachers' initiatives to improve their working conditions.

2) To improve the working atmosphere and assure long-term changes in attitudes and discipline & interaction strategies, teachers should think of how they can exchange with colleagues about the successes and difficulties in implementing the new knowledge. Teachers who practice to implement new strategies need to exchange with others to evaluate what worked, what did not and what are further alternatives. Supervision, collegial consultation under the guidance of an external professional is very beneficial, but not always realistic. However, regular meetings for the professional exchange with colleagues (peer supervision) need little resources and are very helpful to keep teachers motivated to experiment and work with new strategies. Moreover, chat groups and video conferencing can be used to connect with other trained teachers over distance. Very beneficial, but depending on resources are single training days to refresh the knowledge and discuss with colleagues can help to maintain long-term changes.

#### **Time frame:**

1) Small group work:

Introduction and group formation: 5 minutes

Small group discussion: 20 minutes

Presentation of results and discussion in the plenary: 25 minutes

2) Discussion about exchange and sustainability:

Introduction: 5 minutes

Discussion: 25 minutes

Conclusion by the facilitators: 10 minutes

#### **Tasks:**

1) Collaboration with parents, management & school counselor

The session starts with a short introduction and the formation of the small groups. Each small group discusses and collects ideas on how specific collaboration can be improved. The main results of the small group discussion should be presented in the plenary.

Each small group discusses about the working atmosphere of the given number (see Figure 1) by answering the following questions:

1. What is already working well?
2. What needs to be improved?
3. How can we improve the working atmosphere at school?

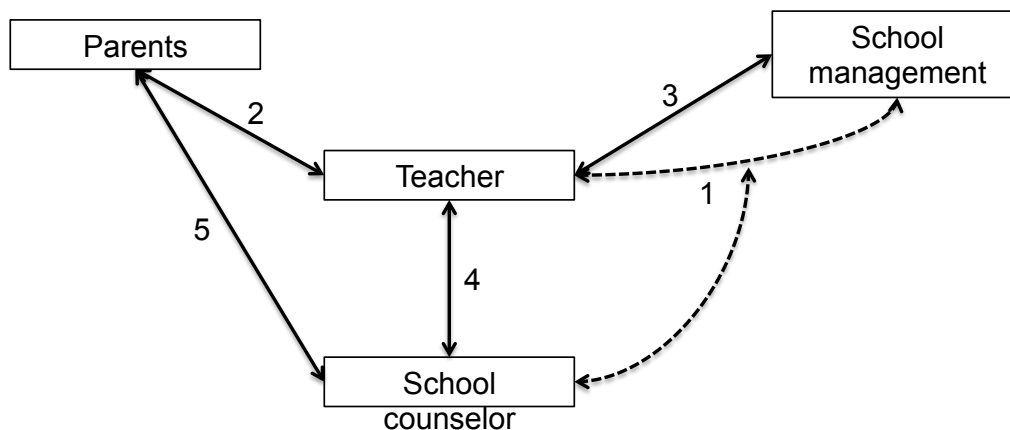


Figure 1. Pathways of interaction between school management, teachers, school counselor and parents.

### **Small groups:**

**Group 1:** Interaction between the school management, the counselor and the teachers

**Group 2:** Interaction between teachers and parents

**Group 3:** Interaction between teachers and school management

**Group 4:** Interaction between teachers and school counselor

**Group 5:** Interaction between school counselor and parents

### **2) Working atmosphere & exchange with colleagues**

After a short introduction, the facilitator moderates the discussion. The questions below help the facilitator to introduce and discuss different forms of exchange and support. In the end the participants should agree on a form of exchange they want to install.

#### **Introduction by the facilitator:**

“In the last days we reflected and discussed a lot about different strategies to interact with students. You tried and practiced new strategies. This new knowledge should be beneficial for your daily work. However, we now that your daily work is demanding and stressful. So, if you want to implement new things you need to support each other. Teachers who practice to implement new strategies need to exchange with others to discuss what worked, what did not and what else to try. There are several possibilities for exchange and support. Lets discuss them and see how you can realize them.”

1) Which types of exchange do you already use? Do you have a regular teacher's meeting or similar?

Explain about peer supervision:

- regular meetings for the professional exchange with colleagues
- need little resources
- are very helpful to keep teachers motivated to experiment and work with new strategies.

→ Do you have meetings the exchange with colleagues? How can you install them?

2) Additionally, the exchange through chat groups (e.g. whats app) or video conferencing (e.g. skype) with other ICC-T trained teachers or with the facilitators can give support in implementing new strategies.

How could these possibilities of exchange be beneficial for you?

3) If resources are existing, team days with supervision (collegial consultation under the guidance of an external professional) or single training days to refresh the knowledge and discuss with colleagues can help to maintain long-term changes.

Closing question: Which measures of exchange and practice can you start and discuss with the school management to have the support you need to really use the training content?

## **Concluding Round**

### **Instruction for the facilitator**

#### **Aim:**

The final session is used for closing the workshop, giving feedback and a farewell round.

#### **Task:**

In the final session the written evaluation is conducted. Finally, all participants are invited to share their experiences and impressions from the workshop with each other and offer some oral feedback for the facilitators. The facilitators thank the participants for their participation and closes the workshop with a few concluding words.

#### **Time frame:**

Written evaluation: 45 minutes

Evaluation round: 30 minutes

Concluding words: 10 minutes

**Concluding words:**

Dear Teachers,

We are happy to reach the end of our workshop healthy and with smiling faces. We believe that, through the discussions we had in the past days, every one of us has benefited and learned something.

This workshop was only possible through your engagement and participation! We thank you very much for your dedication in terms of time, cooperation and positive attitude you showed during the whole week of the training. We value very much your contributions through presentations, personal experiences, questions and opinions you provided during the whole time of the workshop. It is our hope and expectation that you will take the positive spirit with you so that you can create many positive interactions with students and inspire them in your daily work at school. We believe that, in cooperation with parents and colleagues, the interaction with children will become more positive and enriching.

Also we thank the school management for the support we got from the beginning of the workshop to this end. We are happy that the school management sees the importance of the work of teachers and of good interactions between teachers and children. Thank you very much!

Thank you!!!

## **Tasks for small groups**

**Small group 1:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

---

**Small group 2:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

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**Small group 3:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

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**Small group 4:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

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**Small group 5:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

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## **Beliefs about corporal punishment**

### **Group 1**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Corporal punishment teaches respect.”***

#### ***Questions:***

- What is respect?
- Whom do you respect and why?
- Is corporal punishment related to respect? If so, in which way?
- What components could be important to be respected by children?

→Is it true that corporal punishment teaches respect?

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### **Group 2**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards.

***“Some children only understand corporal punishment.”***

*If children are accustomed to corporal punishment they won't understand other educating methods. Especially for difficult children, corporal punishment is the only effective method.*

#### ***Questions***

- What is meant by understanding the punishment? How do you know a child understood the punishment?
- Do some children not understand other educating methods than corporal punishment?
- Do children learn the desired behavior from corporal punishment?
- Is corporal punishment related to children's understanding of misbehavior/ a change in children's behavior?
- What benefits could it have to implement alternative methods to discipline?

→Is it true that some children only understand corporal punishment?

### **Group 3**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Corporal punishment builds the character.”***

*Corporal punishment is necessary for the moral development and the development of the conscience. It teaches children to be responsible for their behavior.*

#### ***Questions***

- What is moral development/ development of the conscience?
- What is necessary for a moral development?
- Is corporal punishment related to character building?
- Are children who grew up without corporal punishment less conscientious?
- What aspects could help the child in developing a good moral concept?

→Is it true that corporal punishment builds the character?

---

### **Group 4**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Children get uncontrollable without corporal punishment.”***

#### ***Questions***

- Does corporal punishment help to control children?
- How do corporal punishment and control over children relate?
- What alternatives to corporal punishment exist to handle difficult children?
- Are the alternatives as good in controlling children as corporal punishment is?
- What would happen if there wouldn't be any corporal punishment?

→Is it true that children get uncontrollable without corporal punishment?

### **Group 5**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards.

***“Corporal punishment is time efficient.”***

### ***Questions***

- How long do you need to spank a child? How long do other methods of punishment take compared to corporal punishment?
- How often do you need to punish a child?
- How effective is corporal punishment compared to alternative methods of punishing?
- Is corporal punishment time efficient in the long term?

→Is it true that corporal punishment is time efficient?

## **Reinforcement**

### **Small group 1: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

---

### **Small group 2: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

---

### **Small group 3: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

---

### **Small group 4: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

---

### **Small group 5: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility and participation with your students. What could be crucial to make these strategies successful?

## **Logical consequences**

### **Small group 1: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

---

### **Small group 2: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

---

### **Small group 3: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

---

### **Small group 4: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

---

### **Small group 5: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

---

**Small group 1:** Rules in the classroom

Instruction: Please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording? Use the Handout for good rules.

---

**Small group 2:** Rules in the classroom

Instruction: Please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording? Use the Handout for good rules.

---

**Small group 3:** Rules in the classroom

Instruction: Please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording? Use the Handout for good rules.

---

**Small group 4:** Rules in the classroom

Instruction: Please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording? Use the Handout for good rules.

---

**Small group 5:** Rules in the classroom

Instruction: Please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording? Use the Handout for good rules.

### **Small group work**

#### **Small group 1:** Reinforcement systems

##### **Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

##### ***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. cleaning the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

##### ***Guiding questions:***

1. Which behavior do you want to reinforce?
  2. What fits to the needs of your class – an individual system or a chart for the entire class?
  3. What kind of points will you use (e.g. stickers, check marks, signature)?
  4. Which rewards will you give for how many points?
  5. How can you make the system visible?
  6. Try to make the system attractive depending on the age.
- 

#### **Small group 2:** Reinforcement systems

##### **Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

##### ***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

##### ***Guiding questions:***

1. Which behavior do you want to reinforce?
  2. What fits to the needs of your class – an individual system or a chart for the entire class?
  3. What kind of points will you use (e.g. stickers, check marks, signature)?
  4. Which rewards will you give for how many points?
  5. How can you make the system visible?
  6. Try to make the system attractive depending on the age.
-



**Small group 3:** Reinforcement systems**Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

***Guiding questions:***

1. Which behavior do you want to reinforce?
  2. What fits to the needs of your class – an individual system or a chart for the entire class?
  3. What kind of points will you use (e.g. stickers, check marks, signature)?
  4. Which rewards will you give for how many points?
  5. How can you make the system visible?
  6. Try to make the system attractive depending on the age.
- 

**Small group 4:** Reinforcement systems**Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

***Guiding questions:***

7. Which behavior do you want to reinforce?
  8. What fits to the needs of your class – an individual system or a chart for the entire class?
  9. What kind of points will you use (e.g. stickers, check marks, signature)?
  10. Which rewards will you give for how many points?
  11. How can you make the system visible?
  12. Try to make the system attractive depending on the age.
-

**Small group 5:** Reinforcement systems

**Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

***Guiding questions:***

13. Which behavior do you want to reinforce?
  14. What fits to the needs of your class – an individual system or a chart for the entire class?
  15. What kind of points will you use (e.g. stickers, check marks, signature)?
  16. Which rewards will you give for how many points?
  17. How can you make the system visible?
  18. Try to make the system attractive depending on the age.
-

**Small group 1:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 1:** Coming repeatedly late to school.

---

**Small group 2:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 2:** Repeatedly not listening in school.

---

**Small group 3:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 3:** Repeatedly not following the instructions of the teacher.

---

**Small group 4:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 4:** Repeatedly forgetting the homework.

---

**Small group 5:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 5:** Being repeatedly absent.

## **Implementation into daily work**

### **Group 1:** *Encouragement, responsibility & participation*

#### **Instructions:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

#### **Tasks:**

- Repeat the essentials that you have learned about these strategies.
  - Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
  - Develop an example how this idea could be implemented in your school.
  - Present the results of your discussion and your example in the plenary.
- 

### **Group 2:** *Natural & logical consequences*

#### **Instructions:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

#### **Tasks:**

- Repeat the essentials that you have learned about these strategies.
  - Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
  - Develop an example how this idea could be implemented in your school.
  - Present the results of your discussion and your example in the plenary.
- 

### **Group 3:** *Rituals & rules in the classroom*

#### **Instructions:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

#### **Tasks:**

- Repeat the essentials that you have learned about these strategies.
- Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
- Develop an example how this idea could be implemented in your school.
- Present the results of your discussion and your example in the plenary.

**Group 4:** *Reinforcement systems & contracts*

Instructions:

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

Tasks:

- Repeat the essentials that you have learned about these strategies.
  - Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
  - Develop an example how this idea could be implemented in your school.
  - Present the results of your discussion and your example in the plenary.
- 

**Group 5:** *Time-out*

Instructions:

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

Tasks:

- Repeat the essentials that you have learned about these strategies.
- Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
- Develop an example how this idea could be implemented in your school.
- Present the results of your discussion and your example in the plenary.

**Small group 1:** Externalizing problems

**Instructions for participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows oppositional behavior (e.g. shows disrespect, avoids going to school, does not do his homework, etc.) at home and at school since about 4 months.

**Points of discussion:**

- What could be reason for the behavior of the child?
  - Which feelings can hide behind oppositional behavior?
  - Which of the new strategies may you use for changing his behavior?
- 

**Small group 2:** Externalizing problems

**Instructions for participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows oppositional behavior (e.g. shows disrespect, avoids going to school, does not do his homework, etc.) at home and at school since about 4 months.

**Points of discussion:**

- What can teachers do?
  - Which questions can you ask yourself before seeking further help?
- 

**Small group 3:** Externalizing problems

**Instructions for participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think about the children you are caring for and find examples for aggressive behavior?

- What could be reason for aggressive behavior of the student?
- Which feelings could be hidden behind aggressive behavior?
- What may a student try to express with aggressive behavior?

**Small group 4:** Externalizing problems

**Instructions for participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think of a student that you know who is behaving aggressively.

- What can teachers do if students show aggressive behavior?
  - Which of the newly learned strategies may be helpful?
- 

**Small group 5:** Externalizing problems

**Instructions for participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think of a student that you know who is behaving aggressively.

- When do you need to consult someone for advice?
- Whom would you consult? Why?

### **Small group 1: Depression**

#### **Instructions for participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows depressive symptoms (e.g. sad, silent, loss of interest, etc.) at home and at school since a few weeks.

#### **Points of discussion:**

- What could be a reason for the behavior of the child?
  - What can you as a teacher do?
- 

### **Small group 2: Depression**

#### **Instructions to participants:**

Please discuss the points in your small group. Select one or two persons to present the results in the plenary.

#### **Points of discussion:**

- How can teachers detect students with depressive symptoms?
  - What are typical signs of depression in children and adolescents?
  - Discuss own example of students that suffered from depressive symptoms? How did they behave and what did you do to support them?
- 

### **Small group 3: Social withdrawal**

#### **Instructions to participants:**

Please discuss the points in your small group. Select one or two persons to present the results in the plenary.

#### **Points of discussion:**

Think about the children you are teaching and find examples for social withdrawal.

- What could be reasons for social withdrawal of a child?



**Small group 4: Social withdrawal**

**Instructions to participants:**

Please discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

- What can teachers do if a child shows signs of social withdrawal?
- 

**Small group 5: Social withdrawal**

**Instructions to participants:**

Please discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

- When do teachers need to seek additional help if a child shows signs of depression and social withdrawal?

## **Collaboration**

**Small group 1:** Interaction between the school management, the counselor and the teachers

Instruction: The daily school business demands a close collaboration of the head teacher, teachers, and school counselors. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

---

**Small group 2:** Interaction between teachers and parents

Instruction: The daily school business demands a close collaboration of teachers and parents. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

---

**Small group 3:** Interaction between teachers and school management

Instruction: The daily school business demands a close collaboration of the school management and teachers. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

---

**Small group 4:** Interaction between teachers and school counselor

Instruction: The daily school business demands a close collaboration of the teachers and school counselors. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

---

**Small group 5:** Interaction between school counselor and parents

Instruction: The daily school business demands a close collaboration of the parents and school counselors. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

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# **Handouts for participants**

## **Steps of a child's development: the way from birth to adulthood**

### **Physical development**

- The child's body changes a lot. While the child is growing, it changes in height, weight, stature and strength.
- The first big bodily change happens when the child learns to walk and stretches its body. The second big change happens in puberty, when many bodily features change.

### **Motor development**

- Children are born with an innate urge to move and practice their movements.
- This urge helps them to learn all the basic steps from holding their own head as a newborn to crawling and finally walking → Continuous practice of movements.
- Perfection of fine motor skills like throwing a ball and finally holding a pen and writing.

### **Sensory development**

- The perspective of a child is different from that of an adult because it is smaller. Between 10 and 12 the sight is fully matured.
- With 5 to 6 years the hearing is matured. Children still have problems to allocate noises and are easily distracted.
- Children are easily distracted by what they see and forget about their tasks. Continuous supervision is needed, especially for the younger ones.
- **What children see is always stronger than what they hear!**
- **Children are more easily distracted during lessons.**

### **Cognitive development**

- With 5 years the reaction time is twice as long as that of adults.
- With 8 to 10 years children can concentrate for a certain time, e.g. the length of the way to school.
- With 14 to 15 years the reaction time is the same as of adults. They can now concentrate on 2 things at the same time.
- **Children need more time to react, can concentrate for a shorter period and more easily distracted.**
- Until the age of 6 years, children think and act self-centered. They are driven by their current feelings and think magically.
- With 7 years the thinking starts to become more logical. With 12 years the thinking starts to resemble adult thinking.
- They start to act more planned and purposefully.
- They can wait a little longer before they receive a promised reward. Short delay of rewards is possible.

**Emotional development**

- A baby needs help to handle unpleasant feelings and to calm down
- Children learn how to name emotions. They learn how to deal with them in a socially accepted way with the help of caregivers. Then, they develop strategies to handle emotions on his/ her own.
- **From external emotion regulation (through the help of caregivers) to self-regulation!**

***Which abilities are essential for academic success?***

- Fine motor skills
- Concentration
- Emotion regulation, tolerance of frustration
- Self-confidence, confidence in own abilities
- Handling the delay of rewards
- Social skills

**Social development**

A child takes several steps to the world:

- With 6 months it starts to explore. With 1-3 years it learns to walk and starts to develop a self-concept. The family is the focus of social experience.
- With the beginning of school, social experiences outside of the family become more important.
- During puberty the child strives to be grown-up and independent. The peer group is most important.
- A child has an innate need for attachment to a caregiver. The caregiver is the „safe place“.
- Children need care to survive, for nurture and for affection.
- During preschool and primary school years child learns more about its own thoughts and feelings and it learns more about the thoughts and feelings of others. This is the base for learning social behavior.
- They learn about their own identity and abilities in interaction with others.
- **Social learning needs interaction with peers and adults. Role models are essential!**
- As social beings children want to belong to a group and to contribute to this group.
- Children are motivated to follow the rules of a group if they feel like a member of the group.
- **Children want to feel accepted and useful within the group.**

**The goals of misbehavior (following Dreikurs, 1968)**

- All actions are purpose-driven, even though often we are not aware of the underlying aim.
  - The main underlying aim of a child is to belong to the group and maintain his/her place in the group.
  - This may happen through accepted behavior or through misbehavior.
1. Attention-getting mechanism: “I can only be sure of my place in the group, if I have your attention.”
    - Children try to get attention through high performance, pleasantness, being cheeky and restless or lazy and stubborn.
  2. Power struggle: “I only feel self-assured, if you do what I want.”
    - From experiences of pressure and criticism, children may feel insecure and learn to fight against it with provocation, power, and rebellion.
  3. Revenge: “I am the bad child. Everyone expects that I hurt and reject them, so that is what I do.”
    - Children who experienced rejection and refusal too frequently, do not believe anymore that they will be liked and accepted. This child feels so hurt and seeks revenge.
  4. Display of inferiority or inadequacy: “I am a failure and I will not succeed, so there is no use in trying.”
    - Children display inadequacy if they feel so discouraged that they lost any hope. They try to avoid any situation that is potentially humiliating.
- A child can act according to more than one goal.
  - To understand the underlying goal of a certain behavior, ask yourself (and the child):  
What is the purpose of the misbehavior? Could it be...

To get attention? To be noticed?

To get their own way?

To hurt others, because they feel hurt? To get even?

To be left alone? To hide that they feel stupid?

- If a strategy does not work (anymore) and the child still feels his position in question, the behavior pattern will shift to a more intense one in order to maintain his position in another way. Equally, behavior can be improved by teachers, parents and caregivers with the help of educational strategies.
- **Reinforce the child’s feeling of belonging to the group!**
- **Experiences in school can have a positive impact on skills, knowledge and self-esteem!**

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## **Components of communication with students**

**Body language:** *Make and keep eye contact. Put your attention to the student.*

**Listening:**

- ***Use reflective listening:*** Listen to, summarize, and repeat back to the student the message you are hearing.
- ***Use active listening:***
  - Give the student your complete attention and try to put yourself in his/her place so you can better understand what he/she is experiencing.
  - Show your interest by nodding and occasionally use small responses like e.g., “Yes...I see, Oh...”
  - Encourage the student to keep talking. Although these may seem like passive responses, they are an important part of communication.
  - If the student sees you as an active listener, this will make him/her more willing to listen to you and others
- ***Acknowledge*** the student’s good listening habits from time to time. He/she may be more motivated to listen carefully and follow your talk if his or her efforts are recognized.

**Talking:**

- ***Use “I” messages and avoid “you” messages.***
  - The “I” messages communicate the effect of the student’s behavior or actions upon the teacher. They encourage the student to take responsibility for his/her actions.
  - “You” messages are more student-focused and are more likely to create a struggle between you and the student.
  - Of course, even with “I” messages you are not guaranteed success, particularly when you first begin to make use of “I” messages. If this happens, repeat your message, maybe saying it in a different way and with greater intensity.
- ***Show respect*** for the student’s ideas and feelings.
- ***Stay away from sarcasm, hurtful words and blaming.***
- ***Be honest.***
- ***Give a short and clear message.*** Otherwise the important points might get lost or you might be misunderstood.
- ***Be sensitive to your tone of voice.*** It should be consistent with your message. Do not let your emotions confuse the message you are trying to convey.
- ***Be as consistent as possible with all students.*** You should have the same communication approach and style with every student. Do not appear to be more accepting of one student than another.



### **Teachers as role models: A message to teachers**

*A role model* is a person who inspires and encourages us. A role model is someone we admire and someone we aspire to be like. We learn through them, through their commitment and through their encouragement. We look to them for advice and guidance. A role model can be anybody: a parent, a friend, but some of our most influential and life-changing role models are *teachers*.

Teachers accompany students through different stages of development. At six to eight hours a day, five days a week, you as a teacher are predestined to become one of the most influential people in your students' lives. The educational and academic experiences in school have influence far into adult-life.

After their parents, children will first learn from you, *their primary school teacher*. You are the first and main persons who have an educational influence on the child. You are one of the first persons to motivate and stimulate educational interest and desire to learn. Then, *secondary school teachers* will guide students through another important transition: adolescence. As children become young adults, they will answer their questions, listen to their problems and teach them about this new phase of their lives. **You not only watch your students grow, you help them grow.**

Much of what students learn from their teachers is not detailed on a syllabus. Teachers who help us grow as people are responsible for imparting some of life's most important lessons. During their initial school years, students encounter, perhaps for the first time, other children of the same age and begin to form some of their first friendships. As a teacher, you will show your students how to become independent and form their own relationships; you will carefully guide and support them. You can create an atmosphere in the class that is encouraging, fosters cooperation and social skills, and stimulates learning. School is as much a place of social learning as of academic learning, and this is true not only in our early years of education, but all the way through school. You can guide your students in a kind, respectful, but firm way, help them to acquire not only knowledge but responsibility, respect and self-confidence. You guide, stimulate, and influence rather than using pressure and imposing your will. You have a crucial influence on the development and life of your students!

#### **Teachers are important role models for students. Important characteristics are...**

- being *honest and sincere*.
- treating students with *respect and dignity*.
- being a *trustful* person.
- acting *fair and responsibly*.
- admitting mistakes and *apologizing* for mistakes.
- acting with *kindness and firmness*.
- seeing yourself as a *group leader*.
- showing *confidence* in the students' abilities and in your abilities.
- *distinguishing* between *the action and the person* (concerning misbehavior).
- *involving students* in responsibilities and decisions.
- concentrating on *improvement*, not on mistakes.
- showing *passion* for your work, *inspire*, and *elicit interest* in students.
- *educating through encouragement, winning cooperation and guidance*.

## **Education and discipline – What does the law say?**

### **Take home messages**

In many countries of the world (e.g., Kenya, South Sudan and DR Congo) the law prohibits all forms of violence against children. With the Sustainable Development Goals 2015-2030 UNICEF, UNESCO and the United Nations High Commissioner for Human Rights support the initiative to end all forms of violence against children.

They say: *Hitting people is wrong – and children are people too.*

Situation in [*enter specific country*]

### **1) In homes**

- *Add here the specific legal regulations in the respective target country!*

### **2) In schools**

- *Add here the specific legal regulations in the respective target country!*

*Example handout Tanzania:***Education and discipline – What does the law say?****Take home messages**

In many countries of the world (e.g., Kenya, South Sudan and DR Congo) the law prohibits all forms of violence against children. With the Sustainable Development Goals 2015-2030 UNICEF, UNESCO and the United Nations High Commissioner for Human Rights support the initiative to end all forms of violence against children.

They say: *Hitting people is wrong – and children are people too.*

**Situation in Tanzania****1) In homes**

- Corporal punishment is lawful in the home in mainland Tanzania and in Zanzibar. In mainland Tanzania, the Law of the Child Act (2009) states that parents should protect children from **all forms of violence** (article 9), including beatings which cause harm in the definition of child abuse (article 3) and prohibiting “torture, or other cruel, inhuman punishment or degrading treatment” (article 13).
- However, corporal punishment is to some degree allowed in Tanzania for **“justifiable” correction** (article 13) and does not exclude all forms of corporal punishment from such correction.
- In Zanzibar, article 14 of the Children’s Act (2011) states that “no child shall be subjected to violence, torture, or other cruel, inhuman or degrading punishment or treatment or any cultural or traditional practice which dehumanizes or is injurious to his physical and mental wellbeing”, but it also states that “parents may discipline their children in such a manner which shall not amount to injury to the child’s physical and mental wellbeing”. This is not interpreted as prohibiting all corporal punishment in childrearing.

**2) In schools**

- Corporal punishment is lawful in ***schools*** in mainland Tanzania under the National Corporal Punishment Regulations (1979) pursuant to article 60 of the National Education Act (1978), which authorizes the minister to make regulations “to provide for and control the administration of corporal punishment in schools”. The Law of the Child Act does not repeal this provision or prohibit corporal punishment in schools.
- Government guidelines in 2000 **reduced the number of strokes from six to four and stated that only the heads of schools are allowed to administer the punishment**, with penalties for teachers who flout these regulations.
- In Zanzibar, the Ministry of Education has adopted a policy against corporal punishment in schools, but it remains lawful under the 1982 Education Act. The Zanzibar Children’s Act does not explicitly prohibit corporal punishment in schools.

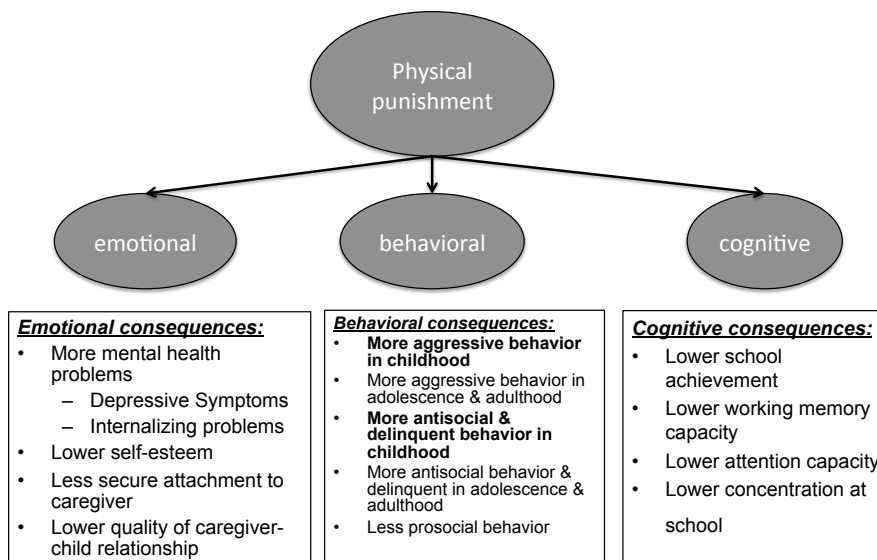
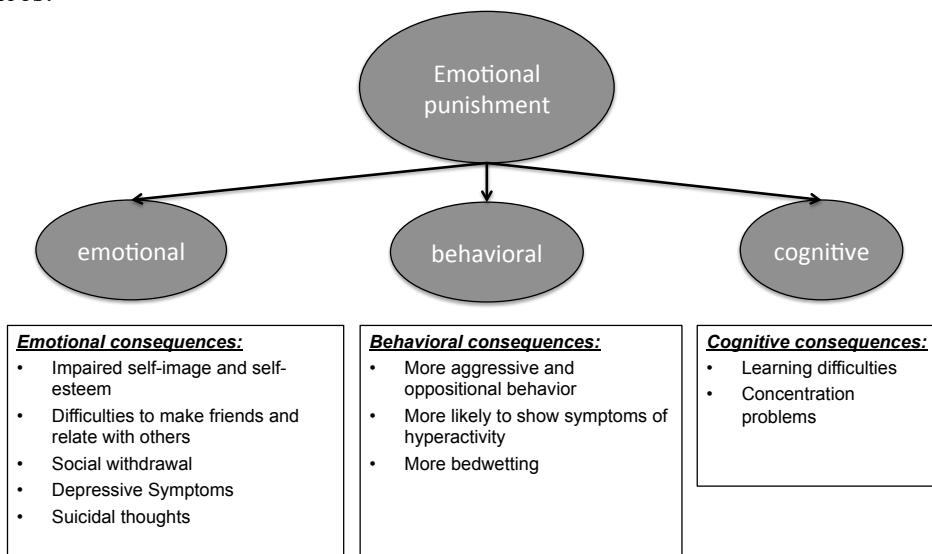
## Consequences of harsh discipline

Harsh discipline includes different types of discipline that all have in common that they harm the student or have the potential to harm the student. Harm can be visible in form of physical injuries but sometimes the scars are also invisible, for example psychological harm, such as lowered self-esteem.

Examples of harmful discipline:

- Physical punishment: spanking, slapping, caning
- Emotional punishment: insulting, humiliating

Over the last decades research from all over the world including African countries has shown that harsh discipline namely physical and emotional punishment has various negative consequences:

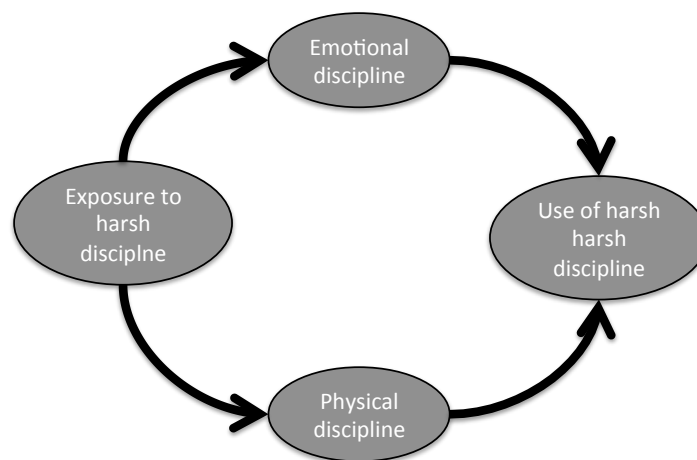


**If a child is exposed to harsh discipline, the child learns the following:**

- Fear but not respect!
- What not to do, but not what to do!
- Immediate compliance, but not why not to do it (no moral internalization)!
- To solve conflicts with violence!

**The cycle of violence**

As the child learns to solve conflicts with violence, a cycle of violence may develop. Children and adolescents who experienced more violence by their parents or teachers are also more likely to act aggressively towards peers but also towards teachers and parents.

**The power struggle in schools**

- The use of pressure and (physical) power lead to a power struggle with students.
- Applying more power, force, and humiliation leads to more resentment, rebellion and revenge.
- Teaching and learning steps into the background and school days are at risk to become a constant struggle for power between teachers and students.
- At worst, students may win the struggle by total refusal to learn and constant absence from school.
- Highly dissatisfying and stressful for both, students and teachers!

## **Self - reflection**

### **Instructions to the participants:**

Dear participant,

Take now 15 minutes and think about the guiding questions. It will be helpful if you could find a quiet place and think about the questions on your own.

### ***Guiding Questions:***

1. Go back to your childhood, think of your mistakes and the punishment you were given by your parents and at school by your teachers.
  - a. Mention types of your mistakes and the punishment you were given.
  - b. How did you feel after being punished?
  - c. Are there types of punishment of your parents and teachers that you have experienced and that you are now using to discipline children? Do you consider them as effective and helpful?
  
2. Which punishment do you remember most in your life? What did you do and what was the punishment?
  - a. At school
  - b. At home
  
3. How do you feel when you beat a child to discipline him/ her?
  
4. How do you feel when you know/ see another person is beating your child?

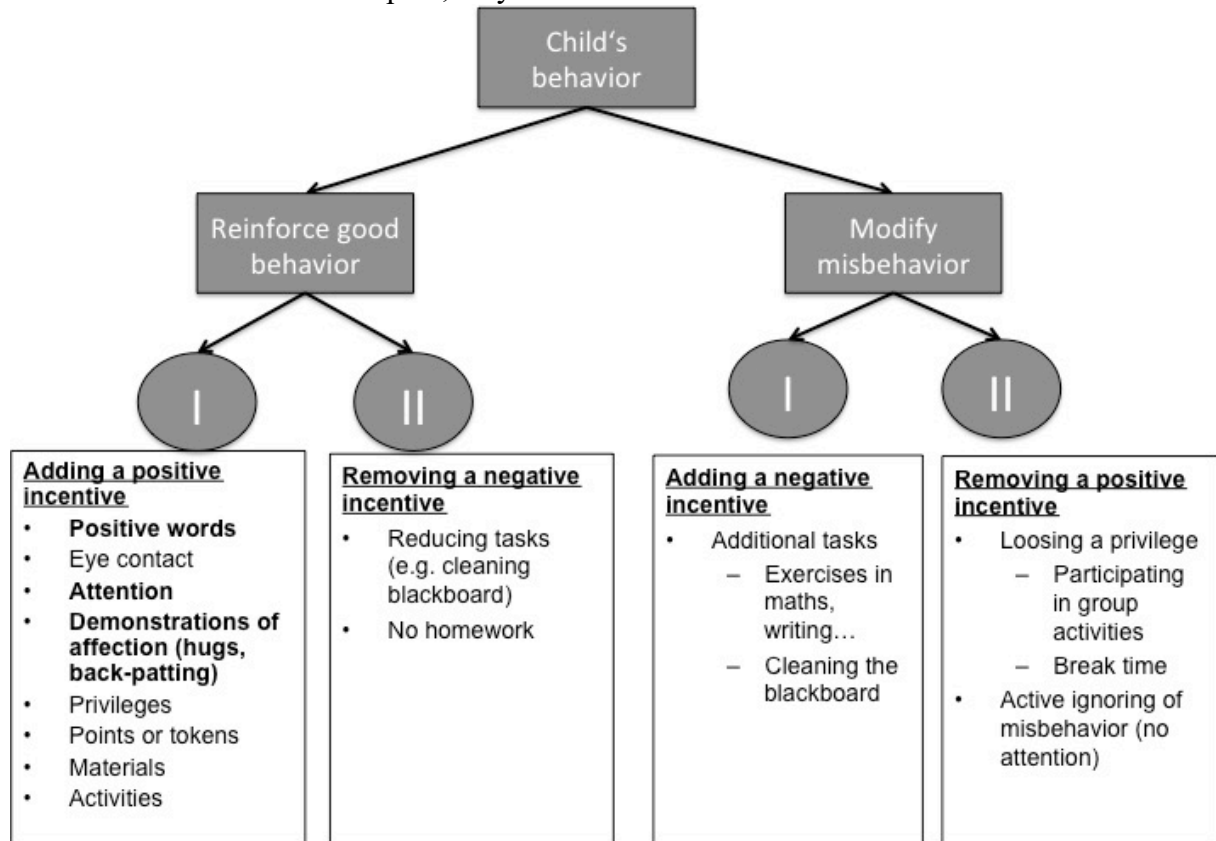
**Facts about corporal punishment and non-violent discipline methods***Take home message*

<b>Non-violent discipline methods</b>	<b>Corporal punishment</b>
✓ Teach correct behavior	○ Stops unwanted behavior for a short time
✓ Teach values	○ Creates fear of parents or caregivers
✓ Develop self-control	○ Reinforces sneaky behavior
✓ Use acknowledgement and encouragement	○ Uses pain and humiliation
✓ Teach responsibility	○ Builds resentment
✓ Build self-esteem	○ Damages self-esteem
✓ Promote benefits of good behavior	○ Encourages children to deceive their parents or caregivers and others
✓ Produce self-regulated children	○ Produces difficult children
✓ Produce long term good behavior in children	○ Produces short term compliance in children
✓ They might consume much time at the beginning, but they slowly teach children what to do and misbehavior may be reduced.	○ It may seem like a shortcut but in the long-run it reinforces misbehavior.

## Effective discipline strategies

### Maintaining good behavior and changing misbehavior:

- Desired behavior is reinforced by adding positive incentives or by removing negative tasks.
- Misbehavior can be modified by adding negative consequences or by removing positive incentives.
- Generally, focus on reinforcing good behavior. If the desired behavior is reinforced and children feel accepted, they will show less misbehavior.



*Examples for reinforcement and modification of behavior*

### Strategies for maintaining good behavior:

- **Positive reinforcing**
  - Acknowledge “good behavior” as quickly and as often as possible
  - Give the students specific feedback about specific behavior: *“I liked the way how you have helped other students in class”*
- **Demonstrating „good behavior“**
  - Teachers are role models
  - Actions are more powerful than words
  - Demonstrate the desired behavior
  - ***Do what you say, say what you mean and mean what you say!***
  - Keep your actions as consistent and positive as possible
  - Show that you are able to learn from mistakes
  - Be kind and firm



- **The teacher is the main actor in creating an atmosphere where students want to participate and contribute:**
  - Attention is focused on good participation and contribution to the lesson.
  - Teamwork and helping each other is reinforced by the teacher.
  - The teacher encourages the students to actively take part in the lessons.
  - As little attention as possible is given to misbehavior.

### **Strategies for changing misbehavior:**

- First, it is important to step away from feeling provoked by the child and quick reactions, but to evaluate the child's behavior for the underlying goals:
  - In this evaluation the teacher should concentrate on the purpose of the child's behavior, less on the underlying reasons in past experiences.
  - The teacher can respond to the child's behavior by reinforcing the feeling of belonging and contribution to the group.
  - Time and patience are needed to change the child's attitude.
- **Active ignoring**
  - Briefly removing the attention, when student shows misbehavior.
  - Provide the student with action alternatives and acknowledge every step of behavioral change.
- **Natural consequences**
  - As a result of the student's own action, certain consequences or reactions naturally occur.
- **Logical consequences**
  - In certain situations natural consequences may be too dangerous or not applicable.
  - Instead, the consequences of the student's misbehavior are structured by the teacher, but experienced by the student as logical in nature.
  - Logical consequences are logically related to the misbehavior.
- **Additional tasks/privilege removal**
  - A penalty should be used only with caution and consideration.
  - The penalty should be calmly discussed, should not be influenced by current emotions.
  - Rules and expectations should be clear and laid out in advance and not presented as a surprise, a threat or a punishment.
  - Can be discussed in the group discussion of the class and according to the class rules.

### **Important to consider:**

- Prepare well with class rules and discuss misbehavior with the students beforehand.
- Be firm, but fair.
- Be consistent.
- If you are angry, take a moment to calm down. Your anger is not a good guide.
- Distinguish between the action and the student. You are accepting the student, but not the action.
- Children in rage cannot listen. Wait until it is over.
- Don't get into a power struggle. Refuse to enter the fight. Admit that you cannot force the student, try to find an agreement together, guide their power in useful actions.

- **Silent actions are more powerful than threatening, shouting or scolding.**
- **The focus should always lie on reinforcement and encouragement!**
- **Whenever possible, attention and natural or logical consequences should be used to modify behavior!**

#### **Excursus: Reaction to misbehavior according to the 4 goals**

- If the child seeks **attention**: ignore attention-seeking behavior and give attention at other times, encourage useful contributions to the class and lessons.
- If the child seeks **power**: do not use logical consequences or penalties, avoid power struggles, ask for the child's aid, and make agreements.
- If the child seeks **revenge**: use natural consequences, persuade the child that they are liked, involve the class in encouragement.
- If the child displays **inadequacy**: encourage and do not give up, acknowledge every attempt.

#### **Consequences of behavior**

- Should be age-appropriate
- Not determined by teacher's current emotions
- Related to the behavior
- Consistent (same consequences for same behavior)
- Contingent (closely after behavior)

#### **The importance of attention:**

- Students are always looking for the teacher's attention.
- Negative attention is better than no attention.
- ➔ **Attention reinforces the student's behavior**

+ *Use attention to reinforce good behavior*  
 - *Try not to pay too much attention on misbehavior*  
 (...as attention to misbehavior will reinforce misbehavior)

### **Guidelines for setting expectations and giving instructions**

- Instructions need to be stated *clearly and explicitly* and must be *achievable and reasonable*.
- Be very *specific* about what you expect.
- There needs to be an *agreement* between what the teacher expects and what the student expects.
- Communicate *calm, friendly, and with eye contact*.
- Teacher and student should set *short-term goals* that can be achieved steadily in a step-by-step manner. Setting the goals too high or long-term will frustrate both student and teacher, as success will only occur seldom.
- *Acknowledge the student's efforts*, even when he/she does not fully meet the expectations. Small steps are realistic and, if rewarded with encouragement and attention, motivate the student for more effort.
- Be willing to *reconsider and adjust* the expectations when the student is consistently unable to meet them.
- Generally expect that your students are motivated, feel responsible, and want to cooperate. If you approach them with a *positive encouraging attitude* you will be more successful.

## Reinforcement

The student will be motivated to learn if he/she can participate actively with responsibility and if the teacher can elicit interest for the subject in the students. Pressure can make children learn, but it takes much more effort and holds much risk for misbehavior than guiding, motivating and, encouraging.

### Encouragement

*“A misbehaving or deficient child is mainly a discouraged child” (Dreikurs, 1968)*

- The child loses the confidence in his own abilities.
- Criticism, correction and pointing out mistakes may be done with good intentions, but lead to even more discouragement.
- The child needs the feeling that the teacher sees him/her as a valuable person independently of the performance and has faith in his/her abilities.

*„He [The student] becomes what he is encouraged to become“ (Dreikurs, Cassel, Ferguson, 2004)*

#### **How to encourage:**

- Concentrate on the positive and the strengths of the students.
- Mistakes are chances, not failures.
- Avoid criticism.
- Focus on improvement instead of performance.
- Have faith in the students' abilities.
- Be optimistic.
- Acknowledge improvement.
- Catch the students doing something good; give positive feedback.

#### **How to give positive and specific feedback:**

- Avoid comments on the person; focus on the action.
- Use a warm and optimistic voice.
- Give feedback on specific behavior: e.g.,  
I appreciate/like that you did...  
It is good to see...  
I enjoyed that you...  
It was a great help that you...  
I noticed that you improved in...  
I am sure you can do ... . If you need help, you can come to me.

The *classroom atmosphere* is essential to motivate or hinder learning:

- Teachers need to work with the class not against it.
- Good communication, common objectives and common values are parts of a good class atmosphere.
- Create a team spirit and share the responsibility for learning with the children.
- Unite the class for a common goal or interest.

- A cooperative atmosphere is more helpful than competitive one: It fosters values that children need to learn and unfold themselves, like communication of ideas, coordination of effort, friendliness and the motivation to contribute.

### **Attention**

- Power of attention is often overseen
- Attention always reinforces behavior
- Negative attention is better than no attention
- Use attention to reinforce good behavior. Try not to pay too much attention to misbehavior.
- Acknowledge good behavior more than you comment on bad behavior (of one student!)

### **Responsibility**

- We care more about the outcome of a task if we feel responsible.
- Students can take responsibility for tasks in the classroom.
- If they feel responsible for the outcome of a lesson, they will participate and learn.
- Being responsible is learned through taking responsibility.

### **Participation**

- We care more about tasks if we feel that our actions matter.
- Students can prepare certain parts of the lessons that are of interest for them.
- If they can participate actively and take over responsibility, they are more motivated.
- In group discussions all children take part, express their opinions, learn to listen to each other, and share the responsibility to find solutions with the teacher.

### **Group discussions**

- A weekly class discussion of around 30 minutes.
- First teacher is the chairperson, later also students take turns.
- Discuss: good things, possible improvements, personal issues, tasks & responsibilities, activities & plans, class rules & consequences of violations
- Concentrate on constructive comments and problem solving.
- Keep a respectful & accepting atmosphere.
- Seek consensus in discussions.
- Agree on rules for the discussion (e.g, Raise our hand. One talks, the others listen.)
- ❖ ***Be careful to give each student several chances to participate and take over responsibilities. Praise the also disruptive students when they do something well or improve a little bit.***
- ❖ It is easier for the teacher to work with motivated students who feel responsible.
- ❖ ***Motivated students are easier to guide.***
- ❖ Especially in big classes it is difficult to teach if the students are against the teacher and sabotage the lessons.

## **Developing good rules in the classroom**

### **Successful rules are:**

- ✓ Short
- ✓ Clear
- ✓ Consistent
- ✓ Easy to understand
- ✓ Age-appropriate
- ✓ Positively phrased

### **Rules ...**

- should be kept to a minimum.
  - contain the most important values.
  - should have the aim to create a supportive atmosphere in the class.
  - should be developed by teachers and students together.
  - should be visible in the classroom.
- 
- The class should identify with their rules and feel responsible for them.
  - Consequences of violation of rules should be discussed and agreed upon.
  - Consequences should be clear for everybody.

## **Contracts**

### ***General information:***

Contracts can be used for children of age 10 and older, thus at an age when children want to negotiate, feel empowered & independent; and show initiative and responsibility. Contracts work best when made before a problem or a conflict arises. But contracts may also be useful if a particular child shows an individual misbehavior or needs more structure and guidance to reach a goal. Children and adolescents have definite and firm thoughts, opinions and feelings and are capable of negotiations; therefore the contract should be negotiated and should not be imposed on the child.

### ***Steps to follow when preparing a contract for changing behavior:***

1. The student and the teacher should both state their expectations and responsibilities.
2. The student and the teacher should discuss and agree on goals/sub-goals and consequences.
3. Together discuss and define consequences following the accomplishment or the failure to accomplish the goal/sub-goals of the contract.
4. The contract should be written down and should include goals/sub-goals, duties and consequences.
5. The contract should be kept visible for all parties.
6. The contract should be a motivation for good behavior.

## **CONTRACT**

### **BETWEEN ANDREW (STUDENT) AND MR. JOHNSON (TEACHER)**

We agreed upon the following:

- Andrew will be doing his homework every day directly after school.
- Mr. Johnson will remind him at the end of each school day that Andrew agreed to do his homework directly after school.
- If Andrew can present his homework in school on at least 3 mornings per week, he can choose the story that will be read on Friday to the class.
- If Andrew does his homework less than 3 times this week, he needs to use the time during the story to catch up on his homework.
- This contract is valid for one week.

We agree to this contract:

Dar es Salaam, 04-02-2019

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Andrew

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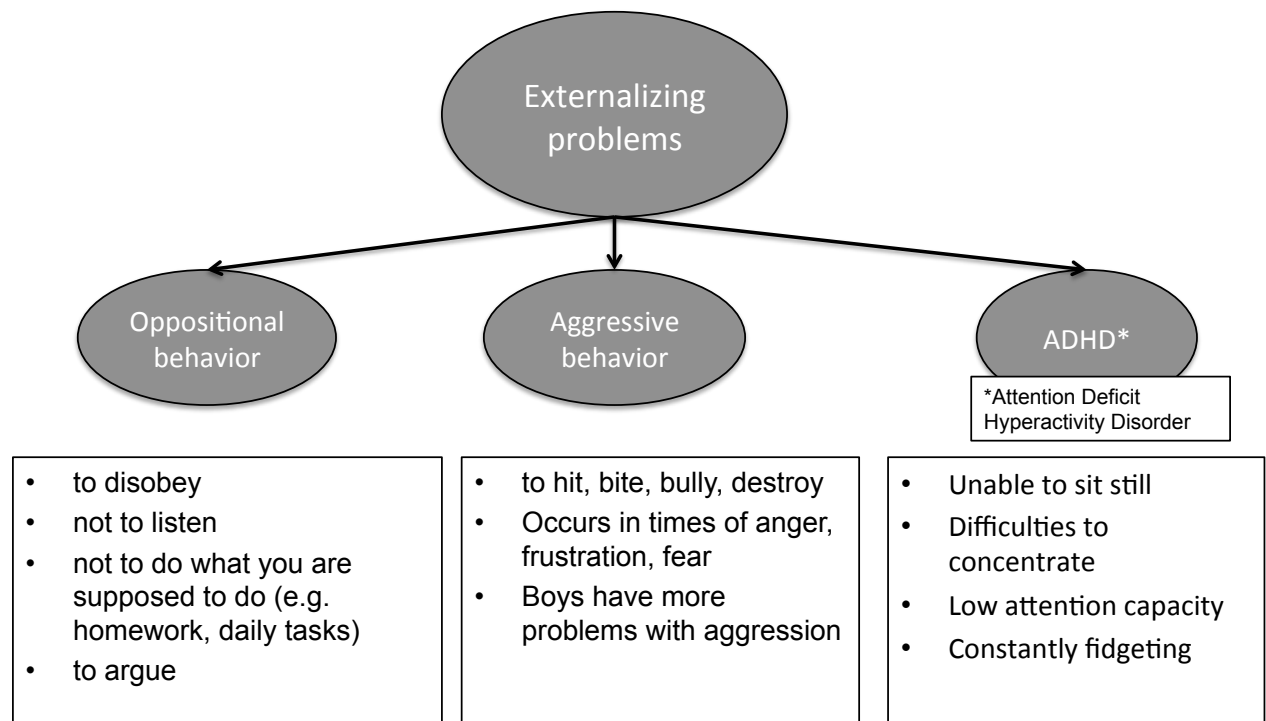
Mr. Johnson



## Externalizing Problems

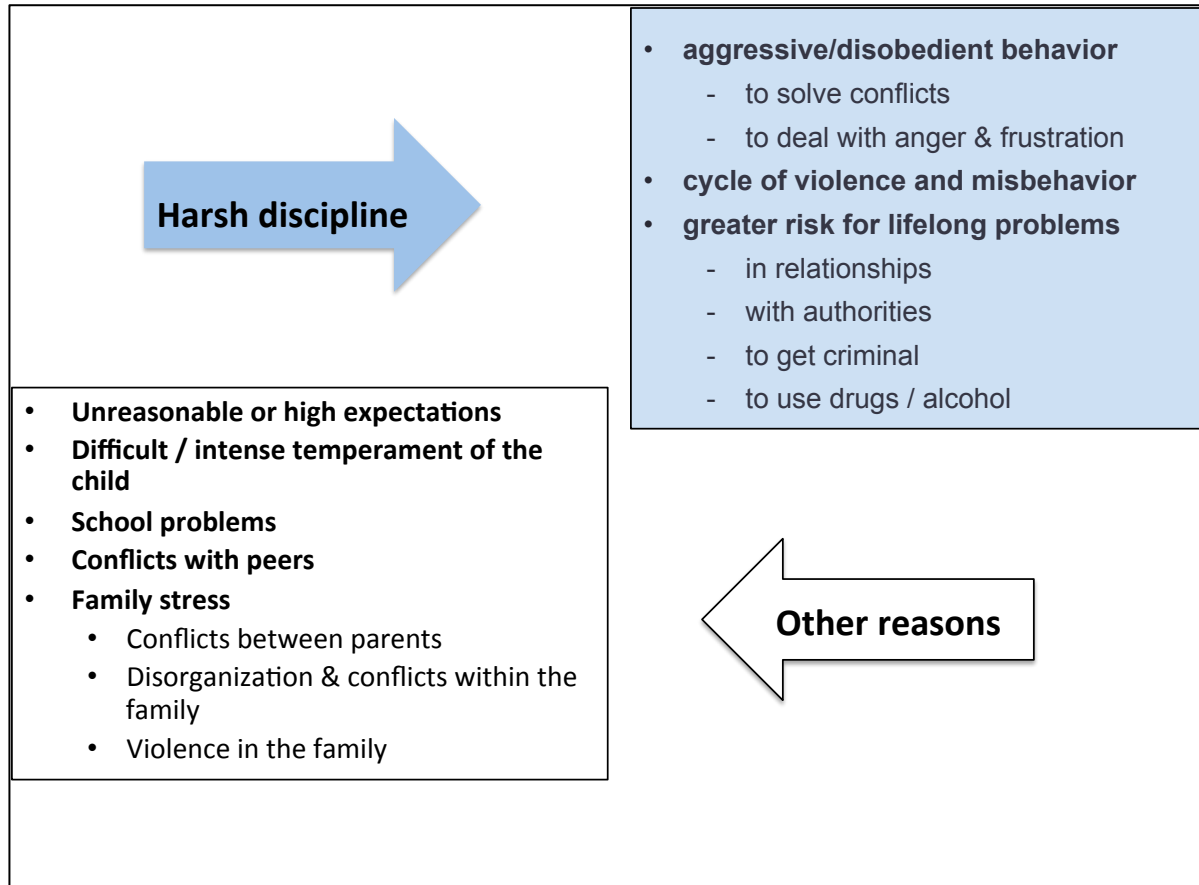
Externalizing disorders are characterized by maladaptive behaviors that are directed towards an individual's environment, which cause impairment or interference in life functioning. Externalizing disorders include, for example, aggressive behavior attention-deficit/hyperactivity disorder, oppositional defiant disorder, and conduct disorder.

Students with externalizing problems seem to be “problematic children”. However, students who show oppositional or aggressive behavior are not “evil” by nature but many of them suffer from severe problems. Students who suffer from externalizing problems are often difficult to handle by teachers, as they are disobedient and sometimes aggressive.



**Underlying reasons**

There are a number of reasons that may explain why students develop externalizing problems. The most prominent reason is harsh discipline but also other reasons play a role. We have listed a few examples below:



**What can teachers do?**

It is important to note that you as a teacher can do a number of things but that it is often helpful to ask for additional advice or help. A close collaboration with the parents and the school counselor may help you to decide how you can best support the student and help him/her to change his/her misbehavior. Students with externalizing problems profit from clear rules and predictable consequences. Below you find a few ideas that may be helpful when you have a student in class who shows externalizing problems.

**What can teachers do?**

- Show that you noticed a difference in the behavior
- Recognize unhappiness and struggling
- Try to understand the reason for the behavior
- Encourage other ways to solve the problem
- Improve cooperation with parents
- Try to take pressure from the child

Sometimes it may be helpful to have some guideline when additional help is needed. Under the following circumstances you should seek additional help:

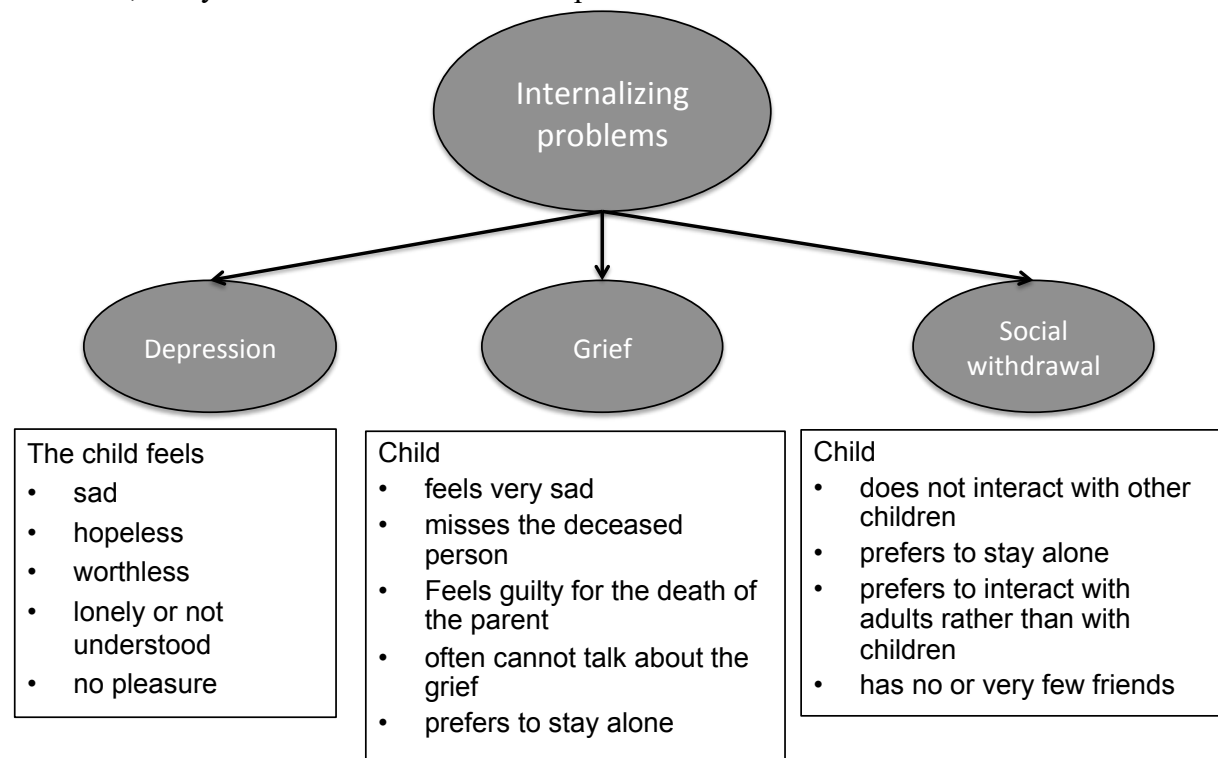
**When to seek additional help ...**

- Persistent, long lasting disrespect
- If the behavior continues despite of your best efforts
- If disobedience goes along with aggressive behavior
- If there are general signs of unhappiness
- If the child takes alcohol or other drugs

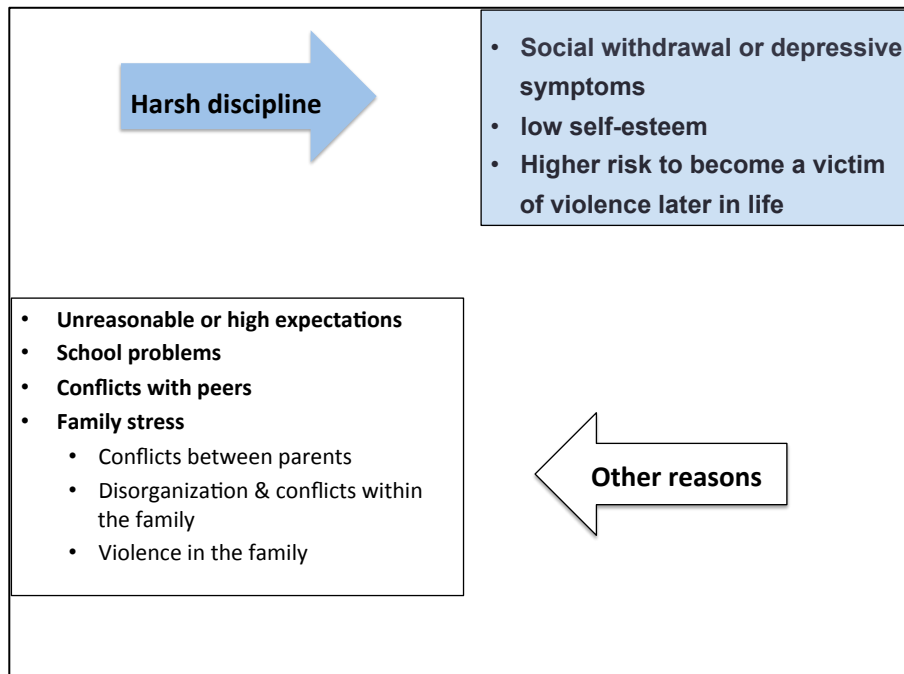
### **Internalizing Problems**

Children suffering from internalizing disorders will keep their problems to themselves or internalize the problems (= children see themselves as the problem). Behaviors that are apparent in those with internalizing disorders include depression, withdrawal, anxiety, and loneliness.

Students who suffer from internalizing problems are often overseen by teachers. They are often not regarded as “children with problems” but as compliant and not complicated. However, many of them suffer from severe problems.



There are several reasons that may explain why students develop internalizing problems. The most prominent reason is harsh discipline but also other reasons play a role. We have listed a few examples below:



### **What can teachers do?**

It is important to note that you as a teacher can do a number of things but that it is also often helpful to ask for additional advice or help. A close collaboration with the parents and the school counselor may help you to decide how you can best support the student to overcome his or her problems. Below you find a few ideas that may be helpful when you have a student in your class who may suffer from internalizing problems.

- Show that you noticed a difference in the behavior
- Recognize unhappiness and struggling
- Try to understand the reason for the behavior
- Improve cooperation with parents
- Express an understanding and supportive attitude towards the child's problems
- Try to take pressure from the child

### **When to seek additional help...**

Sometimes it may be helpful to have some guideline when additional help is needed. Under the following circumstances you should seek additional help:

- Persistent, long lasting depressive symptoms
- If the behavior continues despite of your best efforts
- If social withdrawal and depressive behavior go along with ideas of killing oneself
- If the child is unable to share his/her feelings with anybody

# **Questionnaires for evaluation**

## Evaluation of the ICC-T training workshop

**Dear participant,**

We are very happy to welcome you to our training workshop! Our training workshop will focus on effective discipline measures and communication competencies in the context of school settings. At the beginning we would like to know your expectations and wishes concerning the ICC-T training workshop. This will then help us to shape our discussion with you in the workshop so as to address adequately your needs and wishes. Feel free to answer the questions, because all the information you provide will remain confidential.

### 1. Personal information

Please indicate your gender:	<input type="checkbox"/> male <input type="checkbox"/> female
How old are you?	I am _____ years old.
What is your highest qualification?	<input type="checkbox"/> Completed secondary school; <input type="checkbox"/> non-university teacher training; <input type="checkbox"/> Bachelor; <input type="checkbox"/> Master; <input type="checkbox"/> any other: _____

### 2. Expectations

Below, you find some statements concerning the workshop and its content. Please mark the category that fits best for you.

	Referring to the introduction of the workshop and the content displayed...	Not true	Somehow true	Certainly true
1	Many of the topics planned for this workshop are new to me.			
2	The topics of the workshop are related to my daily work.			
3	Many of the workshop's topics are of interest to me.			
4	I am motivated to participate in the workshop.			
5	I feel that teachers need workshops to reflect on their work and to grow personally.			
6	I think that workshop as it is planned is highly needed for teachers in my country.			
7	I have the feeling that I will not learn many new things in this workshop.			
8	If I would have the choice, I would decide not to participate in this workshop.			
9	I am looking forward to participating in this workshop.			

*I have the following wishes and requests regarding the ICC-T training workshop:*

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**Thank you for your participation!**

## Evaluation of the ICC-T training workshop

Dear teacher,

Thank you for participating in this workshop! In order to improve this workshop further, we would like you to fill out this evaluation questionnaire. We are interested in your personal opinion concerning the content of the workshop, methods of training, and trainers' presentations of contents, and we like to hear your recommendations for improvement. This will help us to improve the workshop in future days with the intention of addressing correctly the needs and wishes of teachers in your country. Once again feel free to answer the questions honestly because all the information you provide will remain confidential.

### 1. Personal information

Please indicate your gender:	<input type="checkbox"/> male, <input type="checkbox"/> female
How old are you?	I am _____ years old.
What is your highest qualification?	<input type="checkbox"/> Completed secondary school; <input type="checkbox"/> non-university teacher training; <input type="checkbox"/> Bachelor; <input type="checkbox"/> Master; <input type="checkbox"/> any other:

### 2. Relevance of the workshop

Sn		<b>Not satisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
1	How do you rate your understanding of the content of this workshop?					
2	How do you rate the relevance of the workshop's content for the daily work at your school?					
3	How do you rate the applicability of the workshop's content in your school?					
4	How do you rate the possibility of using the knowledge obtained from this workshop at your school?					
5	How do you rate the usefulness of this workshop for Tanzanian teachers in general?					
6	What could be <u>added</u> or <u>removed</u> to improve the workshop <u>content</u> ? a) Added ..... b) Removed.....					
7	Was there any concept <u>totally new to you</u> ? Totally new concept (s) ..... .....					



### 3. Satisfaction with the workshop

Sn		Not at all	Little	Moderate	Much	Very much
1	How satisfied were you with the workshop in general?					
2	How satisfied were you with the content of the workshop?					
3	How satisfied were you with the teaching methods?					
4	How satisfied were you with the trainers?					
5	How satisfied were you with the training period (adequate or not adequate)?					

### 4. Evaluation of new knowledge

Below, you find some statements concerning the workshop and its content. Please mark the category that fits best for you.

Sn	Referring to the introduction of the workshop and the content displayed...	Not true	Somehow true	Certainly true
1	Many of the topics of this workshop were new to me.			
2	The topics of the workshop are related to my daily work.			
3	Many of the workshop's topics were of interest to me.			
4	I was motivated to participate in the workshop.			
5	I feel that teachers need workshops to reflect on their work and to grow personally.			
6	I think that this workshop is highly needed for teachers in my country.			
7	I have the feeling that I did not learn many new things in this workshop.			
8	If I would have the choice I would have decided not to participate in this workshop.			
9	I enjoyed participating in this workshop.			

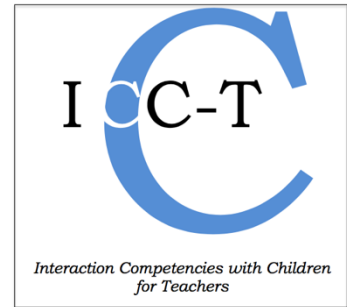
**5. Transferring knowledge of the workshop to your daily work – your opinions**

Sn		Not at all	Little	Moderate	Much	Very much
1	Did the workshop change your understanding of student's problems in relation to their behavior?					
2	Do you think this workshop will influence your previous strategies in dealing with student's disciplines at school?					
3	Would your work load decrease by implementing your new knowledge in your daily work?					
4	<p>Which aspects of the workshop will you <u>mostly use in your daily work</u> and which aspects of the workshop you consider <u>not realistic and difficult to use</u> in your daily work?</p> <p>a) I will mostly use            .....</p> <p>b) Not realistic and difficult to use            .....</p>					
5	If you would have to contribute money for the workshop, how much money would you be willing to contribute for the workshop? _____					
6	Would you recommend the workshop to other teachers? <input type="checkbox"/> yes <input type="checkbox"/> no					

**Thank you for participation!**

## **Examples for certificates**

# Certificate



We hereby confirm the successful participation of

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in the training

## ***Interaction Competencies with Children - for Teachers (ICC-T)***

The ICC-T training consisted of 5.5 days of training focusing on strengthening the teacher-student relationship and equipping teachers with effective and non-violent interaction strategies. The workshop encompasses a combination of lectures, exercises and role-plays with theoretical and practical parts.

The participant successfully completed the five modules: 1) Improving teacher-student interactions, 2) Maltreatment prevention, 3) Effective discipline strategies, 4) Identifying and supporting burdened students, and 5) Implementation into daily work routines.

The workshop was conducted by \_\_\_\_\_

from \_\_\_\_\_ to \_\_\_\_\_ at \_\_\_\_\_.

Place, date:

Signature: \_\_\_\_\_

Name, function:



The majority of teachers of this school participated successfully in the training

***Interaction Competencies with Children - for Teachers (ICC-T)***

The ICC-T training consisted of 5.5 days of training focusing on strengthening the teacher-student relationship and equipping teachers with effective and non-violent interaction strategies.

Place, date:

Signature: \_\_\_\_\_

Name, function:

# **ICC-T for secondary schools**

# **Materials for facilitators**

## Interaction Competencies with Children – for Teachers (ICC-T) in *primary schools*

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<b>PLAYING, SINGING, DANCING (8.30 – 8.45)</b>						
<b>1<sup>ST</sup> SESSION 8.30 – 10.15</b>	Plenum: Welcome & Introduction Discussion: Status quo  Evaluation I	Discussion: Discipline and education in Tanzania	Small groups - discussion: Myths about corporal punishment	Lecture & small groups: Logical consequences	Lecture & role play: Time-Out	Small groups & discussion: Collaboration with parents & school counselor Support by colleagues
<b>BREAK (10.15 – 10.30)</b>						
<b>2<sup>ND</sup> SESSION 10.30 – 12.00</b>	Input & discussion: Child development	Lecture: & Discussion: Consequences of harsh punishment	Discussion: Effective discipline strategies  Lecture: Changing children's behavior Effective educating & discipline strategies	Lecture & small groups: Structure, rituals & rules in the classroom	Small group and result presentation in the plenary: Implementation	Plenum: Evaluation II Concluding Round
<b>LUNCH BREAK (12.00 – 13.00)</b>						
<b>PLAYING, SINGING, DANCING (13.00 – 13.15)</b>						
<b>3<sup>RD</sup> SESSION 13.00-14.45</b>	Small groups: Communication with children	Self-reflection	Role plays & discussion: Instructions & Expectations	Lecture & small groups: Reinforcement systems	Lecture & small group Externalizing problems	FREE
<b>BREAK (14.45 – 15.00)</b>						
<b>4<sup>TH</sup> SESSION 15.00 – 16.30</b>	Discussion – small groups: Teachers as role models Aims in teaching	Self-reflection	Lecture & small groups: Reinforcement- Attention, Responsibility & Participation	Lecture & role play: Contracts	Lecture & small group Internalizing problems	FREE



## **Welcome session**

### **Instructions to the facilitators:**

#### **Aim:**

The welcome session should give the participants an idea about the content of the workshop, its opportunities, but also its limits. From the beginning it is highly important that the facilitators show a non-judgmental attitude and that they welcome the participants to actively participate and involve in the workshop. The welcome session starts with an introduction round (the facilitators welcome the participants and introduce themselves, then the participants also shortly present themselves), then the facilitators present the schedule for the workshop.

In the second step participants should discuss for 10 minutes with their neighbors what they expect from the workshop. Key expectations should be discussed in the plenary, then a discussion about the opportunities and the limitations in light of the current working conditions at their school should follow.

The last part of the first session is used to conduct the pre-evaluation of the workshop.

#### **Time frame:**

Introduction: 20 minutes

Status quo: expectations, opportunities & limitations (30 minutes)

Evaluation: 45 minutes

**Instruction for the participants:**

**Dear Teacher,**

We are happy to visit your school again. As you remember, in the past months we have been coming and talking with you about experiences on students' behaviors and challenges at school. Today, we join you again for a week to discuss and share different experiences and strategies for the interaction with students.

So, in the next week we will share with you more about interaction competencies with students and the use of effective discipline strategies in managing problems that may arise in the work with students. Maybe you already know more about the topics to be discussed and maybe you will learn something new, let us wait and see. In essence, this week should give you the chance to have a break from the daily hassles, To take a step back and reflect together with us about your work with students. We are happy to spend this time together with you and look forward to fruitful discussions and talks.

In short, we will reflect together on different issues related to how you interact with students, good communication, students' difficulties and chances and discipline strategies; all together with the intention of improving teacher-students interactions and relationships. We prepared a time schedule that will guide us for the whole week in our discussion with you. Now I invite you to take a copy so that we can later on go through it together and get to know what is ahead of us.

Having said that, I once again welcome you to the training and I request your attention so that we can achieve the goals of the workshop together.

Thank you and welcome!

## **Status quo: Expectations, opportunities & limitations**

### **Aims:**

Participants are asked to reflect and discuss for 10 minutes with their neighbors what they expect from the workshop. Key expectations should be discussed in the plenary, then a discussion about the opportunities and the limitations in light of the current working conditions at their school should follow.

### **Time frame:**

Discussion with neighbor: 10 minutes

Discussion in the plenary: 20 minutes

### **Instruction to participants:**

Please take 10 minutes and reflect about what you expect from the workshop. You may also discuss your expectations with your neighbor. We will then discuss the expectations of all participants in the plenary.

### **Guiding questions for the plenary discussions:**

- What are your expectations?
- When you consider your working conditions, does this impact your motivation to participate in the training workshop in any way?
- When you consider changing your disciplinary strategies or improving your relation to students, what challenges and limitations come into your mind?

### **Goals of the plenary discussion:**

- Reflection and discussion about participants' expectations.
- Discussion about opportunities within the limitations of the current conditions at school: Despite poor working conditions (e.g., large classes, low payment etc.), we can still improve our work for the sake of the students and our own satisfaction.
- The session should make clear from the beginning that the training program cannot change the working conditions but that the workshop may help teachers to change their behavior within the system. All information they share about poor working conditions may help to change working conditions in the future. However, the training workshop is designed to support teachers to reconsider their interactions and discipline strategies within the given system and to improve their relationship with their students. Changing a system takes very long time and needs awareness of the decision makers. It cannot be covered in this workshop.

## **Child development**

### **Instructions for the facilitator**

#### **Aim:**

Refresh and refine the knowledge about child development. The participants should learn about the developmental steps of children in the following areas: physical and motor, sensual perception, cognitive and concentration as well as emotional and social development. They should learn that students sometimes cannot follow the instructions or tasks because they still lack certain abilities. They should learn which abilities are essential for academic success.

They should become aware of their impact as a role model. As social beings children want to belong to a group and to contribute to this group. They urge to have a place in a group in which they are accepted and liked. Sometimes children use misbehavior to reach this aim. Participants should become familiar with different behavioral patterns. Finally, it is important to keep in mind that teachers should not take the actions of children too personally, as they are often determined by the child's developmental stage.

#### **Time frame:**

The lesson including the questions and answers should take around 1 hour. After the input presentation, there is time (30 minutes) to ask questions and to share experiences. You can remind participants that the implications for the daily interactions with students will be discussed and practiced in more detail during the workshop. In this session, we give a first idea and an overview.

#### **Involving participants:**

The input presentation stops when a participant has a question. The facilitator should allow questions but restrict discussions during the input.

Close the input with the summary on the last slide. Ask for questions or remarks.

In the end of the session, all participants receive the handout.

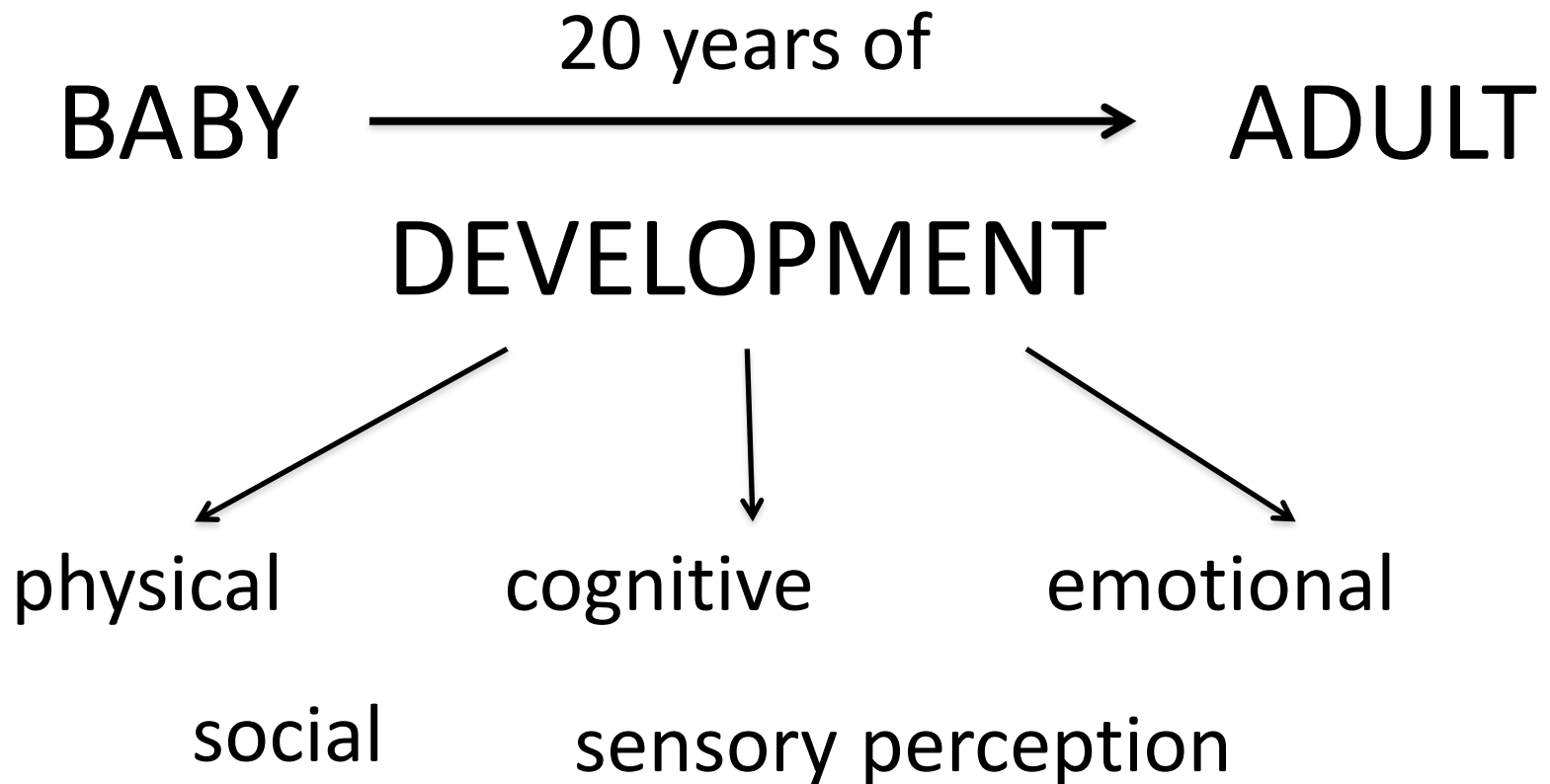
#### **Discussion:**

You could use the following questions to guide the discussion:

- How do you experience different developmental stages in the children?
- How do you address these as a teacher?
- When is a child ready for school? Why are the presented abilities essential for academic success?
- Do you have examples for the four goals of misbehavior?

# Steps of a child's development

The way from birth to adulthood



# Physical Development

- The body changes a lot.  
While the child grows,  
it changes in height, weight, stature and strength.
- The first big bodily change happens when the child learns to walk and stretches its body.
- The second big change happens in puberty when many bodily features change.

# Motor Development

- Children are born with an innate urge to move and practice their movements.
- This urge helps them to learn all the basic steps from holding their own head as a newborn to crawling and finally walking.
- Continuous practice of movements.
- Perfection of fine motor skills like throwing a ball and finally holding a pen and writing.

# Sensory Development

- The perspective of a child is different from that of an adult because it is smaller. Between 10 and 12 the sight is fully matured.
  - With 5 to 6 years the hearing is matured. Children still have problems to allocate noises and are easily distracted.
  - Children are easily distracted by what they see and forget about their tasks. Continuous supervision is needed, especially for the younger ones.
- 
- What children see is always stronger than what they hear!
  - Children are more easily distracted during lessons.



# Cognitive Development

- With 5 years the reaction time is twice as long as that of adults.
  - With 8 to 10 years children can concentrate for a certain time, e.g. the length of the way to school.
  - With 14 to 15 years the reaction time is the same as of adults. They can now concentrate on 2 things at the same time.
- Children need more time to react, can concentrate for a shorter period and more easily distracted.

# Cognitive Development

- Until the age of 6 years, children think and act self-centered. They are driven by their current feelings and think magically.
- With 7 years the thinking starts to become more logical. With 12 years the thinking starts to resemble adult thinking.
- They start to act more planned and purposefully.
- They can wait a little longer before they receive a promised reward. Short delay of rewards is possible.

# Emotional Development

- A baby needs help to handle unpleasant feelings and to calm down
- Children
  - learn how to name emotions.
  - learn how to deal with them in a socially accepted way with the help of caregivers.
  - develop strategies to handle emotions on his/ her own.
- From external emotion regulation (through the help of caregivers) to self-regulation!

# When is a child ready for school?

Which abilities are essential for academic success?

- Fine motor skills
- Concentration
- Emotion regulation, tolerance of frustration
- Self-confidence, confidence in own abilities
- Dealing with the delay of rewards
- Social skills

# Social Development

A child takes several steps to the world:

- With 6 months it starts to explore. With 1-3 years it learns to walk and starts to develop a self-concept. The family is the focus of social experiences.
- With the beginning of school, social experiences outside of the family become more important.
- During puberty the adolescent strives to be grown-up and independent. The peer group is most important.

# Social Development

- A child has an innate need for attachment to a caregiver. The caregiver is the „safe place“.
- Children need care to survive, for nurture and for affection.
- During preschool and primary school years child learns more about its own thoughts and feelings and it learns more about the thoughts and feelings of others.
- They learn about their own identity and abilities in interaction with others.
- Social learning needs interaction with peers and adults. Role models are essential!

# Social Development

- As social beings children want to belong to a group and to contribute to this group.
- Children are motivated to follow the rules of a group if they feel like a member of the group.
- Children want to feel accepted and useful within the group.

# Social Development

- All actions are purpose-driven, even though often we are not aware of the underlying goals.
- The main underlying aim of a child is to belong to the group and maintain his place in the group.
- This may happen through accepted behavior or through misbehavior.



# The goals of misbehavior (Dreikurs 1968)

1. Get attention: “I can only be sure of my place in the group, if I have your attention.”
  - Children try to get attention through high performance, pleasantness, being cheeky and restless or lazy and stubborn.
2. Power struggle: “I only feel self-assured, if you do what I want.”
  - From experiences of pressure and criticism, children may feel insecure and learn to fight against it with provocation, power, and rebellion.

# The goals of misbehavior (Dreikurs 1968)

3. Seek revenge: “I am the bad child. Everyone expects that I hurt and reject them, so that is what I do.”
  - Children who experienced rejection and refusal too frequently, do not believe anymore that they will be liked and accepted. This child feels so hurt and seeks revenge.
  
4. Display of inferiority or inadequacy: “I am a failure and I will not succeed, so there is no use in trying.”
  - Children display inadequacy, if they feel so discouraged that they lost any hope. They try to avoid any situation that is potentially humiliating.

# The goals of misbehavior (Dreikurs 1968)

- A child can act according to more than one goal.
- To understand the underlying goal of a certain behavior, ask yourself (and the child):  
What is the purpose of the misbehavior? Could it be...
  - To get attention? To be noticed?
  - To get their own way?
  - To hurt others, because they feel hurt? To get even?
  - To be left alone? To hide that they feel stupid?

# The goals of misbehavior (Dreikurs 1968)

- If a strategy does not work (anymore) and the child still feels his position in question, the behavior pattern will shift to a more intense one in order to maintain his position in another way.
- Equally, behavior can be improved by teachers, parents and caregivers with the help of educational strategies.
  - Encourage the child and reinforce the child's feeling of belonging to the group!
  - Experiences in school can have a positive impact on skills, knowledge and self-esteem!

## **Communication with students**

### **Instructions for the facilitator**

#### **Aim:**

This session aims to sensitize for features that influence the communication and its outcome. The aim of the session is that participants experience themselves that communication skills influence whether we feel understood and valued by our communication partner or not. If a student feels understood and valued, he or she will have a better relationship to the teacher and will be more eager to follow rules and fulfill tasks. It is also easier to find a common agreement between the teacher and the student.

#### **Time frame:**

Explaining the handout: max. 20 minutes

Role-plays: 60 minutes

Conclusion in plenary: 10 minutes

#### **Introduction to the topic:**

Good communication is crucial to understand the problems of students and to guide them in a supportive way. What is essential for good communication with students? What do you need to keep in mind?

#### **Tasks:**

- Each person receives the Communication handout in the beginning of the session.
- The facilitator should go through the handout, explain, and shortly demonstrate the different aspects of good communication that are mentioned in the handout (max. 20 minutes). Questions are allowed but the discussion should be kept to a minimum!
- Now a series of role-plays follows (approx. 60 Min), in which the different aspects of good communication are demonstrated (for details see below). The facilitator plays a teacher and chooses one participant to act as a student. In the first round of the role-play, the particular communication skill is not used and in the second round, the facilitator uses the particular communication skill. After the second round, the participant will be asked how he or she felt in the second round and whether he or she felt a difference between round 1 and round 2. After the role-play in the plenary, each participant should practice a similar role-play together with a partner. Then the next communication skill will be demonstrated first in a role-play in the plenary (with another participant!) and then again practiced in the partner exercise.
- Finally, in a short concluding round (10 minutes) each participant should share in one sentence what he or she has personally learned in this session.

**Role-plays:****1. Body language:**

- a. The facilitator acts as a teacher and one participant acts as a student. The participant should think of a specific student and act like this student.
- b. A typical situation should be chosen: e.g. the silent work in the classroom. The facilitator and the participant agree on the script of the situation, e.g. the student is very noisy and does not listen to the teacher.
- c. **First round:** The teacher tells the student to stop making noise, without looking at the student and with no change in body language.
- d. **Second round:** The teacher tells the student to stop making noise, and seeks direct eye contact. The teacher uses his or her body to put his full attention to the student (moving the upper part of the body to the direction of the student, upright sitting position, etc.).

**2. Reflective listening:**

- a. The facilitator acts to as a teacher and one participant acts as student. The participant should think of a specific student and act like this student.
- b. A typical situation should be chosen: e.g. a student is coming back from break in tears and the teacher would like to know what is wrong. The facilitator and the participant agree on the script of the situation, e.g. the student is crying as it has been in a conflict with other students and feels treated unfair and excluded.
- c. **First round:** The teacher asks the student what is wrong and expresses empathy.
- d. **Second round:** The teacher asks the student what is wrong and summarizes and repeats the message and asks the student whether he/she has understood what happened correctly. When the student signals, that the teacher understood the situation fully and correctly, the teacher expresses his/her empathy.

### 3. *Active listening:*

- a. The facilitator acts as a teacher and one participant acts to as a student. The participant should think of a specific student and act like this student.
- b. A typical situation should be chosen: e.g. a student is coming back from break in tears and the teacher would like to know what is wrong. The facilitator and the participant agree on the script of the situation, e.g. the student is crying as it has been in a conflict with other students and feels treated unfair and excluded.
- c. **First round:** The teacher asks the student what is wrong and expresses empathy.
- d. **Second round:** The teacher asks the student what is wrong and gives the student his/her complete attention and shows his/her interest by nodding and using small responses like (e.g., “Yes...I see, Oh, Ah). Through these small responses, the teacher encourages the student to keep talking. When the student signals that he or she has shared everything that he or wanted to share, the teacher expresses his/her empathy.

### 4. *„I“ messages:*

- a. The facilitator acts as a teacher and one participant acts as a student. The participant should think of a specific student and act like this student.
- b. A typical situation should be chosen: e.g. the silent work in the classroom. The facilitator and the participant agree on the script of the situation, e.g. the student is very noisy and does not listen to the teacher.
- c. **First round:** The teacher tells the student to stop making noise and tells the student: *Why are making so much noise again. You never listen to me. You are such a noisy child!*
- d. **Second round:** The teacher tells the student to stop making noise and uses I-messages to describe how he or she perceives the behavior of the student: *I can see that you would like to get my attention but it bothers me when there is so much noise during silent work. It makes work difficult for everybody. I can come to you if you raise your hand silently.*

## **Teachers as role models**

### **Facilitator instructions:**

#### **Aims:**

This session emphasizes that teachers are important role models for students (besides their adult family members). Teachers spend a lot of time with students and students learn from them, not only what they teach, but more how they act and interact with others. So, participants should be consistent with words and actions and use this knowledge in the teaching and guiding of students. ***Teachers should do what they say, say what they mean, and mean what they say: Keep actions and words as consistent and positive as possible.*** If you make a mistake, show the student that you are able to apologize and to learn from mistakes.

The session begins with a small group discussion followed by discussion in the plenary. The small groups shall discuss which roles teachers play in the life of students.

#### **Time frame:**

Introduction and formation of small groups: 10 minutes

Small group discussions: 30 minutes

Presentation and discussion in the plenary: 40 minutes

Take home message and concluding words: 10 minutes

#### **Guiding questions:**

- Which role do teachers play in the life of students?
- How do teachers influence the development of students?
- Can teachers be role models for students?
- Which role did your teachers play in your life when you were a student?



## **Parenting and discipline – The situation in [enter specific country]**

### **Facilitator instructions:**

#### **Aim:**

When we reflect on teaching skills and address changes in attitudes and behavior regarding harsh discipline, it is important to consider cultural and societal influences. In this session the aim is to discuss and question commonly used disciplinary measures in the *home country* of the participants.

The session should be a discussion about commonly used discipline strategies mixed with information about legal regulations in schools and at home.

#### **Time frame:**

90 minutes for input and discussion.

### ***Guiding questions:***

We would like to discuss with you about common discipline strategies in [enter specific country].

- What are common discipline strategies in [enter specific country]?
- How do parents and teachers make children do what they are supposed to do in families and in schools respectively?
- What are common (daily used) discipline strategies in homes and schools?
- How do parents and teachers punish children's misbehavior?
- What does the law in [enter specific country] say about parenting and discipline?
- What does the law in [enter specific country] say about corporal/physical punishment at home and at school?
- Are there other guidelines people follow concerning parenting and discipline?
- How do parents and teachers learn about different parenting or discipline strategies?

## **Consequences of harsh discipline**

### **Information for the facilitator on theoretical input:**

Harsh discipline can be defined as the use of any physical or psychological force with the intention of causing physical or emotional pain for the purpose of correction or control of the child's behavior. As physical and psychological discipline may harm the child and poses a continuous threat or stressor to the child, harsh discipline is commonly defined as physical or emotional abuse.

Following the previous session about common discipline strategies in Tanzania, in this session the participants should be guided to consider the often detrimental consequences of violent discipline – mainly as results of physical/corporal punishment and emotional abuse.

Harsh discipline includes different types of discipline that all have in common that they harm the child or at least have the potential to harm the child. The instructor should now present the various consequences of harsh discipline. Harm can be visible in form of physical injuries but sometimes the scars are also invisible, for example psychological harm such as lowered self-esteem. Especially emotional abuse leaves psychological scars that may be long-lasting and affect the child not only in adolescence but also later in life. Yet, these consequences will only be seen some years later.

Over the last decades research from all over the world has shown that harsh discipline in form of physical and emotional punishment has various negative consequences. These consequences have been shown in hundreds of studies all over the world, both in western and African countries. There is also a good evidence base of studies that have been conducted in Tanzania about the potential negative consequences of physical punishment and emotional abuse.

Though physical punishment and emotional abuse increase the risk for various problems, it does not necessarily lead to problems in each child. There may be examples of children that were not or not obviously harmed. In sum, however, children and adolescents who experienced more physical punishment and/or emotional abuse **do worse** than children who did not experience or experienced less physical punishment or emotional abuse! ***The question is: Do we want to run the risk that maybe not all but some children develop behavioral, emotional and/or cognitive problems because of our way of disciplining them?***

Cycle of violence: The way we have been treated in childhood (e.g., by our parents and teachers), the same way we most likely treat our own children (despite the fact that in adolescence we may have sworn that we will treat our children differently!). The cycle of violence may also be related to some experiences that the participants will share during the self-reflection sessions.

As the child learns to solve conflicts with violence, a cycle of violence may develop. Children and adolescents who experienced more violence by their parents or teachers are also more likely to act aggressively towards peers but also towards teachers and parents.

**Aim:**

The aim of the theoretical input is to give examples of harsh discipline that may be harmful to students. Furthermore, the input should provide the participants with an overview over potential negative consequences of physical punishment and emotional abuse. The focus of the session will be on various emotional, behavioral and cognitive consequences of physical punishment and emotional abuse.

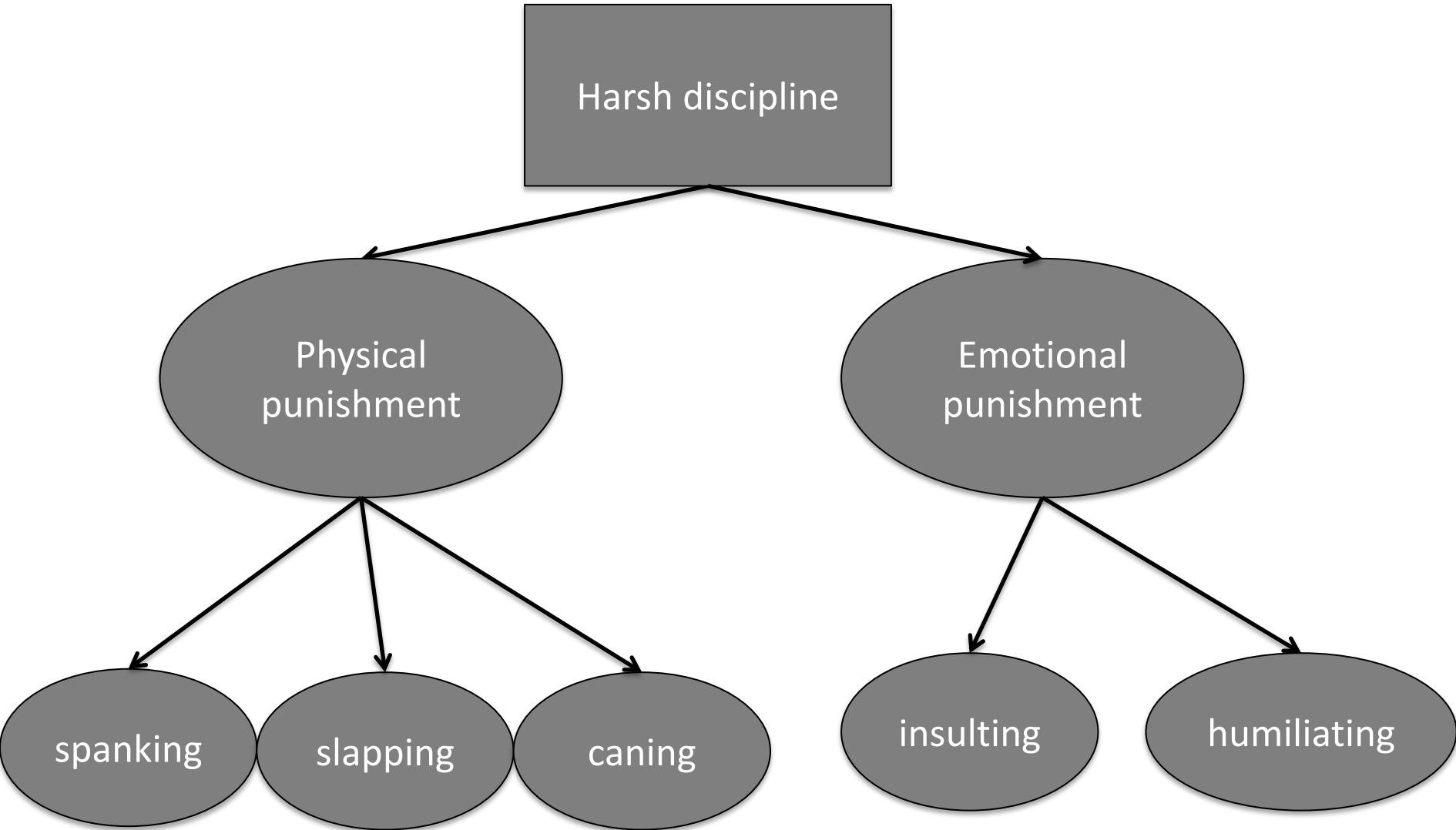
**Time frame:**

Approximately 45 minutes plus 20 minutes for questions and discussions.

# Harsh discipline

- Harsh discipline can be defined as the use of any physical or psychological force with the intention of causing physical or emotional pain for the purpose of correction or control of the student's behavior.
- As physical and psychological discipline may harm the student and poses a continuous threat or stressor to the student, harsh discipline is commonly defined as physical or emotional abuse.

# Examples of harsh discipline



# How do children feel when they are punished?

## Childrens' feelings:

### **A 6-year-old girl:**

*"When my mother yells at me, I feel very lonely and often think that nobody loves me and that I do everything wrong."*

### **A 12-year-old boy:**

*"Beating hurts and then I get angry and sometimes start teasing my younger brother."*

### **A 10-year-old girl:**

*"I feel loved by my parents, but not when they beat me."*

### **A 7-year-old boy:**

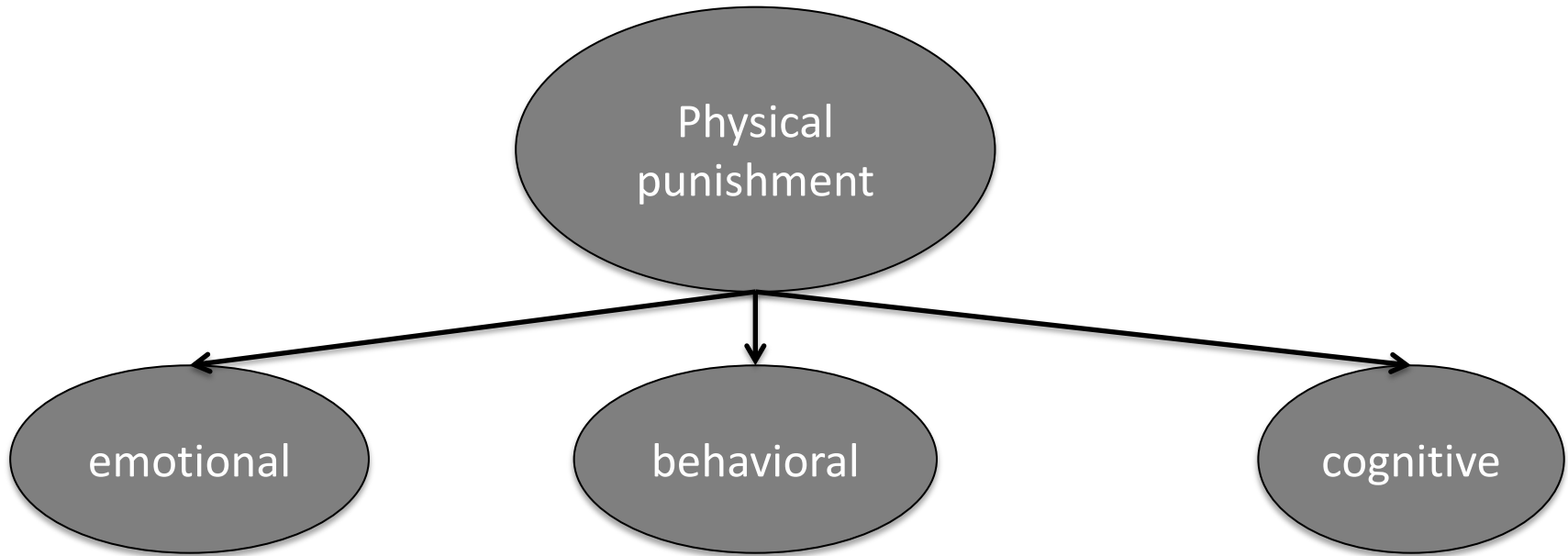
*"When I hear my father coming home, I startle and get afraid. I never know when he gets angry. When he gets angry, he beats my mum and sometimes also me."*

- Children perceive harsh punishment often as unfair and humiliating. As a consequence they either feel sad and worthless, or angry and full of revenge.

# Consequences of harsh discipline

- Harsh discipline includes different types of discipline that all have in common that they harm the students or have the potential to harm the student.
- Harm can be visible in form of physical injuries but sometimes the scars are also invisible, for example psychological harm such as lowered self-esteem.

# Consequences of physical punishment



## **Emotional consequences:**

- More mental health problems
  - Depressive Symptoms
  - Internalizing problems
- Lower self-esteem
- Less secure attachment to caregiver
- Lower quality of caregiver-child relationship

## **Behavioral consequences:**

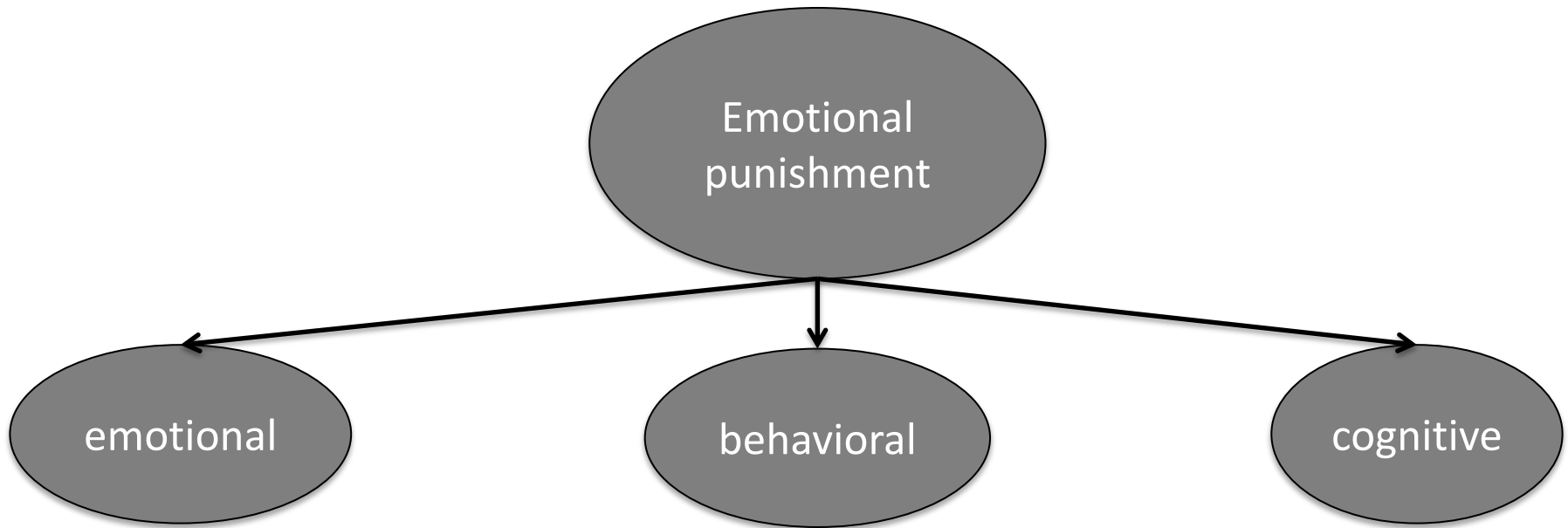
- **More aggressive behavior in childhood**
- More aggressive behavior in adolescence & adulthood
- **More antisocial & delinquent behavior in childhood**
- More antisocial behavior & delinquent in adolescence & adulthood
- Less prosocial behavior

## **Cognitive consequences:**

- Lower school achievement
- Lower working memory capacity
- Lower attention capacity
- Lower concentration at school



# Consequences of emotional punishment



## **Emotional consequences:**

- Impaired self-image and self-esteem
- Difficulties to make friends and relate with others
- Social withdrawal
- Depressive symptoms
- Suicidal thoughts

## **Behavioral consequences:**

- More aggressive and oppositional behavior
- More likely to show symptoms of hyperactivity
- More bedwetting

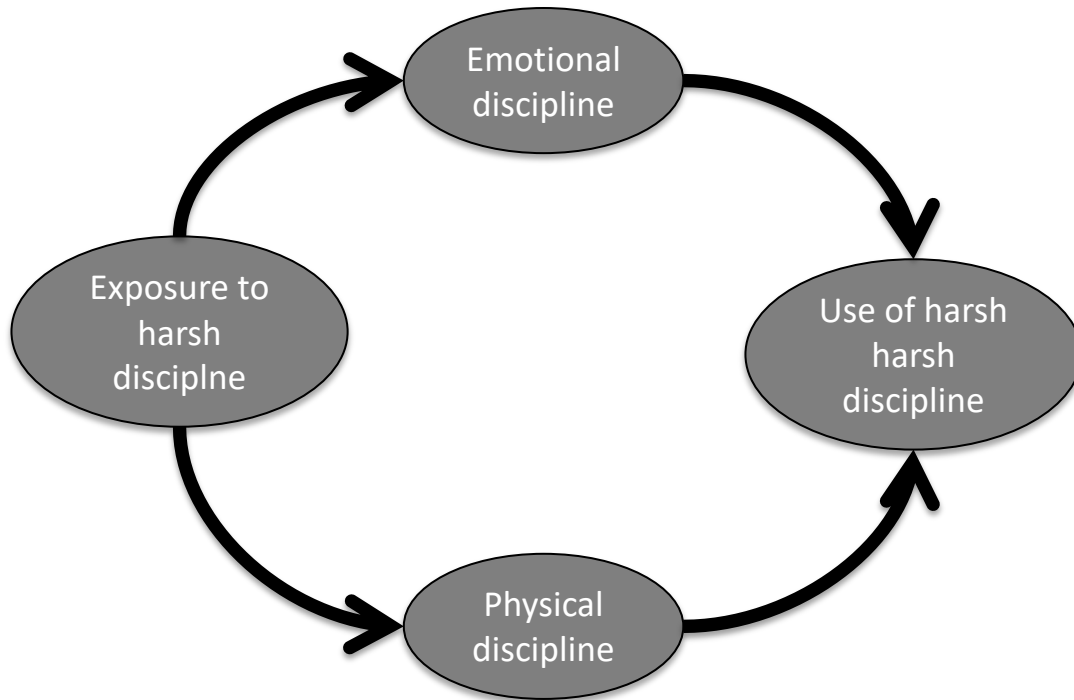
## **Cognitive consequences:**

- Learning difficulties
- Concentration problems

# Harmful punishment teaches a student ...

- ... ***fear but not respect!***
- ... ***what not to do, but not what to do!***
- ... ***immediate compliance, but no moral internalization!***
- ... ***to solve conflicts with violence!***

# The cycle of violence



As the student learns to solve conflicts with violence, a cycle of violence may develop. Children and adolescents who experienced more violence by their parents and teachers are also more likely to act aggressively towards peers but also towards teachers and parents.

# The power struggle in schools

- The use of pressure and (physical) power lead to a power struggle with students.
- Applying more power, force, and humiliation leads to more resentment, rebellion and revenge.
- Teaching and learning steps into the background and school days are at risk to become a constant struggle for power between teachers and students.
- At worst, the students may win the struggle by total refusal to learn and constant absence from school.
- Highly dissatisfying and stressful for both, students and teachers!

## **Self - reflection**

### **Instruction to the facilitators:**

The self-reflection session should start with *15-20 minutes* in which the participants think individually about the guiding questions. The participants should be encouraged to take notes. In the second step (may take *up to 2 hours*, take a break if needed), participants should be invited to share their thoughts with others. Before inviting the participants to share their experiences and thoughts, participants should be reminded and agree that everything that is shared and discussed in the workshop should not be shared with anybody outside the workshop. Participants should be encouraged but not forced to share their experiences.

After all participants who wished to share their experiences, the trainers may discuss or highlight the following points (*30 minutes*):

- Reflecting on own experiences of harsh punishment reminds us how painful and often unfair students may perceive harsh punishment.
- Reflecting on own experiences of harsh punishment reminds us that fear and feelings of being treated unfair may change into anger and feelings of revenge.
- Reflecting on own experiences of harsh punishment reminds us that we educate our students very much as our parents and teachers have educated us.
- Reflecting on own experiences of harsh punishment reminds us that it easily happens that harsh discipline is applied in highly emotional situations. In these situations we tend to punish more and more severely. However, we are too proud to admit this.
- Reflecting on own experiences of harsh punishment reminds us that some of us achieved quite something in life but this was possible despite harsh punishment (not because of harsh punishment). As teachers we are important role models. Some students – not all – will suffer from negative consequences, do we really want to run the risk that some of our students develop psychological problems, perform poorly at school and do not reach their full potential because of our behavior?

### **Aims:**

The goal of this double session is to raise awareness of students' fear and feelings of revenge when treated unfair or punished harshly. Furthermore, this sessions aims to highlight that teachers often unconsciously use the same discipline strategies as their own parents and teachers – particularly in highly emotional situation. This session shall lay the foundation that the participants start to reconsider their usual way of reacting to students' misbehavior.

**Instructions to the participants:**

Dear participant,

Take now 15 minutes and think about the guiding questions. It will be helpful if you could find a quiet place and think about the questions on your own.

***Guiding Questions:***

1. Go back to your childhood, think of your mistakes and the punishment you were given by your parents and at school by your teachers.
  - a. Mention types of your mistakes and the punishment you were given.
  - b. How did you feel after being punished?
  - c. Are there types of punishment of your parents and teachers that you have experienced and that you are now using to discipline children? Do you consider them as effective and helpful?
  
2. Which punishment do you remember most in your life? What did you do and what was the punishment?
  - a. At school
  - b. At home
  
3. How do you feel when you beat a child to discipline him/ her?
  
4. How do you feel when you know/ see another person is beating your child?

## **Common beliefs about corporal punishment**

### **Instructions for the facilitator**

#### **Aim:**

The aim of this session is to help the participants to start questioning their attitudes and beliefs concerning corporal punishment. The session starts with a brief introduction and the formation of small groups. Followed by a small group discussion in which each small group discusses one common myth of corporal punishment. Guiding questions for each small group are provided. The major points of discussion should be presented by each small group followed by a short discussion guided by the facilitators.

#### **Time frame:**

Introduction and formation of small groups:	10 minutes
Small group discussions:	30 minutes
Presentation and discussion in the plenary:	45 minutes

### **Beliefs about corporal punishment – Small Groups**

#### **Group 1**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Corporal punishment teaches respect.”***

#### **Questions:**

- What is respect?
- Whom do you respect and why?
- Is corporal punishment related to respect? In which way?
- What components could be important to be respected by the children?

→ Is it true that corporal punishment teaches respect?

#### **Notes for the facilitator:**

***Definition of respect:*** a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way; a feeling of admiring someone or something that is good, valuable, important, etc.

#### **Aim:**

Respect has nothing to do with corporal punishment. Punishment teaches the child to fear the teacher, not to respect him. Encouragement, winning cooperation and guidance are important to gain respect.



## **Group 2**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards.

***“Some children only understand corporal punishment.”***

*If children are accustomed to corporal punishment they won't understand other educating methods. Especially for difficult children corporal punishment is the only effective method.*

### **Questions:**

- What is meant by understanding the punishment? How do you know a child understood the punishment?
- Do some children not understand other educating methods than corporal punishment?
- Do children learn the desired behavior from corporal punishment?
- Is corporal punishment related to the children's understanding of misbehaving/ a change in the children's behavior?
- What benefits could it have to implement alternative methods to discipline?

→ Is it true that some children only understand corporal punishment?

### **Notes for the facilitator:**

#### **Aim:**

Some children are accustomed to corporal punishment and might be surprised if a teacher acts differently, but there is no reason why other discipline approaches shouldn't work or even be better long-term. When using corporal punishment the child only learns that it misbehaved and might have feelings of resentment. With alternative methods of disciplining the child learns to stop misbehavior but he/she also learns action alternatives. For children who mainly know corporal punishment as method of discipline it is even more necessary to experience positive methods of discipline. With children who are already caught in a power struggle or show revengeful behavior, more pressure and power won't help, but intensify the problem.

### **Group 3**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Corporal punishment builds the character.”***

*Corporal punishment is necessary for the moral development and the development of the conscience. It teaches the children to be responsible for their behavior.*

#### **Questions:**

- What is moral development/ development of the conscience?
- What is necessary for a moral development?
- Is corporal punishment related to character building?
- Do children who grew up without corporal punishment have lower moral beliefs?
- What aspects could help the child in developing a good moral concept?

→ Is it true that corporal punishment builds the character?

#### **Notes for the facilitator:**

**Moral development:** Understanding of what is right and what is wrong. Learning how to treat others, with respect to the well-being and the rights of the others. Beliefs, attitudes and behavior show the moral understanding of a person.

#### **Aim:**

Corporal punishment doesn't help to build the character. On the contrary, corporal punishment leads to lower internalized moral beliefs, to a lower understanding of what is right and what is wrong and to more aggression. It is harmful for the character of the child, not helpful. The child learns that to behave a certain way, because the stronger adult wants it, not because the child understood that it is the base of living together. The child did not internalize the moral beliefs. If no one watches, there is no need to fulfill moral expectations. It is important that the attachment figures exemplify moral concepts. Praise and warmth are related to moral development, as well as sincerity, respect, dignity, kindness and firmness.

#### **Group 4**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Children get uncontrollable without corporal punishment.”***

#### **Questions:**

- Does corporal punishment help to control the children?
- How do corporal punishment and control over the children relate?
- What alternatives to corporal punishment exist to handle difficult children?
- Are the alternatives as good in controlling the children as corporal punishment?
- What would happen if there wouldn't be any corporal punishment?

→ Is it true that children get uncontrollable without corporal punishment?

#### **Notes for the facilitator:**

#### **Aim:**

Corporal punishment is used to control the children, but other methods do that even better. Pressure can make children learn, but it takes much more effort and holds much risk for destructive reactions than winning the child's interest and participation. In orphanages/schools where corporal punishment was abandoned the behavioral problems didn't increase at all. The alternative methods of disciplining are effective to control children.

### **Group 5**

There are several beliefs which people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards.

***“Corporal punishment is time efficient.”***

#### ***Questions:***

- How long do you need to spank a child? How long do other methods of punishment take compared to corporal punishment?
- How often do you need to punish a child?
- How effective is corporal punishment compared to alternative methods of punishing?
- Is corporal punishment time efficient on the long term?

→Is it true that corporal punishment is time efficient?

#### **Notes for the facilitator:**

##### **Aim:**

On the short term corporal punishment seems to be time efficient. At the beginning the use of the new methods might take a little bit longer than it would take you to spank the child. When you used the new methods of disciplining a few times it won't take you longer than corporal punishment. And there is a very important difference in the amount of time you spend in corporal punishment or in alternative methods of disciplining in the long run. When you use corporal punishment the child doesn't learn a new behavior from it. The child might therefore show the same behavior again and again. You do not address the underlying aims and the behavior patterns stay the same. When using the other disciplining strategies, the child knows he/she misbehaved but it also learns action alternatives. Studies showed that on the long term corporal punishment took more time than other methods of disciplining.

## **Effective discipline strategies**

### **Information for the facilitator:**

**1) Discussion:** We start our unit concerning effective discipline strategies with a discussion in the plenary. In this discussion the facilitator should have an open and interested attitude towards the participants. The facilitator should be cautious not to bring in his own opinion in this discussion.

**2) Input:** In the second phase the facilitator gives a theoretical input about behavior modification. The basic ideas of behavior modification by means of incentives and consequences will be introduced, and examples for strategies to modify behavior will be given and explained.

### **Time frame:**

**1) Discussion:** approximately 15 minutes

**2) Input:** approximately 60 minutes plus 15 minutes for questions and discussions

### **Aim:**

**1) Discussion:** Get into the topic “discipline strategies” and learn about the knowledge of the participants. In subsequent sessions you can refer back to the knowledge discussed in this plenary.

**2) Input:** The aim of the theoretical input is to provide the participants with the theoretical background of behavior modifications. These theoretical considerations should be explained with examples that fit to the participants working environment. Nevertheless, this input gives only an overview and the following session will deepen the participants’ theoretical and practical knowledge on specific strategies.

## Discussion

### **Discussion guide:**

#### ***Opening of the discussion:***

We would like to discuss effective discipline strategies with you. You already have a lot of experience in teaching and classroom-related work with students. We would like to discuss based on your experiences, which strategies work well for you.

#### ***Guiding questions:***

- Based on your experience what are good strategies to get students to follow your instructions?
- Based on your experience what works best to stop students from fighting?
- Based on your experience how do you motivate a student to do his/her schoolwork?
- Based on your experience how do you calm down an angry student that shouts at or beats other students?

#### ***Points to consider***

The facilitator needs to keep in mind the following facts in this discussion and should contribute a few questions related to these facts to give the participants the chance to slowly begin reconsidering their behavior:

- Corporal punishment is very time consuming
  - Example questions: How much time do you need to discipline all students every day? Does the time that you need for disciplining affect your teaching?
- If a (large) class is against you, teaching becomes more difficult
  - Example questions: If your students fear you or hate you, do you think that this affects your relationship to your students or your quality of teaching?
- If students are involved and take over responsibilities, teachers can usually reduce time needed for disciplinary measures and focus more on teaching
  - Example questions: If you feel accepted and responsible for something, are you more eager to participate and to perform well? Would this not be the same for your student?
- Structural factors such as class size are often used as excuses not to reconsider own behavior
  - Example questions: Would you change the way how you discipline your students if you would have only 30 students in class? How? Why?

## Input

### **1) Instruction**

In the second part of this session, the facilitator gives theoretical input about behavior modification. The input starts with questions that are not answered by the participants, but by the content of the input session.

The theoretical base for **behavior modification** is *learning theory*. Desired behavior is reinforced by adding a positive incentive or by removing a negative incentive. Misbehavior can be modified by adding a negative incentive or by removing a positive incentive. Examples for positive and negative reinforcement and positive and negative punishment will be given and explained. Positive incentives are often small gestures: e.g. words of praise or attention. In the normal environment of a school, there are a number of incentives that can be used as positive or negative reinforcement.

Generally, good behavior should be reinforced. If desired behavior is reinforced, children will show less misbehavior. It is crucial to keep in mind that children generally want to belong to a group, they want to feel accepted, encouraged and contribute to the group. Consequently, encouragement and attention are the most powerful tools to work well together with children. Pressure can make children learn, but it takes much more effort and holds much risk for destructive reactions than winning the child's interest and participation.

### **2) Points to consider**

#### ***Maintaining good behavior:***

Often we tend to forget to reinforce good behavior. We tend to take it for granted.

- However, if we want children to maintain good behavior, we cannot reinforce good behavior often enough.
- However, it is necessary that we mean what we say, when we praise a child, for example.

We very much influence children's behavior through our own behavior. **Children copy our behaviors**, e.g. if we use threat or force to get children to do what we want them to, we shouldn't be surprised if children learn and use these strategies, too.

#### **The teacher is the main actor in creating an atmosphere where students want to participate and contribute:**

- Attention is focused on good participation and contribution to the lesson.
- Teamwork and helping each other is reinforced by the teacher.
- The teacher encourages the students to actively take part in the lesson.
- As little attention as possible is given to misbehavior.

#### ***Changing misbehavior:***

First, it is important to step away from feeling provoked by the child and quick reactions, but to evaluate the child's behavior for the underlying goals:

- In this evaluation the teacher should concentrate on the purpose of the child's behavior, less on the underlying reasons in past experiences.

- The teacher can respond to the child’s behavior by reinforcing the feeling of belonging and contribution to the group.
  - Time and patience are needed to change the child’s attitude.
  - **The focus should always lie on reinforcement and encouragement.**
  - **Whenever possible, attention removal and natural or logical consequences should be used to modify behavior!**
  - **We tend to talk too much. Silent actions are more powerful than threatening, shouting or scolding.**
- 
- Examples of a natural consequence: If I loose my key, I cannot open the door at home. If the child destroys his/her exercise book, he/she cannot take notes anymore and may miss important information.
  - Example of a logical consequence: If a child rides a bike in a busy street in a very risky way, we could wait until he has an accident (natural consequence). As this consequence is very dangerous and the child might get seriously hurt, one logical consequence would be to confiscate the bike for the rest of the day. If the students are too noisy in class, the teacher stops talking until the students are concentrated again.

**Attention to misbehavior will reinforce misbehavior:** We should try to avoid putting all our attention to misbehavior because children will learn: if they want to been seen or heard by the teachers, they need to misbehave. In this way, we reinforce misbehavior and achieve the opposite of what we aim to achieve.

Be aware that threatening the child with a certain consequence but not implementing the consequence may also reinforce misbehavior: a negative incentive (expectation of a consequence) is removed which reinforces the misbehavior unintentionally.



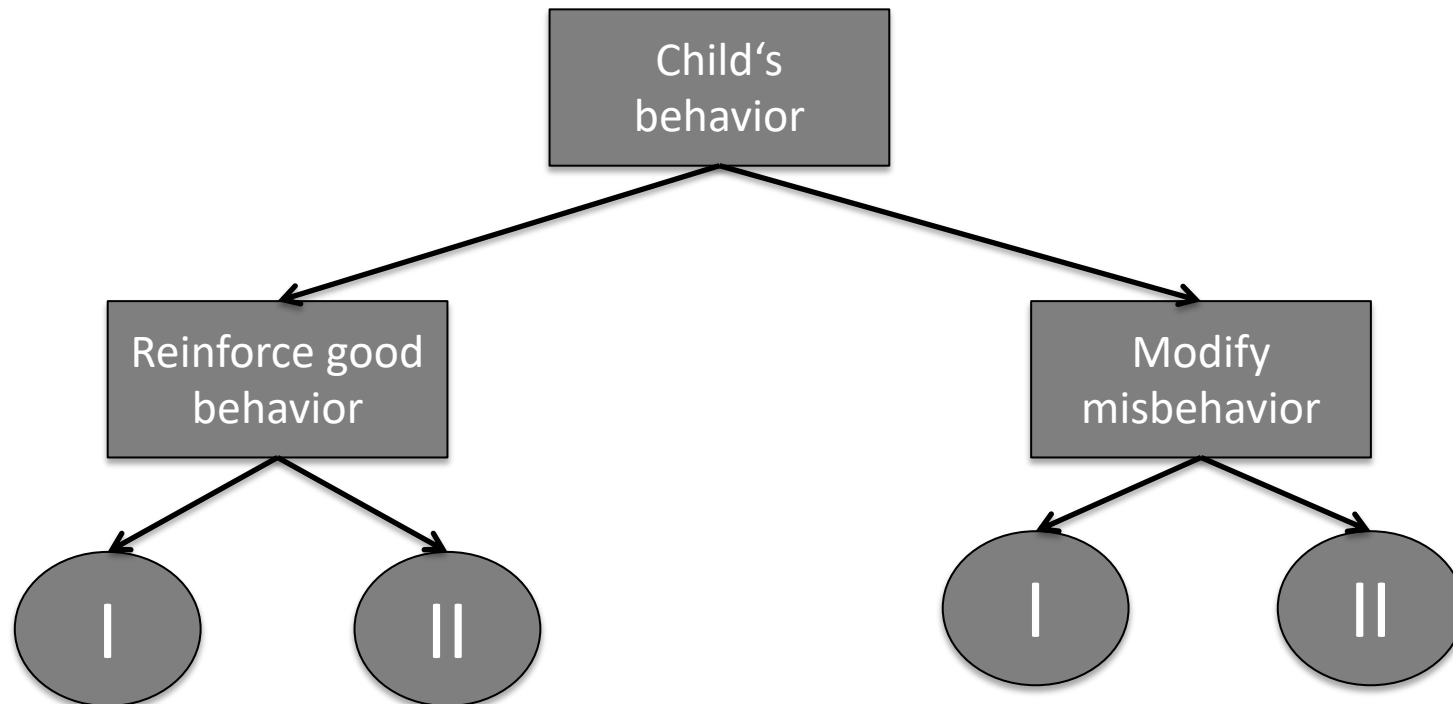
# Effective discipline strategies

- How can I train students without corporal punishment?
- What are effective strategies?
- Today, we want to present different answers to these questions.
- There is a great variety of strategies to discuss and try.

# Behavior modification with incentives

The theoretical base for *behavior modification* is *learning theory*:

- Desired behavior is reinforced by adding positive incentives or by removing negative tasks.
- Positive incentives are often small gestures: e.g. words of praise or attention.
- Misbehavior can be modified by adding negative consequences or by removing positive incentives.
- Generally, focus on reinforcing good behavior. If desired behavior is reinforced and children feel accepted, they will show less misbehavior.
- In the normal environment of the classroom, there are a number of incentives that can be used as positive or negative reinforcement.



**Adding a positive incentive**

- **Positive words**
- Eye contact
- **Attention**
- **Demonstrations of affection (hugs, back-patting)**
- Privileges
- Points or tokens
- Materials
- Activities

**Removing a negative incentive**

- Reducing tasks (e.g. cleaning blackboard)
- No homework

**Adding a negative incentive**

- Additional tasks
  - Exercises in maths, writing...
  - Cleaning the blackboard

**Removing a positive incentive**

- Loosing a privilege
  - Participating in group activities
  - Break time
- Active ignoring of misbehavior (no attention)

# Reinforce „good behavior“

Often we tend to forget to reinforce good behavior. We tend to take it for granted.

- However, if we want students to maintain good behavior, we cannot reinforce good behavior often enough.
  - It is crucial that we mean what we say, when we praise a student.
  - Students want to feel accepted and to contribute in a meaningful way.
- We very much influence students' behavior through our own behavior. **Students copy our behavior**, e.g. if we use threat or force to get students to do what we want them to, we shouldn't be surprised if students learn and use these strategies, too.

# Reinforce „good behavior“

- The teacher is the main actor in creating an atmosphere where students want to participate and contribute:
  - Attention is focused on good participation and contribution to the lesson.
  - Teamwork and helping each other is reinforced by the teacher.
  - The teacher encourages the students to actively contribute to the lesson.
  - As little attention as possible is given to misbehavior.

# Reinforcing „good behavior“

## ① Positive reinforcing

- Acknowledge „good behavior“ as quickly and as often as possible.
- Give the students specific feedback about specific behavior: *“I liked the way how you have helped other students in class.”*

## ② Demonstrating „good behavior“

- Teachers are role models
- Actions are more powerful than words
- ***Do what you say, say what you mean and mean what you say!***
- Keep your actions as consistent and positive as possible
- Show that you are able to learn from mistakes
- Be kind and firm

# Changing „misbehavior“

- It is important to step away from feeling provoked by the child and from quick reactions.
- Evaluate the child's behavior for the underlying goals.
- In this evaluation the teacher should concentrate on the purpose of the child's behavior, less on the underlying reasons in past experiences.
- The teacher can respond to the child's behavior by reinforcing the feeling of belonging and contribution to the group.
- Time and patience are needed to change the child's attitude.

# Changing „misbehavior“

- ① **Active ignoring**
  - Briefly removing all attention, when student shows misbehavior.
  - Provide the student with action alternatives and acknowledge every step of behavioral change.
- ② **Natural consequences**
  - As a result of the student's own action, certain consequences or reactions naturally happen. The natural sequence of events without the teacher's interference.
- ③ **Logical consequences**
  - In certain situations natural consequences may be too dangerous or not applicable.
  - Instead, the consequences of the student's misbehavior are structured by the teacher, but experienced by the student as logical in nature.
  - Logical consequences are logically related to the misbehavior.
- ④ **Additional tasks/privilege removal**
  - A penalty should be used only with caution and consideration.
  - The penalty should be calmly discussed, should not be influenced by current emotions.
  - Rules and expectations should be clear and laid out in advance and not presented as a surprise, a threat or a punishment.
  - Can be discussed in the group discussion of the class and according to the class rules.



# Changing „misbehavior“

- Prepare well with class rules and discuss misbehavior with the students beforehand.
- Be firm, but fair.
- Be consistent.
- If you are angry, take a moment to calm down. Your anger is not a good guide.
- Distinguish between the action and the child. You are accepting the child, but not the action.
- Children in rage cannot listen. Wait until it is over.
- Don't get into a power struggle. Refuse to enter the fight. Admit that you cannot force the child, try to find an agreement together, guide their power in useful actions.
- Silent actions are more powerful than threatening, shouting or scolding.

# Changing „misbehavior“

- The focus should always lie on reinforcement and encouragement.
- Instead of forcing students, we can encourage and guide them.
- **Whenever possible, attention and natural or logical consequences should be used to modify behavior!**

# Changing „misbehavior“

- If the child seeks **attention**: ignore attention-seeking behavior and give attention at other times, encourage useful contributions to the class and lessons.
- If the child seeks **power**: do not use logical consequences or penalties, avoid power struggles, ask for the child's aid, make agreements.
- If the child seeks **revenge**: use natural consequences, persuade the child that they are liked, involve the class in encouragement.
- If the child displays **inadequacy**: encourage and do not give up, acknowledge every attempt.

# Dos & Don'ts

## Dos:

- *The consequences of misbehavior should be defined before the misbehavior occurs.*
- *The consequence should be related to the misbehavior.*
- *The same misbehavior should have the same consequence (consistent).*
- *The negative consequence should follow immediately (contingent).*

## Don'ts:

- *If a student misbehaves, we tend to get angry or disappointed. **The stronger our emotions are, the more we punish the student.***
- ***We tend to talk too much.** The message gets lost in the preaching, criticizing, scolding and explaining.*

# The role of attention

## **Attention to misbehavior will reinforce misbehavior:**

- Try to avoid to put your attention to misbehavior.
- Students will learn, if they want to be seen or heard by the teacher, they need to misbehave.
- We reinforce misbehavior.
- We achieve the opposite of what we aim to achieve.
- Focus on reinforcement and encouragement!

# Consequences of behavior

Should be...

- age-appropriate
- not determined by teacher's current emotions
- related to the misbehavior
- consistent (same consequences for same behavior)
- contingent (closely after behavior)

## The importance of attention

- Students are always looking for teacher's attention.
- Negative attention is better than no attention.

➔ Attention reinforces the students' behavior

+ Use attention to reinforce good behavior

- Try not to pay too much attention on misbehavior

## **Instructions & expectations**

### **Facilitator instructions:**

#### **Aim:**

Sensitize for the importance of setting expectations in a realistic and supportive way for the success of an interaction.

#### **Time frame:**

3 Role-plays:	15 minutes
Discussion:	15 minutes
Reading handout:	15 minutes
Discussion of handout:	15 minutes
Finding examples:	15 minutes

#### **Task:**

**Role play** of two people (two assistants or facilitators) in front of the plenary. They play all 3 scenes.

The participants should discuss: Which way worked best? Why?

The facilitator guides the discussion. The discussion should take 15 minutes.

After the discussion all participants should read the Instructions & expectations handout. Discuss the handout and find examples for good and bad instructions from everyday work.

### **Role play in front of the plenary:**

**Situation:** Teacher wants the student to sit on his/her chair.

**Scene 1:** Teacher shouts the instruction facing the blackboard with a harsh voice.

**Scene 2:** Teacher begs student to sit down and starts a discussion with the student.

**Scene 3:** Teacher puts the attention to the student, looks at the student and gives a calm and friendly instruction: “I want you to sit down, now.” Teacher stays focused on the student until he sits down. Teacher says: “ Thank you” and continues with the lesson.

## **Reinforcement**

### **Aim:**

Make the participants aware of the power of reinforcement, especially of reinforcement that does not cost anything (opposed to other reinforcements like small presents, etc.). The power of encouragement, attention, participation and responsibility is often overseen, but especially with students these are crucial points. If a teacher neglects them, it might be the reason why he/she has problems with certain students (e.g. some are always praised, others are always yelled at or beaten, and the latter never improve and are aggressive towards the teacher).

### **Time frame:**

Input	40 minutes
Small groups practice	25 minutes
Presentation and discussion of small groups	25 minutes

### **Input:**

Use the prepared input and write it on a blackboard or flipchart while presenting and explaining it.

**Additions** to the content of the slides that the facilitator can use in the presentation:

***Reinforcement:*** A good relationship between teacher and students is based on sincerity, respect, dignity, kindness, humor and firmness. The child will be motivated to learn if he can participate actively with responsibility and if the teacher can elicit interest for the subject in the students. Pressure can make children learn, but it takes much more effort and holds much risk for destructive reactions than winning the child's interest and participation. → “democratic classroom, based on mutual respect” (Dreikurs, 1968, p.8)

***Encouragement:*** “A misbehaving or deficient child is mainly a discouraged child” (Dreikurs, 1968, p. 39).

Children show misbehavior because they are discouraged through humiliation, criticism, punishment or overprotection. The child loses the confidence in his own abilities. Criticism, correction and pointing out mistakes may be done with good intentions to help the child, but it leads to even more discouragement. The child experiences that it is faulty and deficient.

The child needs the feeling that the teacher sees the child as a valuable person independently of his performance. With this encouragement the child can show its full potential.

Most time teachers do not work one-to-one with a student, but with the whole class. Thus, the classroom atmosphere is essential to motivate or hinder learning. Teachers need to work with the class not against it. Good communication, common objectives and common values are parts of a good class atmosphere. The teacher can create a team spirit and share the



responsibility for learning with the children. It is crucial to unite the class for a common goal or interest. A cooperative atmosphere is more helpful than competitive one. It fosters values that children need to learn and unfold themselves, like communication of ideas, coordination of effort, friendliness and the motivation to contribute.

***How to give specific and positive feedback:***

- Avoid comments on the person, focus on the action.
- Use a warm and optimistic voice.
- Give feedback on specific behavior: e.g.,
  - I appreciate/like that you did...
  - It is good to see...
  - I enjoyed that you...
  - It was a great help that you...
  - I noticed that you improved in...
  - I am sure you can do ... . If you need help, you can come to me.

***Attention:*** Automatically, we tend to focus on bad behavior, because this is where we want change. Students who behave well often do not get so much attention as loud and disruptive students. Acknowledge good behavior more than you comment on bad behavior of the same child.

***Responsibility:*** Group discussions are an important part of the democratic classroom. In group discussions all children take part, express their opinions, learn to listen to each other, and share the responsibility to find solutions with the teacher. Children have great abilities, intelligence and capacity for responsibility.

***Group discussions following R. Dreikurs:***

- A weekly class discussion of around 30 minutes.
- First the teacher is the chairperson, later also students take turns.
- Discuss: good things, possible improvements, personal issues, tasks & responsibilities, activities & plans, class rules & consequences of violations
- Concentrate on constructive comments and problem solving.
- Keep a respectful & accepting atmosphere.
- Seek consensus in discussions.

### **Small group instructions for the facilitator**

#### **Aim:**

Small group discussion with the aim of finding examples from their work for using reinforcement like encouragement, attention, responsibility and participation in school. Transfer the abstract concepts of reinforcement into daily work examples. Participants should later be able to apply these concepts in their daily work routine. They should think about things that may be crucial for success, like *being consistent, catch a student doing something good, see mistakes as chances not as failures, give specific positive feedback, focus on improvement etc.*

#### **Introduction to the topic:**

Students are more motivated to help and to fulfill their daily tasks if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

After the discussion in the small groups, the groups present one of their examples. Collect results at the blackboard, add points if necessary.

#### **Task:**

Form 5 small groups.

# Reinforcement

- Reinforce good behavior
- Enhance motivation and commitment
- Support cooperation
  
- Reinforce through
  - Encouragement
  - Attention
  - Responsibility
  - Participation

# Reinforcement

- The child will be motivated to learn if he can participate actively with responsibility and if the teacher can elicit interest for the subject in the students.
- Pressure can make children learn, but it takes much more effort and holds much risk for misbehavior than guiding, motivating, and encouraging.

# Encouragement

“A misbehaving or deficient child is mainly a discouraged child” (Dreikurs, 1968, p. 39)

- The child loses the confidence in his/her own abilities.
- Criticism, correction, and pointing out mistakes may be done with good intentions, but lead to even more discouragement.
- The child needs the feeling that the teacher sees him/her as a valuable person independently of the performance and has faith in his/her abilities.

# Encouragement

- Concentrate on the positive and the strengths of the students.
  - Mistakes are chances, not failures.
  - Avoid criticism.
  - Focus on improvement instead of performance.
  - Have faith in the students' abilities.
  - Be optimistic.
  - Acknowledge improvement.
  - Catch the students doing something good; give positive feedback.
- „He [the student] becomes what he is encouraged to become“ (Dreikurs, Cassel, Ferguson, 2004, p. 36)

# How to give positive and specific feedback

- Avoid comments on the person, focus on the action.
- Use a warm and optimistic voice.
- Give feedback on specific behavior: e.g.,
  - I appreciate/like that you did...
  - It is good to see...
  - I enjoyed that you...
  - It was a great help that you...
  - I noticed that you improved in...
  - I am sure you can do ... . If you need help, you can come to me.

# Encouragement

The classroom atmosphere is essential to motivate or hinder learning.

- Teachers need to work with the class not against it.
- Good communication, common objectives and common values are parts of a good class atmosphere.
- Create a team spirit and share the responsibility for learning with the children.
- Unite the class for a common goal or interest.
- A cooperative atmosphere is more helpful than competitive one: It fosters values that children need to learn and unfold themselves, like communication of ideas, coordination of effort, friendliness and the motivation to contribute.



# Attention

- Power of attention is often overseen
  - Attention always reinforces behavior
  - Negative attention is better than no attention
- + Use attention to reinforce good behavior.
- Try not to pay too much attention to misbehavior.
- + Acknowledge good behavior more than you comment on bad behavior (of one student!)

# Responsibility

- We care more about the outcome of a task if we feel responsible.
- Students can take responsibility for tasks in the classroom.
- If they feel responsible for the outcome of a lesson, they will participate and learn.
- Being responsible is learned through taking responsibility.

# Participation

- We care more about tasks if we feel that our actions matter.
- Students can prepare certain parts of the lessons that are of interest for them.
- If they can participate actively and take over responsibility, they are more motivated.
- In group discussions all children take part, express their opinions, learn to listen to each other, and share the responsibility to find solutions with the teacher.

# Group discussions (following Dreikurs)

- A weekly class discussion of around 30 minutes.
- First teacher is the chairperson, later also students take turns.
- Discuss: good things, possible improvements, personal issues, tasks & responsibilities, activities & plans, class rules & consequences of violations
- Concentrate on constructive comments and problem solving.
- Keep a respectful & accepting atmosphere.
- Seek consensus in discussions.

# Examples for discussion rules

(following Dreikurs, Cassel, & Ferguson, 2004)

- Raise your hand.
- One person speaks at a time. Others listen.
- Act responsible.
- Show mutual respect.
- Be positive.
- State your opinion clearly.
- Think together.
- Solve problems with cooperation.

# Same same

- Be careful to give each student several chances to participate and take over responsibilities.
- Be careful also to praise the disruptive students when they do something well or improve a little bit.

# Work together!

- It is easier for the teacher to work with motivated students who feel responsible.
- Motivated students are easier to guide.
- Especially in big classes it is difficult to teach if the students are against the teacher and sabotage the lessons.
- Motivating students is especially important in big classes!

## **Logical consequences**

### **Instructions for the facilitator**

#### **Aim:**

Introduce the participants to the concept of logical consequences. It is a very powerful tool, as the students learn so much. However, at the beginning it requires more thinking to find the logical consequences and to communicate it in a good way. It may happen, that the first uses of logical consequences are not working perfectly. Do not be frustrated. With practice it gets easier and the students learn how the teacher will react and behave more responsively. Logical consequences are the most powerful learning tool, because you do not impose an artificial punishment, but you mimic real life where every action leads to a consequence. There is a significant difference between punishment and (natural and logical) consequence: In contrast to punishment are not created by an authority, but result from the situation itself. The teacher is then an accompanying assistant not the actor.

It is important to work with specific examples to learn to find the logical consequence. Otherwise the participants will give up quickly, because the normal punishment is more convenient (even though the students do not learn much from it).

#### **Time frame:**

The input should take not more than 30 minutes. During the input you should spend a lot of time with examples so that the participants really understand what a logical consequence is and how you communicate it. The small groups practice should take 30 minutes. In the remaining 30 minutes results of the small groups are presented and discussed (see small group instruction).

#### **Input:**

Use the prepared input and write it on a blackboard or flipchart while presenting and explaining it.



## **Logical consequences**

### **Small group instructions for the facilitator:**

#### **Aim:**

Small group discussion with the aim of finding examples for logical consequences from the work at school. Transfer the abstract concept of logical consequences into daily work examples. Participants should later be able to apply this concept in their classroom. Participants should think about things that may be crucial for success, like being calm and communicating the consequence as a consequence and not as a punishment, following through with it and when it is over, not acting angry anymore.

#### **Time frame:**

30 minutes for small group work and 30 minutes for presenting and discussing the results of the small groups in the plenary.

#### **Introduction of the topic:**

Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in the every-day work. Please find precise examples for misbehavior of your students and describe what the logical consequence would look like. What could be crucial to make it successful?

After the discussion in the small groups, the groups present their work. Collect results at the blackboard, add points if necessary.

*When participants have difficulties to find examples for logical consequences, facilitators are invited to help them with examples. Here is a list of examples that may be of help for the facilitators:*

- *If a student destroys a pencil, the student cannot write with this pencil anymore. He is responsible for organizing another pencil, e.g. he can ask other students in order to borrow a pencil.*
- *If students play ball and they destroy something e.g. a window with the ball, they can't continue playing ball until they have helped to repair what they have destroyed. (Please note: The boys do not need to repair the window on their own. Assistance should be given depending on age, abilities and resources. They can assist the person who repairs the window, together with a teacher or counselor they can think of measures how to prevent a broken window again, like where else to play... )*
- *When the students are noisy during a lesson, the teacher stops talking until they are quiet again. He/she could say: "During a lesson, we listen to each other. I will continue talking when you are quiet."*
- *When someone comes late to a meeting or the lesson, the teacher should start the meeting/lesson and it is the responsibility of the student to catch up and ask the others for the missed instructions.*

- *When a student constantly tilts his chair and (nearly) falls over, the teacher can quietly remove his/her chair for the rest of the lesson. It is important to act without many words and without any criticism.*
- *If a student often does not listen to the instructions and does not know what to do, it is his/her responsibility to catch up. The teacher will remind him/her to listen, but will not repeat the instructions. The student can ask other students for help or needs to finish the work after school.*
- *Please note: The responsibility for the behaviour and the consequences stays with the student. That does not mean that the teacher does not care about the student. The teacher needs to monitor if the student is capable of dealing with the consequences on his own. The teacher should have faith in the student to deal with the demands of the situation. Assistance should be given depending on age, abilities and resources. Assistance should be given just enough that the student can do the next step on his own again. For example, if a student was late and did miss the instructions, he can ask another student for help. However, if a student was absent many days and did miss a lot and he asks the teacher for help how to catch up, the teacher could take a moment after the lesson and discuss together with the student how he can catch up. The teacher can then involve others of the class to sit together with the student to help him catch up. The teacher is approachable when help is needed.*
- *Communication is important. Please communicate logical consequences just as consequences not as punishments. Leave your anger aside. Do not threaten with logical consequences. Encourage the student that you are confident that he will manage. If he asks for help, discuss with the student how he can manage the task. Give minimal assistance where necessary.*

**Task:**

Form 5 small groups.

# Logical consequences

- Most actions are naturally followed by a consequence.
- In some cases a natural consequence might be dangerous.
- Logical consequences follow an action but are not dangerous.
- If the consequences are not dangerous, a child or student can deal with these consequences even if they are negative.
- Students learn more from natural and logical consequences than from punishment.

# Logical consequences

- Structured by the teacher.
- If possible discussed beforehand.
- Experienced as logical by the child.
- Talk less, act more.
- Stay calm.
- No threat, no “I told you so”.
- The teacher is a friendly assistant, not the one punishing.
- Students experience the consequences of their behavior and learn to deal with them.

# Example 1

Some students are noisy and disturb the lesson.

Artificial consequence:

The disruptive students are punished (e.g. shouted at, send outside, hit).

Logical consequence:

Teacher stops lesson, stays quiet until the students are quiet again. He may extend the lesson for some minutes to finish the lecture.

# Example 1

The logical consequence to stop and to go on when it is quiet again (as well as to extend the lesson by the lost minutes)

- is a consequence directly connected to the behavior.
- takes the noisy ones into responsibility towards the other students.
- makes the other students wanting them to stop.

# Example 2

Three boys played football at the school court and destroyed a window.

Artificial consequence:

The boys are punished (e.g. shouted at, send outside, hit).

Logical consequence:

The football is taken away and they are not allowed to play football again until they **help** to repair the window.

# Example 2

The logical consequence to withhold the football and to prohibit playing until the boys helped to repair the window

- is a consequence directly connected to the behavior.
- takes the boys into responsibility.



# Logical consequences

- ...are sometimes more difficult to think of at first.
- ...are closely linked to the action.
- ...make students feel more responsible and in control of their actions.
- How they are communicated is important: not a punishment or a threat, it is just a consequence.
- Follow through with it. When the situation is over, move on.

# Important

There is a significant difference between punishment and (natural and logical) consequence:

- In contrast to punishment are not created by an authority, but result from the situation itself. The teacher is then an accompanying assistant not the actor.

## **Structure, rituals and rules**

### **Facilitator instructions:**

#### **Aim:**

Refresh and broaden the knowledge of the participants on the usefulness of structure, rituals and rules in the classroom. Make them aware how structure, rituals and rules can enhance the atmosphere in the classroom and make interactions easier. Everybody knows what is expected and what he is supposed to do. That also makes the work of the teacher easier and prevents unnecessary power struggles. Especially, classroom rules are a powerful tool. However, it is important that students can participate in the development of the rules. Otherwise they won't see them as their rules.

Especially for rules, it is important to practice how to phrase good rules and to select only the most important ones. If you have three rules, each of them is very important. If you have 15 rules, each of them holds only very little importance.

#### **Input:**

Use the prepared input and write it on a blackboard or flipchart while presenting and explaining it.

#### **Involving participants in the input:**

The input presentation stops several times and questions are posed to the participants. The facilitator should allow 2-4 people to tell their experiences each time. Collect some examples and connect them with the input. Then go on with the lesson.

#### **Time frame:**

Input: 30 minutes  
Small group practice: 30 minutes  
Presentation and discussion: 30 minutes

## **Rules in the classroom**

### **Facilitator instructions for small group practice:**

#### **Aim:**

Interacting and learning together is much easier if our interaction is based on common rules of interaction. It is very helpful when students and teacher agree together on common classroom rules. These rules are developed together and are valid for all in the classroom. For the success it is crucial how rules are phrased. In this session participants practice finding and phrasing rules as well as selecting the most important ones. The crucial part will most likely be the clear phrasing and the selection of only three rules.

#### **Task:**

In a small group discussion participants define rules that are important for them in the classroom.

Form 5 small groups. Distribute the Handout for good rules.

#### **Introduction of the topic:**

Interacting and learning together is much easier if our interaction is based on common rules of interaction. It is very helpful when students and teacher agree together on common classroom rules. Actually, rules should be developed together with the students. However, today please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording?

After discussion in the small group, all groups present their work in the plenary. Collect results at the blackboard, add points if necessary.

#### **Time frame:**

Small group practice: 30 minutes

Presentation and discussion: 30 minutes

# Structure, rituals and rules in the classroom

# Structure

- Lessons are structured by the teacher.
  - Students know what will happen.
  - They feel calm and safe.
  - Predictability helps to learn.
- A good structure leaves room for situational adaption!

# Structure

How do you structure your lessons?

Is the structure transparent to the students?

# Rituals and routines

- Routines help to save time, because everybody knows what to do.
  - Rituals have a special meaning, can be daily or on special occasions.
- 
- Predictability is important
  - Show (school) values
  - Give a feeling of belonging, strengthen the group



# Rituals and routines

- Which rituals and routines do you have with your students?

# Rules ...

- are the base of all interaction.
- are necessary for good interaction.
- should be kept to a minimum.
- should concentrate on the most important topics, otherwise they will lose importance.

# Successful rules are

- ✓ Short
- ✓ Clear
- ✓ Consistent
- ✓ Easy to understand
- ✓ Age-appropriate
- ✓ Positively phrased

# Rules

- Rules contain the most important values.
- Should have the aim to create a supportive atmosphere in the class.
- Teacher and students should develop rules together.
- The class should identify with their rules and feel responsible for them.

# Rules

- Rules should be visible in the classroom.
- Consequences of violation of rules should be discussed and agreed upon.
- Consequences should be clear for everybody.

## **Reinforcement Systems - Positive reinforcement through rewards**

### **Instructions for the facilitator:**

#### **Aim:**

This session aims to introduce how participants can use different reinforcement systems for maintaining good behavior and changing misbehavior.

#### **Time frame:**

Introduction reinforcement systems:	20 minutes
Development reinforcement system in small groups:	30 minutes
Presentation and discussion in plenary:	30 minutes
Summary:	5-10 minutes

#### **Tasks:**

In the first step, the idea of reinforcement systems should be introduced together with the essential steps for creating and implementing a reinforcement system. The first part of the session should take approximately 20 min. In the second step the participants shall develop a reinforcement system in small groups (approximately 30 minutes). A small group should contain of 4-5 participants. Each small group is requested to prepare a reinforcement system that they could imagine to use in their classes. These reinforcement systems should be presented and discussed in the plenary (30 minutes) and finally the essential ideas of this session should be summarized and repeated (5-10 minutes).

#### ***Some examples of reinforcement systems in class:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

#### ***Important steps:***

- Explain the chart to the students
- Students should participate actively
- Reinforce frequently
- Rewards should be meaningful
- Define the amount of points for positive behavior
- Define small rewards for points in between
- Use a chart as a measure of success
- Display the chart at a visible place

**Reward Chart**

<b>Task</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>	<b>Total</b>

**When I reach my goal of \_\_\_ stars my reward will be:** \_\_\_\_\_

**When I reach my goal of \_\_\_ stars my reward will be:** \_\_\_\_\_

**When I reach my goal of \_\_\_ stars my reward will be:** \_\_\_\_\_

**➔ Make a chart that specifies**

- ... the behavior
- ... the time
- ...the situation

**➔ Rate the behavior frequently (e.g., once per day)**

## **Contracts**

### **Instructions for the facilitator:**

#### **Aims:**

This session aims to introduce how participants can use contracts for maintaining good behavior and changing misbehavior.

#### **Time frame:**

Introducing contracts:	20 minutes
Writing example contract in small groups:	30 minutes
Presentation and discussion in plenary:	30 minutes
Summary of contracts:	5-10 minutes

#### **Tasks:**

In the first step, the idea of a contract as an agreement between a teacher and an individual student or a small group of students should be introduced together with the essential steps for writing such contracts. The first part of the session should take approximately 20 min. In the second step the participants shall write an example contract in small groups (approximately 30 minutes). A small group should contain of 4-5 participants. Each small group prepares a contract for a specific problem behavior of an individual child. These example contracts should be presented and discussed in the plenary (30 minutes) and an example contract may be helpful to repeat and summarize the essential ideas of this session in the end (5-10 minutes).

#### ***General information:***

Contracts can be used for students of age 10 and older, an age when students want to negotiate, feel empowered & independent; and show initiative and responsibility. Contracts work best before a problem or conflict arises, but also may be useful if a particular student shows an individual misbehavior or needs more structure and guidance to reach a goal. Children and adolescents have definite and firm thoughts, opinions and feelings and are capable of negotiations; therefore the contract should be negotiated and not imposed on the child.

#### ***Steps to follow when preparing a contract for changing behavior:***

1. The student and the teacher should both state their expectation and responsibilities.
2. Student and teacher should discuss and agree on goals/sub-goals and consequences.
3. Discuss and define consequences following the accomplishment or the failure to accomplish the goal/sub-goals of the contract.
4. The contract should be written down and should include goals/sub-goals, duties and consequences.
5. The contract should be kept visible for all parties.
6. A contract should be a motivation for good behavior.



**Small group work**

**Instructions:**

Please prepare a contract between a student and a teacher in a role-play between teacher and student. One participant acts like the teacher and the other one like a student. The other participants will be observers who have the task to carefully observe the interaction between teacher and student. The student has shown the following problem behavior:

***Group 1:*** Coming repeatedly late to school.

***Group 2:*** Repeatedly not listening in school.

***Group 3:*** Repeatedly not following the instructions of the teacher.

***Group 4:*** Repeatedly forgetting the homework.

***Group 5:*** Being repeatedly absent.

## **Time Out**

### **Facilitator instructions:**

#### **Aim:**

Refresh and maybe correct the knowledge of the participants about “time out”. Participants need to realize that “time out” is not connected to any pain or embarrassment for the student. “Time out” is not a punishment in a narrow sense, but a strategy to calm down a tense situation. “Time out” simply means to put a break in a heated situation and a time out of the attention from others. It is very important that “time out” does not imply kneeling on the floor, other painful body positions or even being embarrassed. We do not want to hurt the student’s body or soul!!! These painful and embarrassing discipline strategies are very harmful and might raise feelings of revenge and anger or destroy the student’s self esteem. These harmful consequences make the work of the teacher much more difficult in the long run.

#### **Task:**

Use the prepared input and write it on a blackboard or flipchart while presenting and explaining it. The facilitator guides the discussion and presents the role-play. With the help of the role-play participants should think about situations where “time out “ can be helpful.

#### **Time frame:**

Input:	30 minutes
Role-play:	15 minutes
Discussion:	30 minutes

#### **Discussion:**

After the input, the participants are invited to share their thoughts concerning the discussion questions on the last slide of the input presentation. By means of the second and third question the participants should think about the conditions that are crucial to make such an intervention work.

1. How can you use „time out“ with students?

Present a role play:

Two boys start to fight during PE class and they are very angry with each other. The teacher and other students separate them.

Option 1: The teacher shouts at the students, they start a discussion and the whole class is not exercising anymore, but watching.

Option 2: The teacher tells them to sit on benches beside the sports ground for 5 minutes and to cool down. He communicates clear and firm with them. After the 5 minutes he tells them to re-join the PE lesson.

2. Why is it important that the length of „time out“ is defined and lasts only several minutes not hours?
3. Why is it important to keep students still supervised when they are in „time out“?

**Information for the facilitator:**

It is important that “time out” lasts only some minutes, as the aim is to put a break in the situation and to cool down. The student should be able to participate again as soon as possible. A separation of a longer time period would be a punishment in form of social exclusion, which can harm the student’s self-confidence and may create feelings of revenge.

Furthermore, it is important that the teacher still feels responsible for the student in “time out” or outside of the class. The teacher should still supervise the student and let him/her participate in the lesson again after the defined time-length. “Time out” or sending students outside should not mean that they are gone for the rest of the day. The teacher has the responsibility to include the student again into the class and give him/her the chance to participate again.

# Time out

- Lets refresh our knowledge about „time out“!
- The rationale behind „time out“:
  - Time out means to have a break in a difficult situation
    - e.g., when the student is aggressive und disturbs the lesson
  - Time to cool down
  - Time to think about one’s behavior

# Time out

- Preparation:
- Discuss with students
  - What is „time out“?
  - Why will I use „time out“?
  - When will I use „time out“?
  - Where is the „time out“ place?

# Time out

- Preparation:
- Find a suitable „time out“ place:
  - Calm & safe
  - Where you can see the student
  - e.g. in the back of the class, on a bench on the side, outside in front of the window...
  - Student should be able to sit or stand there
  - No kneeling, no hurting, no embarrassment!

# Preparation

- Think of a good length of time in „time out“
  - Define it before and communicate to the student
  - Not too long, better e.g. 3 or 5 minutes
  - The length of time should not depend on your anger

# During time out

- Make sure the student reaches the „time out“ place and stays there.
- Tell him/her how long he/she needs to stay there
- Go on with your lesson.
- After the defined period of time, let the student sit on his/her seat again.
- If possible talk with the student shortly about the misbehavior/difficult situation after „time out“ or after the lesson. Explain why a moment to calm down was helpful.



# Positive aspects of time out

- Easy to implement
- Time efficient
- Can prevent that the whole class gets disturbed by one disruptive student
- Sometimes a moment to cool down is sufficient and the student can participate again.

# Similar interventions

- Send children out of class, because they are noisy
  - Give them the choice either to be quiet or to leave the class.
  - Define length of time clearly and keep it.
  - Make sure that they stay in a safe place, e.g. in front of the door (they can press the handle down).
  - Can help to break the vicious cycle of chatting students and angrily shouting teachers.
- Let children stand with face to the wall, kneel, use embarrassing positions or signs.
  - **Not recommended! Harms soul and body deeply!!!**

# Discuss

- How can you use „time out“ with students? →  
Role play
- Why is it important that the length of „time out“ is defined and lasts only several minutes not hours?
- Why is it important to keep students still supervised when they are in „time out“?

## **Implementation - Teachers**

### **Instructions to the facilitator:**

In this session the newly learned discipline and interaction strategies shall be repeated and adapted to the particular context, in which the participants work.

### **Aims:**

- Repeating the essentials of the newly learned discipline and interaction strategies.
- Deepening new knowledge and transferring it to the daily work situations of the participants.
- Developing concrete ideas how knowledge from the workshop could be implemented in everyday work of the teachers to foster sustainability.

### **Time frame:**

- Small group work: 40 minutes
- Presentation in the plenary: 30 minutes (5 minutes per group)
- Discussion & final remarks: 20 minutes

### **Instructions for the participants:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work. We will divide the group into the following five small groups:

**Group 1:** *Encouragement, responsibility & participation*

**Group 2:** *Natural & logical consequences*

**Group 3:** *Rituals & rules in the classroom*

**Group 4:** *Reinforcement systems & contracts*

**Group 5:** *Time-out*

### **Tasks:**

- Repeat the essentials that you have learned about these strategies.
- Discuss strengths and difficulties of these strategies when you imagine implementing them in your daily work.
- Develop an example how this idea could be implemented in your school.
- Present the results of your discussion and your example in the plenary.

**Points to consider for the discussion**

The facilitator need to keep in mind the following facts for the discussion and should contribute a few questions related to these facts to remind the participants of them:

- Corporal punishment is very time consuming.
- If a large class is opposed to you, teaching becomes more difficult.
- If students are involved and take over responsibilities, teachers can usually reduce time needed for disciplinary measures and focus more on teaching.
- If students feel part of the class, more as a team with the teacher, if they feel motivated and interested, they are more motivated to participate. If they feel like their contribution and participation is seen and acknowledged by the teacher and the group, the students have less need to misbehave for attention.
- Structural factors such as class size are often used as excuses not to reconsider own behavior.

## **Externalizing Problems**

### **Instructions for the facilitator:**

#### **Aim:**

The aim of this session on externalizing problems is to raise awareness that students who show oppositional or aggressive behavior are not “evil” by nature but that many of them suffer from problems. The session should provide some ideas about the various reasons for externalizing problems, strategies how to deal with students showing externalizing problems and help teachers to understand that in many cases additional advice or help may be useful in order to deal with students who show externalizing problems. The small groups should deepen their understanding of externalizing problems and should relate the theoretical knowledge to their daily work.

#### **Information for the facilitator:**

Externalizing disorders are characterized by maladaptive behaviors that are directed towards an individual's environment, which cause impairment or interference in life functioning. Children with externalizing disorders externalize (manifest outside) their maladaptive emotions and cognitions in behavior. Externalizing disorders are often specifically referred to as disruptive behavior disorders or conduct problems and include, for example, aggressive behavior attention-deficit/hyperactivity disorder, oppositional defiant disorder, and conduct disorder.

Children with externalizing problems, such as oppositional or aggressive behavior, seem to be “problematic children”. This session should raise awareness to the fact that these children are rather “children with problems”. The theoretical input should provide knowledge on typical symptoms/behaviors of externalizing problems, potential reasons and strategies that may help teachers to deal with students who show externalizing problems.

#### **Time frame:**

Input:	20 minutes plus 5 minutes for questions
Small groups:	30 minutes for discussion in small groups
Presentation:	25 minutes (max. 5 minutes per group)
Discussion and final remarks:	15 minutes

**Small group information for facilitator:**

**Small group 1: Externalizing problems**

**Aim:** Become aware that oppositional behavior could have a variety of reasons and could hide several feelings. Link newly learned discipline strategies to the child's misbehavior. Children with externalizing problems profit from clear rules and predictable consequences.

**Instructions for the participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows oppositional behavior (e.g. shows disrespect, avoids going to school, does not do his homework, etc.) at home and at school since about 4 months.

**Points of discussion:**

- What could be a reason for the behavior of the boy?
- Which feelings can be hidden behind oppositional behavior (e.g. anger, frustration, fear, being overwhelmed by a situation or expectation)?
- Which of the new strategies may you use for changing his behavior?

**Examples:**

- Did something special happen 4 months ago?
- Is it a stressful time for the family in general?
- Are there other things that changed in the last months (e.g. showing more sadness, unhappiness, loss of energy and fun during leisure time)?
- Does the boy show the behavior also in other situations?

**Reasons (e.g.):**

- Severely discouraged
- Unreasonable or high expectations or excessive demands of the parents or school
- Difficult / intense temperament of the child
- Being overstrained, e.g. due to restricted coping and problem solving skills
- School problems
- Conflicts with peers
- Family stress (conflicts between parents, disorganization & conflicts within the family, violence in the family)

**Potential strategies to deal with his misbehavior (e.g.):**

- Encourage positive behavior and try to catch him doing something good
- Remind the boy of his own responsibility, sit together with him to find a strategy
- Depending on the goal of misbehavior: attention removal from misbehavior, logical & natural consequences

- Clear rules
- Reinforcement systems

### **Small group 2: Externalizing problems**

#### **Aim:**

Sensitize that there are different things a teacher can do before seeking further help. Link newly learned discipline strategies to boy's misbehavior. Children with externalizing problems profit from clear rules and predictable consequences.

#### **Instructions for the participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows oppositional behavior (e.g. shows disrespect, avoids going to school, does not do his homework, etc.) at home and at school since about 4 months.

#### **Points of discussion:**

- What can teachers do?
- Which questions can you ask yourself before seeking for help?

#### **Examples:**

- Is it a stressful time in general?
- Do the parents show respect towards each other and the children?
- What are the strategies normally used to solve conflicts?
- Which forms of discipline and punishment are normally used?

#### **What teachers can do (e.g.):**

- Show, that they have noticed a difference in the behavior of the child
- Show, that they sense the child is unhappy or struggling
- Explain the child, that you are concerned about the behavior (not the child in general!) – keep in mind the components of communication!
- Teach your student to solve the conflicts on another way – remember: you are the role model!
- Use encouragement, consequences, setting clear rules and reinforcement systems.



**Small group 3: Externalizing problems**

**Aim:**

Sensitize that aggressive behavior could have a variety of reasons and could hide several feelings. Sensitize, that it is important to try to determine the specific cause before reacting. Link newly learned discipline strategies to boy's misbehavior. Children with externalizing problems profit from clear rules and predictable consequences.

**Instructions for the participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think about the children you are caring for and find examples for aggressive behavior?

- What could be reason for aggressive behavior of a student?
- Which feelings could be hidden behind aggressive behavior?
- What may a child try to express with aggressive behavior?

**Examples:**

- The child may not have learned how to manage frustration in a socially acceptable way.
- Aggression particularly occurs during times of threat, anger, rage and frustration.
- The child might be severely discouraged and tries to get attention, power or revenge through this behavior.
- Unreasonable or high expectations of the parents
- Difficult / intense temperament of the child
- School problems
- Conflicts with peers
- Family stress (conflicts between caregivers, disorganization & conflicts within the family, violence in the family).

**Small group 4: Externalizing problems**

**Aim:**

Sensitize that there are different things a teacher can do in spite of punishing the child and/or before seeking for further help. Link newly learned discipline strategies to boy's misbehavior. Children with externalizing problems profit from clear rules and predictable consequences.

**Instructions for the participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think of a student that you know who is behaving aggressively.

- What can teachers do if students show aggressive behavior?
- Which of the newly learned strategies may be helpful?

**Examples:**

- Try to determine the specific cause of the behavior. Did something specific happen?
- Is there a goal of the aggressive behavior (attention, power or revenge?)
- Reflect your own strategies to solve conflicts and manage frustration (role model!)
- Teach your child how to solve the conflicts without aggression and physical force – remember: you are the role model!
- Acknowledge improvement and good behavior
- Try to reduce stress
- Involve the class and discuss with them how to support the student and what could be consequences of aggressive behavior

**Potential strategies to deal with his misbehavior (e.g.):**

- Encouragement
- Clear rules
- Consequences
- Reinforcement systems

**Small group 5: Externalizing problems**

**Aim:**

Sensitize that there are some alarm signals that require advice and support. Support can be found inside and outside of the school.

**Facilitator Instructions:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think of a student that you know who is behaving aggressively.

- When do you need to consult someone for advice?
- Whom would you consult? Why?

**Examples:**

- Persistent, long lasting disrespect
- If the behavior continues despite of your best efforts
- If disobedience goes along with aggressive behavior
- If there are general signs of unhappiness
- If the child uses alcohol or other drugs

**Potential persons to consult:**

- Parents
- School counselor
- Headmaster
- Social Welfare Offices
- Social workers at school or elsewhere
- ???

# Externalizing problems

- Externalizing disorders are characterized by maladaptive behaviors that are directed towards an individual's environment, which cause impairment or interference in life functioning.
- Externalizing disorders include aggressive behavior, attention-deficit/hyperactivity disorder, oppositional defiant disorder, and conduct problems.
- Children with externalizing problems seem to be “problematic children”. This session should raise awareness that these children are rather “children with problems”.
- The theoretical input should provide knowledge on typical symptoms/behavior of externalizing problems, potential reasons and strategies that may help teachers to deal with children with externalizing problems.

## **“Difficult Children”**

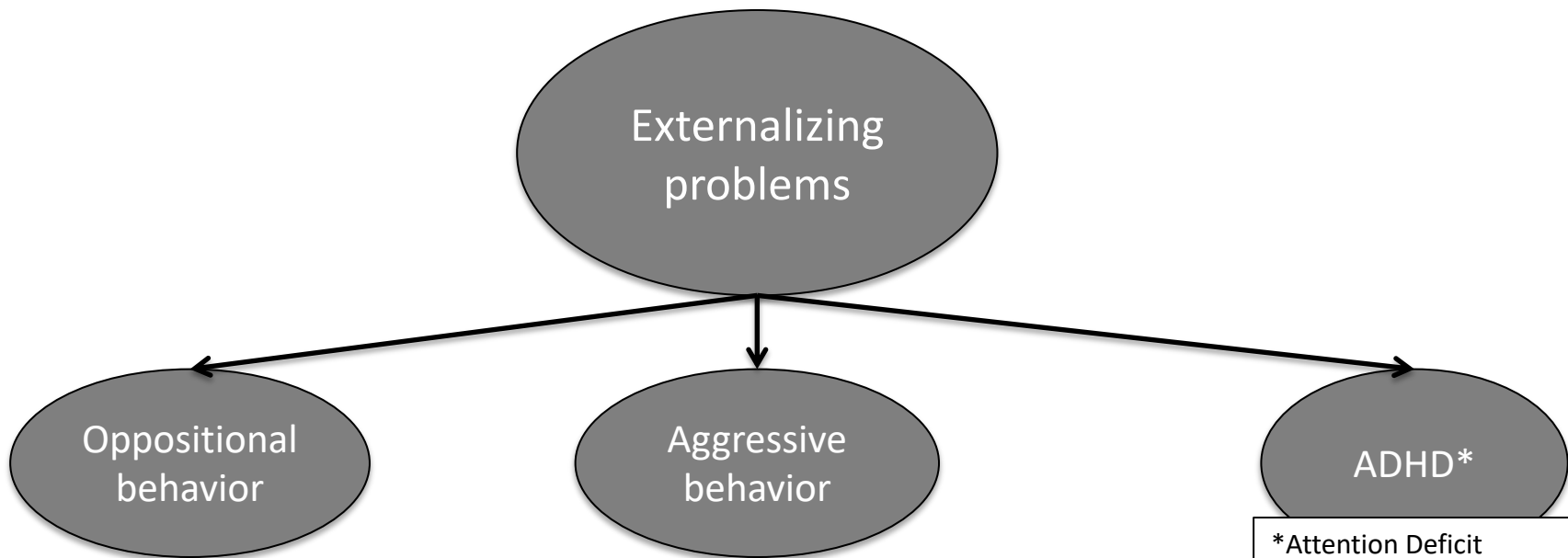
- To be “difficult” is an important part of growing up.
- There are as many difficult parents as children.
- Difficult children are difficult, but they may have problems.

## **“Normal Things” while growing up:**

- not to fulfill the wishes of adults from time to time
- testing adults’ rules and expectations

## **But what for?**

- To learn about and discover their own selves
- To express their individuality
- To achieve a sense of autonomy
- To discover the boundaries of the adults’ rules
- To learn about their own self-control



\*Attention Deficit  
Hyperactivity Disorder

- To disobey
- Not to listen
- Not to do what you are supposed to do (e.g. homework, daily tasks)
- To argue

- To hit, bite, bully, destroy
- Occurs in times of anger, frustration, fear
- Boys have more problems with physical aggression

- Unable to sit still
- Difficulties to concentrate
- Low attention capacity
- Constantly fidgeting

Children who suffer from externalizing problems are often difficult to handle by teachers as they are disobedient and sometimes aggressive. The aim is to raise awareness that students who show oppositional or aggressive behavior are not “evil” by nature but that many of them suffer from problems.

# Potential reasons for externalizing problems

There are a number of reasons that may explain why children develop externalizing problems. The most prominent reason is harsh discipline but also other reasons play a role.



**Harsh discipline**

- **Unreasonable or high expectations**
- **Difficult / intense temperament of the child**
- **School problems**
- **Conflicts with peers**
- **Family stress**
  - Conflicts between parents
  - Disorganization & conflicts within the family
  - Violence in the family

- **Aggressive/disobedient behavior**
  - to solve conflicts
  - to deal with anger & frustration
- **Cycle of violence and misbehavior**
- **Greater risk for lifelong problems**
  - in relationships
  - with authorities
  - to get criminal
  - to use drugs / alcohol



**Other reasons**

## **What can teachers do?**

It is important to note that you as a teacher can do a number of things but that it is often helpful to ask for additional advice or help. Children with externalizing problems profit from clear rules and predictable consequences.

- Show that you noticed a difference in the behavior
- Recognize unhappiness and struggling
- Try to understand the reason for the behavior
- Encourage other ways to solve the problem
- Improve cooperation with parents
- Try to take pressure from the child

## **When to seek additional help ...**

- Persistent, long lasting disrespect
- If the behavior continues despite of your best efforts
- If disobedience goes along with aggressive behavior
- If there are general signs of unhappiness
- If the child uses alcohol or other drugs



## **Internalizing Problems**

### **Instructions for the facilitator:**

#### **Aim:**

The aim of this session on internalizing problems is to raise awareness that students who show depressive symptoms or social withdrawal are not compliant and uncomplicated but that many of them suffer from severe problems. The session should provide some knowledge about typical signs of internalizing problems that may help teachers to notice students with internalizing problems. Furthermore, the session should give the teachers some ideas about the various reasons for internalizing problems, strategies how to deal with students showing internalizing problems and help teachers to understand that in many cases additional advice or help may be useful in order to deal with students who show internalizing problems. The small groups should deepen their understanding of internalizing problems and should relate the theoretical knowledge to their daily work.

#### **Information for the facilitator:**

Children suffering from internalizing disorders will keep their problems to themselves, or internalize (keep inside) their maladaptive emotions and cognitions (= children see themselves as the problem). Reactions that are apparent in those with internalizing disorders include depression, withdrawal, anxiety, and loneliness. Further characteristics are also involved with internalizing disorders, for example poor self-esteem, suicidal behaviors, decreased academic progress, and social withdrawal. Internalizing emotions, like sadness, can grow into more severe burdens such as social withdrawal, suicidal behaviors or thoughts, and other unexplained physical symptoms.

Children with internalizing problems, such as depressive symptoms or social withdrawal, are often overseen by teachers. They are often not regarded as “children with problems” but as compliant and not complicated. This theoretical input should provide knowledge on typical symptoms/behavior of internalizing problems, potential reasons and strategies that may help teachers to notice and to deal with students who show internalizing problems.

#### **Time frame:**

Input:	20 minutes plus 5 minutes for questions
Small groups:	30 minutes for discussion in small groups
Presentations:	25 minutes for the presentation (max. 5 minutes per group)
Discussion & final remarks:	15 minutes

**Small group information for the facilitator:**

**Small group 1: Depression**

**Aim:**

Sensitize that depressive symptoms could have a variety of reasons and that depressive children need teachers' attention but that teachers should also involve the school counselor and parents for help.

**Instructions for the participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows depressive symptoms (e.g. sad, silent, loss of interest, etc.) at home and at school since a few weeks.

**Points of discussion:**

- What could be a reason for the symptoms of the child?
- What can you as a teacher do?

**Examples:**

- Did something special happen 4 months ago?
- Is it a stressful time for the family in general?
- Are there other things that changed in the last months (e.g. showing more sadness, unhappiness, loss of energy and fun during leisure time)?
- Does the child show the behavior also in other situations?

**Reasons (e.g.):**

- Severely discouraged
- Unreasonable or high expectations of the parents
- School problems
- Conflicts with peers
- Family stress (conflicts between parents, disorganization & conflicts within the family, violence in the family)

**Potential strategies for teachers:**

- Talk to the boy
- Encourage the boy to actively participate
- Involve the school counselor
- Involve the parents

### **Small group 2: Depression**

**Aim:**

Sensitize that teachers should also notice the quiet and silent children. “Not making trouble”, does not mean that they are happy. If teacher watch their students carefully they will be able to detect also internalizing problems. Nevertheless internalizing problems are most of the time more subtle than externalizing problems.

**Facilitator instructions:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

- How can teachers detect children or adolescents with depressive symptoms?
- What are typical signs of depression in children and adolescents?
- Discuss own examples of children or adolescents who suffered from depressive symptoms? How did they behave and what did you do to support them?

**Typical signs:**

- Being sad
- Being silent
- Social withdrawal/often on his/her own
- Very tired
- Lack of energy
- Los of interest
- Loss of appetite/increased appetite

➔ If teachers watch their students and have also an eye for the silent student, they will detect behavioral changes easily.

### **Small group 3: Social withdrawal**

**Aim:**

Sensitize that social withdrawal could have a variety of reasons. Sensitize, that it is important to try to understand the children’s problems in order to support the child. Children with internalizing problems profit from an understanding and non-judgmental attitude.

**Facilitator instructions:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think about the children you are teaching and find examples for social withdrawal.

- What could be reasons for social withdrawal of a child?

**Examples:**

- The child is very shy and fearful (some children are happier when they are on their own but most children and adolescents want to be part of a peer group)
- Severe discouragement
- Unreasonable or high expectations of the parents
- School problems
- Conflicts with peers (being bullied or excluded from social activities)
- Family stress (conflicts between parents, disorganization & conflicts within the family, violence in the family)

**Small group 4: Social withdrawal**

**Aim:**

Sensitize that social withdrawal could have a variety of reasons. Sensitize, that it is important to try to understand the children's problems in order to support the child. Children with internalizing problems profit from an understanding and non-judgmental attitude.

**Facilitator instructions:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

- What can teachers do if a child shows signs of social withdrawal?

**Examples:**

- Try to determine the specific cause of the behavior
- Express an understanding and supportive attitude towards the child's problems
- Encourage and invite to participate
- Try to reduce stress
- Try to take pressure from the child
- Get in contact with parents and school counselor
- It is not that they do not want to something but they cannot do it!

**Small group 5: Social withdrawal**

**Aim:**

Sensitize that there are a few alarm signals that require advice and support. Support can be found inside and outside of the school.

**Facilitator instructions:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

- When do teachers need to seek additional help if a child shows signs of depression or social withdrawal?

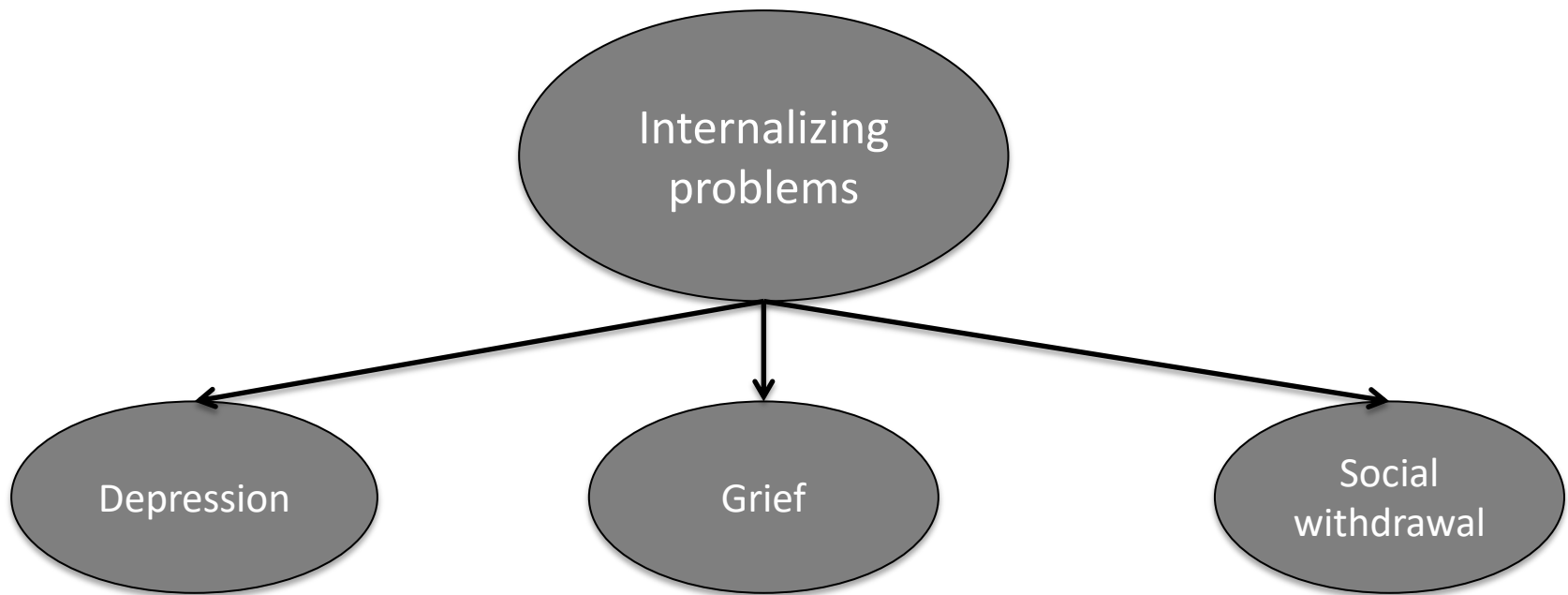
**Examples:**

- Persistent, long lasting depressive symptoms
- If the behavior continues despite of your best efforts
- If social withdrawal and depressive behavior go along with ideas of killing oneself
- If the child is unable to share his/her feelings with anybody

# Internalizing problems

- Children with internalizing problems (= children see themselves as the problem) such as depressive symptoms or social withdrawal, are often overseen by teachers.
- They are often not regarded as “children with problems” but as compliant and not complicated.
- Children with internalizing problems are not compliant and uncomplicated but many of them suffer from severe problems and they suffer in silence.

Here are some typical signs of internalizing problems that may help teachers to notice children who suffer from internalizing problems:



**The child feels**

- sad
- hopeless
- worthless
- lonely or not understood
- no pleasure

**Child**

- feels very sad
- misses the deceased person
- feels guilty for the death of the parent
- often cannot talk about the grief
- prefers to stay alone

**Child**

- does not interact with other children
- prefers to stay alone
- prefers to interact with adults rather than with children
- has no or very few friends

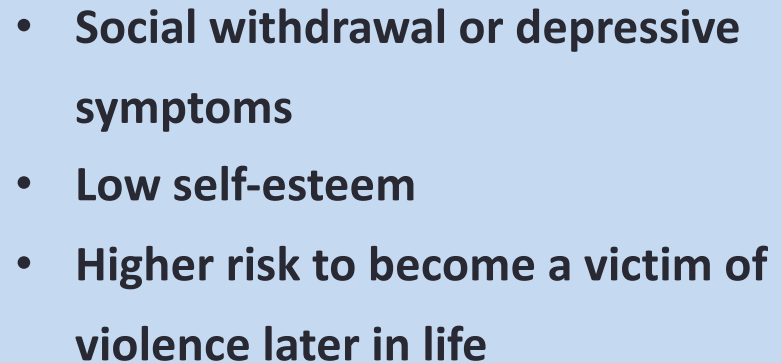
# Potential reasons for internalizing problems

There are a number of reasons that may explain why students develop internalizing problems. The most prominent reason is harsh discipline but also other reasons play a role. We have listed a few examples below.



**Harsh discipline**

- **Unreasonable or high expectations**
- **School problems**
- **Conflicts with peers**
- **Family stress**
  - Conflicts between parents
  - Disorganization & conflicts within the family
  - Violence in the family
  - Loss of parents

- 
- **Social withdrawal or depressive symptoms**
  - **Low self-esteem**
  - **Higher risk to become a victim of violence later in life**



**Other reasons**



It is important to note that you as a teacher can do a number of things but that it is also often helpful to ask for additional advice or help. A close collaboration with the parents and the school counselor may help you to decide how you can best support the student to overcome his or her problems. Below you find a few ideas that may be helpful when you have a student in your class that may suffer from internalizing problems.

### **What can teachers do?**

- Show that you noticed a difference in the behavior
- Recognize unhappiness and struggling
- Try to understand the reason for the behavior
- Improve cooperation with parents
- Express an understanding and supportive attitude towards the child's problems
- Try to take pressure from the child

### **When to seek additional help ...**

- Persistent, long lasting depressive symptoms
- If the behavior continues despite of your best efforts
- If social withdrawal and depressive behavior go along with ideas of killing oneself
- If the child is unable to share his/her feelings with anybody

## **Collaboration & exchange**

### **Facilitator instructions:**

#### **Aim:**

1) The daily school business demands a close collaboration of the school management (e.g. the head teacher), teachers, parents, and the school counselors. In this session the relationship between teachers, school management, parents, and the school counselors will be examined and ideas for improvement will be discussed. This session should sensitize participants for the importance of a good collaboration. The role of the facilitator is to mediate the discussion and to encourage teachers' initiatives to improve their working conditions.

2) To improve the working atmosphere and assure long-term changes in attitudes and discipline & interaction strategies, teachers should think of how they can exchange with colleagues about the successes and difficulties in implementing the new knowledge. Teachers who practice to implement new strategies need to exchange with others to evaluate what worked, what did not and what are further alternatives. Supervision, collegial consultation under the guidance of an external professional is very beneficial, but not always realistic. However, regular meetings for the professional exchange with colleagues (peer supervision) need little resources and are very helpful to keep teachers motivated to experiment and work with new strategies. Moreover, chat groups and video conferencing can be used to connect with other trained teachers over distance. Very beneficial, but depending on resources are single training days to refresh the knowledge and discuss with colleagues can help to maintain long-term changes.

#### **Time frame:**

1) Small group work:

Introduction and group formation: 5 minutes

Small group discussion: 20 minutes

Presentation of results and discussion in the plenary: 25 minutes

2) Discussion about exchange and sustainability:

Introduction: 5 minutes

Discussion: 25 minutes

Conclusion by the facilitators: 10 minutes

#### **Tasks:**

1) Collaboration with parents, management & school counselor

The session starts with a short introduction and the formation of the small groups. Each small group discusses and collects ideas on how specific collaboration can be improved. The main results of the small group discussion should be presented in the plenary.

Each small group discusses about the working atmosphere of the given number (see Figure 1) by answering the following questions:

1. What is already working well?
2. What needs to be improved?
3. How can we improve the working atmosphere at school?

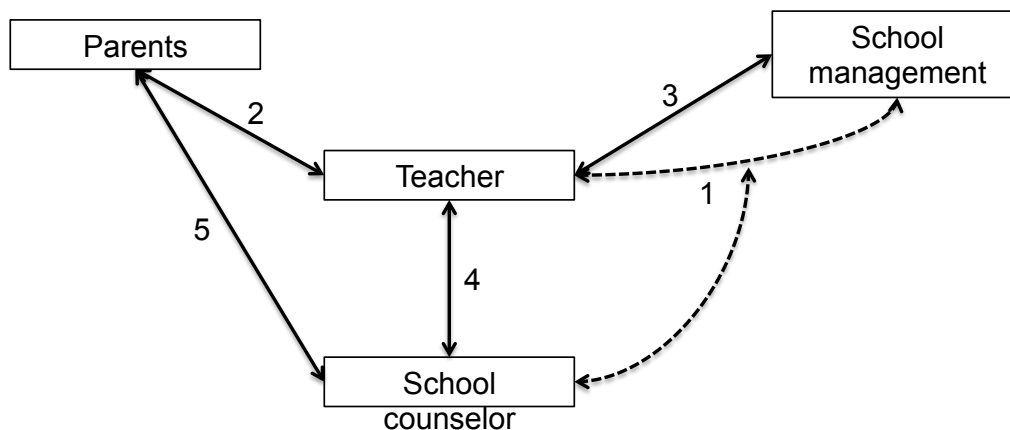


Figure 1. Pathways of interaction between school management, teachers, school counselor and parents.

### **Small groups:**

**Group 1:** Interaction between the school management, the counselor and the teachers

**Group 2:** Interaction between teachers and parents

**Group 3:** Interaction between teachers and school management

**Group 4:** Interaction between teachers and school counselor

**Group 5:** Interaction between school counselor and parents

### **2) Working atmosphere & exchange with colleagues**

After a short introduction, the facilitator moderates the discussion. The questions below help the facilitator to introduce and discuss different forms of exchange and support. In the end the participants should agree on a form of exchange they want to install.

#### **Introduction by the facilitator:**

“In the last days we reflected and discussed a lot about different strategies to interact with students. You tried and practiced new strategies. This new knowledge should be beneficial for your daily work. However, we now that your daily work is demanding and stressful. So, if you want to implement new things you need to support each other. Teachers who practice to implement new strategies need to exchange with others to discuss what worked, what did not and what else to try. There are several possibilities for exchange and support. Lets discuss them and see how you can realize them.”

1) Which types of exchange do you already use? Do you have a regular teacher's meeting or similar?

Explain about peer supervision:

- regular meetings for the professional exchange with colleagues
- need little resources
- are very helpful to keep teachers motivated to experiment and work with new strategies.

→ Do you have meetings the exchange with colleagues? How can you install them?

2) Additionally, the exchange through chat groups (e.g. whats app) or video conferencing (e.g. skype) with other ICC-T trained teachers or with the facilitators can give support in implementing new strategies.

How could these possibilities of exchange be beneficial for you?

3) If resources are existing, team days with supervision (collegial consultation under the guidance of an external professional) or single training days to refresh the knowledge and discuss with colleagues can help to maintain long-term changes.

Closing question: Which measures of exchange and practice can you start and discuss with the school management to have the support you need to really use the training content?

## **Concluding Round**

### **Instruction for the facilitator**

#### **Aim:**

The final session is used for closing the workshop, giving feedback and a farewell round.

#### **Task:**

In the final session the written evaluation is conducted. Finally, all participants are invited to share their experiences and impressions from the workshop with each other and offer some oral feedback for the facilitators. The facilitators thank the participants for their participation and closes the workshop with a few concluding words.

#### **Time frame:**

Written evaluation: 45 minutes

Evaluation round: 30 minutes

Concluding words: 10 minutes

**Concluding words:**

Dear Teachers,

We are happy to reach the end of our workshop healthy and with smiling faces. We believe that, through the discussions we had in the past days, every one of us has benefited and learned something.

This workshop was only possible through your engagement and participation! We thank you very much for your dedication in terms of time, cooperation and positive attitude you showed during the whole week of the training. We value very much your contributions through presentations, personal experiences, questions and opinions you provided during the whole time of the workshop. It is our hope and expectation that you will take the positive spirit with you so that you can create many positive interactions with students and inspire them in your daily work at school. We believe that, in cooperation with parents and colleagues, the interaction with children will become more positive and enriching.

Also we thank the school management for the support we got from the beginning of the workshop to this end. We are happy that the school management sees the importance of the work of teachers and of good interactions between teachers and children. Thank you very much!

Thank you!!!

## **Tasks for small groups**

**Small group 1:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

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**Small group 2:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

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**Small group 3:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

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**Small group 4:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

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**Small group 5:** Teachers as role models?

Instruction: Please discuss in your small group, what kind of role teachers play in the life of students and collect your thoughts. Afterwards you will present your thoughts to the plenary.

Guiding questions: Which role do teachers play in the life of students? How do teachers influence the development of students? Can teachers be role models for students? Which role did your teachers play in your life when you were a student? What is your aim/vision in teaching or what do you want to give to the students in their life?

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## **Beliefs about corporal punishment**

### **Group 1**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Corporal punishment teaches respect.”***

#### ***Questions:***

- What is respect?
- Whom do you respect and why?
- Is corporal punishment related to respect? If so, in which way?
- What components could be important to be respected by children?

→Is it true that corporal punishment teaches respect?

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### **Group 2**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards.

***“Some children only understand corporal punishment.”***

*If children are accustomed to corporal punishment they won't understand other educating methods. Especially for difficult children, corporal punishment is the only effective method.*

#### ***Questions***

- What is meant by understanding the punishment? How do you know a child understood the punishment?
- Do some children not understand other educating methods than corporal punishment?
- Do children learn the desired behavior from corporal punishment?
- Is corporal punishment related to children's understanding of misbehavior/ a change in children's behavior?
- What benefits could it have to implement alternative methods to discipline?

→Is it true that some children only understand corporal punishment?

### **Group 3**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Corporal punishment builds the character.”***

*Corporal punishment is necessary for the moral development and the development of the conscience. It teaches children to be responsible for their behavior.*

#### ***Questions***

- What is moral development/ development of the conscience?
- What is necessary for a moral development?
- Is corporal punishment related to character building?
- Are children who grew up without corporal punishment less conscientious?
- What aspects could help the child in developing a good moral concept?

→Is it true that corporal punishment builds the character?

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### **Group 4**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards:

***“Children get uncontrollable without corporal punishment.”***

#### ***Questions***

- Does corporal punishment help to control children?
- How do corporal punishment and control over children relate?
- What alternatives to corporal punishment exist to handle difficult children?
- Are the alternatives as good in controlling children as corporal punishment is?
- What would happen if there wouldn't be any corporal punishment?

→Is it true that children get uncontrollable without corporal punishment?

### **Group 5**

There are several beliefs that people have about corporal punishment. Please discuss the following belief in your group and present it to the whole group afterwards.

***“Corporal punishment is time efficient.”***

### ***Questions***

- How long do you need to spank a child? How long do other methods of punishment take compared to corporal punishment?
- How often do you need to punish a child?
- How effective is corporal punishment compared to alternative methods of punishing?
- Is corporal punishment time efficient in the long term?

→Is it true that corporal punishment is time efficient?

## **Reinforcement**

### **Small group 1: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

---

### **Small group 2: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

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### **Small group 3: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

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### **Small group 4: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility, and participation with your students. What could be crucial to make these strategies successful?

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### **Small group 5: Reinforcement**

Instruction: Students are more motivated to learn if they are encouraged, feel responsible and can actively participate or take over parts in a lesson. However, sometimes it is difficult to realize this in every-day work. Please find precise examples how you can use encouragement, attention, responsibility and participation with your students. What could be crucial to make these strategies successful?

## **Logical consequences**

### **Small group 1: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

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### **Small group 2: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

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### **Small group 3: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

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### **Small group 4: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

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### **Small group 5: Logical consequences**

Instruction: Students feel more responsible for their actions if misbehavior is followed by a logical consequence. However, sometimes it is difficult to realize this in every-day work. Please find precise examples for misbehavior of your students and how the logical consequence would look like. What could be crucial to make it successful?

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**Small group 1:** Rules in the classroom

Instruction: Please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording? Use the Handout for good rules.

---

**Small group 2:** Rules in the classroom

Instruction: Please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording? Use the Handout for good rules.

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**Small group 3:** Rules in the classroom

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**Small group 4:** Rules in the classroom

Instruction: Please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording? Use the Handout for good rules.

---

**Small group 5:** Rules in the classroom

Instruction: Please discuss in the group of teachers, which rules are important for you. Select the 3 most important rules for your small group. How can you phrase them using clear, short and positive wording? Use the Handout for good rules.

### **Small group work**

#### **Small group 1:** Reinforcement systems

##### **Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

##### ***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. cleaning the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

##### ***Guiding questions:***

1. Which behavior do you want to reinforce?
  2. What fits to the needs of your class – an individual system or a chart for the entire class?
  3. What kind of points will you use (e.g. stickers, check marks, signature)?
  4. Which rewards will you give for how many points?
  5. How can you make the system visible?
  6. Try to make the system attractive depending on the age.
- 

#### **Small group 2:** Reinforcement systems

##### **Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

##### ***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

##### ***Guiding questions:***

1. Which behavior do you want to reinforce?
  2. What fits to the needs of your class – an individual system or a chart for the entire class?
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-



**Small group 3:** Reinforcement systems**Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

***Guiding questions:***

1. Which behavior do you want to reinforce?
  2. What fits to the needs of your class – an individual system or a chart for the entire class?
  3. What kind of points will you use (e.g. stickers, check marks, signature)?
  4. Which rewards will you give for how many points?
  5. How can you make the system visible?
  6. Try to make the system attractive depending on the age.
- 

**Small group 4:** Reinforcement systems**Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

***Guiding questions:***

7. Which behavior do you want to reinforce?
  8. What fits to the needs of your class – an individual system or a chart for the entire class?
  9. What kind of points will you use (e.g. stickers, check marks, signature)?
  10. Which rewards will you give for how many points?
  11. How can you make the system visible?
  12. Try to make the system attractive depending on the age.
-

**Small group 5:** Reinforcement systems

**Instructions:**

Please discuss how you could implement a reinforcement system in your class. Prepare a reinforcement chart and present your results in the plenary.

***Choose one of the examples:***

- Chart including tasks in the classroom (e.g. clearing the blackboard)
- Chart including the daily homework
- Small exercise book in which the students can collect points for good behavior/ fulfilling a task

***Guiding questions:***

13. Which behavior do you want to reinforce?
  14. What fits to the needs of your class – an individual system or a chart for the entire class?
  15. What kind of points will you use (e.g. stickers, check marks, signature)?
  16. Which rewards will you give for how many points?
  17. How can you make the system visible?
  18. Try to make the system attractive depending on the age.
-

**Small group 1:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 1:** Coming repeatedly late to school.

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**Small group 2:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 2:** Repeatedly not listening in school.

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**Small group 3:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 3:** Repeatedly not following the instructions of the teacher.

---

**Small group 4:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 4:** Repeatedly forgetting the homework.

---

**Small group 5:** Contracts

Please prepare a contract between a student and a teacher in a role play. One participant acts in the role of the student and the other one acts in the role of a teacher. The other participants will be observers who have the task to carefully observe the interaction between student and teacher. The child has shown the following problem behavior:

**Group 5:** Being repeatedly absent.

## **Implementation into daily work**

### **Group 1:** *Encouragement, responsibility & participation*

#### **Instructions:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

#### **Tasks:**

- Repeat the essentials that you have learned about these strategies.
  - Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
  - Develop an example how this idea could be implemented in your school.
  - Present the results of your discussion and your example in the plenary.
- 

### **Group 2:** *Natural & logical consequences*

#### **Instructions:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

#### **Tasks:**

- Repeat the essentials that you have learned about these strategies.
  - Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
  - Develop an example how this idea could be implemented in your school.
  - Present the results of your discussion and your example in the plenary.
- 

### **Group 3:** *Rituals & rules in the classroom*

#### **Instructions:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

#### **Tasks:**

- Repeat the essentials that you have learned about these strategies.
- Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
- Develop an example how this idea could be implemented in your school.
- Present the results of your discussion and your example in the plenary.

**Group 4:** *Reinforcement systems & contracts*

**Instructions:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

**Tasks:**

- Repeat the essentials that you have learned about these strategies.
  - Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
  - Develop an example how this idea could be implemented in your school.
  - Present the results of your discussion and your example in the plenary.
- 

**Group 5:** *Time-out*

**Instructions:**

This week we discussed about different effective strategies to maintain good behavior and to change misbehavior. Now we would like you to discuss how these strategies can be implemented in your daily work.

**Tasks:**

- Repeat the essentials that you have learned about these strategies.
- Discuss strength and difficulties of these strategies when you imagine implementing them in your daily work.
- Develop an example how this idea could be implemented in your school.
- Present the results of your discussion and your example in the plenary.

**Small group 1:** Externalizing problems

**Instructions for participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows oppositional behavior (e.g. shows disrespect, avoids going to school, does not do his homework, etc.) at home and at school since about 4 months.

**Points of discussion:**

- What could be reason for the behavior of the child?
  - Which feelings can hide behind oppositional behavior?
  - Which of the new strategies may you use for changing his behavior?
- 

**Small group 2:** Externalizing problems

**Instructions for participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows oppositional behavior (e.g. shows disrespect, avoids going to school, does not do his homework, etc.) at home and at school since about 4 months.

**Points of discussion:**

- What can teachers do?
  - Which questions can you ask yourself before seeking further help?
- 

**Small group 3:** Externalizing problems

**Instructions for participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think about the children you are caring for and find examples for aggressive behavior?

- What could be reason for aggressive behavior of the student?
- Which feelings could be hidden behind aggressive behavior?
- What may a student try to express with aggressive behavior?

**Small group 4:** Externalizing problems

**Instructions for participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think of a student that you know who is behaving aggressively.

- What can teachers do if students show aggressive behavior?
  - Which of the newly learned strategies may be helpful?
- 

**Small group 5:** Externalizing problems

**Instructions for participants:**

Please discuss the following questions in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

Think of a student that you know who is behaving aggressively.

- When do you need to consult someone for advice?
- Whom would you consult? Why?

### **Small group 1: Depression**

#### **Instructions for participants:**

Please imagine the following situation and discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Situation:** A boy of 9 years shows depressive symptoms (e.g. sad, silent, loss of interest, etc.) at home and at school since a few weeks.

#### **Points of discussion:**

- What could be a reason for the behavior of the child?
  - What can you as a teacher do?
- 

### **Small group 2: Depression**

#### **Instructions to participants:**

Please discuss the points in your small group. Select one or two persons to present the results in the plenary.

#### **Points of discussion:**

- How can teachers detect students with depressive symptoms?
  - What are typical signs of depression in children and adolescents?
  - Discuss own example of students that suffered from depressive symptoms? How did they behave and what did you do to support them?
- 

### **Small group 3: Social withdrawal**

#### **Instructions to participants:**

Please discuss the points in your small group. Select one or two persons to present the results in the plenary.

#### **Points of discussion:**

Think about the children you are teaching and find examples for social withdrawal.

- What could be reasons for social withdrawal of a child?



**Small group 4: Social withdrawal**

**Instructions to participants:**

Please discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

- What can teachers do if a child shows signs of social withdrawal?
- 

**Small group 5: Social withdrawal**

**Instructions to participants:**

Please discuss the points in your small group. Select one or two persons to present the results in the plenary.

**Points of discussion:**

- When do teachers need to seek additional help if a child shows signs of depression and social withdrawal?

## **Collaboration**

**Small group 1:** Interaction between the school management, the counselor and the teachers

Instruction: The daily school business demands a close collaboration of the head teacher, teachers, and school counselors. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

---

**Small group 2:** Interaction between teachers and parents

Instruction: The daily school business demands a close collaboration of teachers and parents. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

---

**Small group 3:** Interaction between teachers and school management

Instruction: The daily school business demands a close collaboration of the school management and teachers. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

---

**Small group 4:** Interaction between teachers and school counselor

Instruction: The daily school business demands a close collaboration of the teachers and school counselors. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

---

**Small group 5:** Interaction between school counselor and parents

Instruction: The daily school business demands a close collaboration of the parents and school counselors. How can this collaboration be improved? In which situations did the interaction work well? In which situations did problems occur? How could the interaction be improved? How can we work together in the best way for the children? Why is it beneficial to have good collaboration?

Please discuss and collect ideas. Each group will present their main conclusions in the plenary.

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# **Handouts for participants**

## Steps of a child's development: the way from birth to adulthood

### Physical development

- The child's body changes a lot. While the child is growing, it changes in height, weight, stature and strength.
- The first big bodily change happens when the child learns to walk and stretches its body. The second big change happens in puberty, when many bodily features change.

### Motor development

- Children are born with an innate urge to move and practice their movements.
- This urge helps them to learn all the basic steps from holding their own head as a newborn to crawling and finally walking → Continuous practice of movements.
- Perfection of fine motor skills like throwing a ball and finally holding a pen and writing.

### Sensory development

- The perspective of a child is different from that of an adult because it is smaller. Between 10 and 12 the sight is fully matured.
- With 5 to 6 years the hearing is matured. Children still have problems to allocate noises and are easily distracted.
- Children are easily distracted by what they see and forget about their tasks. Continuous supervision is needed, especially for the younger ones.
- **What children see is always stronger than what they hear!**
- **Children are more easily distracted during lessons.**

### Cognitive development

- With 5 years the reaction time is twice as long as that of adults.
- With 8 to 10 years children can concentrate for a certain time, e.g. the length of the way to school.
- With 14 to 15 years the reaction time is the same as of adults. They can now concentrate on 2 things at the same time.
- **Children need more time to react, can concentrate for a shorter period and more easily distracted.**
- Until the age of 6 years, children think and act self-centered. They are driven by their current feelings and think magically.
- With 7 years the thinking starts to become more logical. With 12 years the thinking starts to resemble adult thinking.
- They start to act more planned and purposefully.
- They can wait a little longer before they receive a promised reward. Short delay of rewards is possible.

**Emotional development**

- A baby needs help to handle unpleasant feelings and to calm down
- Children learn how to name emotions. They learn how to deal with them in a socially accepted way with the help of caregivers. Then, they develop strategies to handle emotions on his/ her own.
- **From external emotion regulation (through the help of caregivers) to self-regulation!**

***Which abilities are essential for academic success?***

- Fine motor skills
- Concentration
- Emotion regulation, tolerance of frustration
- Self-confidence, confidence in own abilities
- Handling the delay of rewards
- Social skills

**Social development**

A child takes several steps to the world:

- With 6 months it starts to explore. With 1-3 years it learns to walk and starts to develop a self-concept. The family is the focus of social experience.
- With the beginning of school, social experiences outside of the family become more important.
- During puberty the child strives to be grown-up and independent. The peer group is most important.
- A child has an innate need for attachment to a caregiver. The caregiver is the „safe place“.
- Children need care to survive, for nurture and for affection.
- During preschool and primary school years child learns more about its own thoughts and feelings and it learns more about the thoughts and feelings of others. This is the base for learning social behavior.
- They learn about their own identity and abilities in interaction with others.
- **Social learning needs interaction with peers and adults. Role models are essential!**
- As social beings children want to belong to a group and to contribute to this group.
- Children are motivated to follow the rules of a group if they feel like a member of the group.
- **Children want to feel accepted and useful within the group.**

**The goals of misbehavior (following Dreikurs, 1968)**

- All actions are purpose-driven, even though often we are not aware of the underlying aim.
  - The main underlying aim of a child is to belong to the group and maintain his/her place in the group.
  - This may happen through accepted behavior or through misbehavior.
1. Attention-getting mechanism: “I can only be sure of my place in the group, if I have your attention.”
    - Children try to get attention through high performance, pleasantness, being cheeky and restless or lazy and stubborn.
  2. Power struggle: “I only feel self-assured, if you do what I want.”
    - From experiences of pressure and criticism, children may feel insecure and learn to fight against it with provocation, power, and rebellion.
  3. Revenge: “I am the bad child. Everyone expects that I hurt and reject them, so that is what I do.”
    - Children who experienced rejection and refusal too frequently, do not believe anymore that they will be liked and accepted. This child feels so hurt and seeks revenge.
  4. Display of inferiority or inadequacy: “I am a failure and I will not succeed, so there is no use in trying.”
    - Children display inadequacy if they feel so discouraged that they lost any hope. They try to avoid any situation that is potentially humiliating.
- A child can act according to more than one goal.
  - To understand the underlying goal of a certain behavior, ask yourself (and the child):  
What is the purpose of the misbehavior? Could it be...

To get attention? To be noticed?

To get their own way?

To hurt others, because they feel hurt? To get even?

To be left alone? To hide that they feel stupid?

- If a strategy does not work (anymore) and the child still feels his position in question, the behavior pattern will shift to a more intense one in order to maintain his position in another way. Equally, behavior can be improved by teachers, parents and caregivers with the help of educational strategies.
- **Reinforce the child’s feeling of belonging to the group!**
- **Experiences in school can have a positive impact on skills, knowledge and self-esteem!**

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## **Components of communication with students**

**Body language:** *Make and keep eye contact. Put your attention to the student.*

**Listening:**

- ***Use reflective listening:*** Listen to, summarize, and repeat back to the student the message you are hearing.
- ***Use active listening:***
  - Give the student your complete attention and try to put yourself in his/her place so you can better understand what he/she is experiencing.
  - Show your interest by nodding and occasionally use small responses like e.g., “Yes...I see, Oh...”
  - Encourage the student to keep talking. Although these may seem like passive responses, they are an important part of communication.
  - If the student sees you as an active listener, this will make him/her more willing to listen to you and others
- ***Acknowledge*** the student’s good listening habits from time to time. He/she may be more motivated to listen carefully and follow your talk if his or her efforts are recognized.

**Talking:**

- ***Use “I” messages and avoid “you” messages.***
  - The “I” messages communicate the effect of the student’s behavior or actions upon the teacher. They encourage the student to take responsibility for his/her actions.
  - “You” messages are more student-focused and are more likely to create a struggle between you and the student.
  - Of course, even with “I” messages you are not guaranteed success, particularly when you first begin to make use of “I” messages. If this happens, repeat your message, maybe saying it in a different way and with greater intensity.
- ***Show respect*** for the student’s ideas and feelings.
- ***Stay away from sarcasm, hurtful words and blaming.***
- ***Be honest.***
- ***Give a short and clear message.*** Otherwise the important points might get lost or you might be misunderstood.
- ***Be sensitive to your tone of voice.*** It should be consistent with your message. Do not let your emotions confuse the message you are trying to convey.
- ***Be as consistent as possible with all students.*** You should have the same communication approach and style with every student. Do not appear to be more accepting of one student than another.



### **Teachers as role models: A message to teachers**

*A role model* is a person who inspires and encourages us. A role model is someone we admire and someone we aspire to be like. We learn through them, through their commitment and through their encouragement. We look to them for advice and guidance. A role model can be anybody: a parent, a friend, but some of our most influential and life-changing role models are *teachers*.

Teachers accompany students through different stages of development. At six to eight hours a day, five days a week, you as a teacher are predestined to become one of the most influential people in your students' lives. The educational and academic experiences in school have influence far into adult-life.

After their parents, children will first learn from you, *their primary school teacher*. You are the first and main persons who have an educational influence on the child. You are one of the first persons to motivate and stimulate educational interest and desire to learn. Then, *secondary school teachers* will guide students through another important transition: adolescence. As children become young adults, they will answer their questions, listen to their problems and teach them about this new phase of their lives. **You not only watch your students grow, you help them grow.**

Much of what students learn from their teachers is not detailed on a syllabus. Teachers who help us grow as people are responsible for imparting some of life's most important lessons. During their initial school years, students encounter, perhaps for the first time, other children of the same age and begin to form some of their first friendships. As a teacher, you will show your students how to become independent and form their own relationships; you will carefully guide and support them. You can create an atmosphere in the class that is encouraging, fosters cooperation and social skills, and stimulates learning. School is as much a place of social learning as of academic learning, and this is true not only in our early years of education, but all the way through school. You can guide your students in a kind, respectful, but firm way, help them to acquire not only knowledge but responsibility, respect and self-confidence. You guide, stimulate, and influence rather than using pressure and imposing your will. You have a crucial influence on the development and life of your students!

#### **Teachers are important role models for students. Important characteristics are...**

- being *honest and sincere*.
- treating students with *respect and dignity*.
- being a *trustful* person.
- acting *fair and responsibly*.
- admitting mistakes and *apologizing* for mistakes.
- acting with *kindness and firmness*.
- seeing yourself as a *group leader*.
- showing *confidence* in the students' abilities and in your abilities.
- *distinguishing* between *the action and the person* (concerning misbehavior).
- *involving students* in responsibilities and decisions.
- concentrating on *improvement*, not on mistakes.
- showing *passion* for your work, *inspire*, and *elicit interest* in students.
- *educating through encouragement, winning cooperation and guidance*.

## **Education and discipline – What does the law say?**

### **Take home messages**

In many countries of the world (e.g., Kenya, South Sudan and DR Congo) the law prohibits all forms of violence against children. With the Sustainable Development Goals 2015-2030 UNICEF, UNESCO and the United Nations High Commissioner for Human Rights support the initiative to end all forms of violence against children.

They say: *Hitting people is wrong – and children are people too.*

Situation in [*enter specific country*]

### **1) In homes**

- *Add here the specific legal regulations in the respective target country!*

### **2) In schools**

- *Add here the specific legal regulations in the respective target country!*

*Example handout Tanzania:***Education and discipline – What does the law say?****Take home messages**

In many countries of the world (e.g., Kenya, South Sudan and DR Congo) the law prohibits all forms of violence against children. With the Sustainable Development Goals 2015-2030 UNICEF, UNESCO and the United Nations High Commissioner for Human Rights support the initiative to end all forms of violence against children.

They say: *Hitting people is wrong – and children are people too.*

**Situation in Tanzania****1) In homes**

- Corporal punishment is lawful in the home in mainland Tanzania and in Zanzibar. In mainland Tanzania, the Law of the Child Act (2009) states that parents should protect children from **all forms of violence** (article 9), including beatings which cause harm in the definition of child abuse (article 3) and prohibiting “torture, or other cruel, inhuman punishment or degrading treatment” (article 13).
- However, corporal punishment is to some degree allowed in Tanzania for **“justifiable” correction** (article 13) and does not exclude all forms of corporal punishment from such correction.
- In Zanzibar, article 14 of the Children’s Act (2011) states that “no child shall be subjected to violence, torture, or other cruel, inhuman or degrading punishment or treatment or any cultural or traditional practice which dehumanizes or is injurious to his physical and mental wellbeing”, but it also states that “parents may discipline their children in such a manner which shall not amount to injury to the child’s physical and mental wellbeing”. This is not interpreted as prohibiting all corporal punishment in childrearing.

**2) In schools**

- Corporal punishment is lawful in ***schools*** in mainland Tanzania under the National Corporal Punishment Regulations (1979) pursuant to article 60 of the National Education Act (1978), which authorizes the minister to make regulations “to provide for and control the administration of corporal punishment in schools”. The Law of the Child Act does not repeal this provision or prohibit corporal punishment in schools.
- Government guidelines in 2000 **reduced the number of strokes from six to four and stated that only the heads of schools are allowed to administer the punishment**, with penalties for teachers who flout these regulations.
- In Zanzibar, the Ministry of Education has adopted a policy against corporal punishment in schools, but it remains lawful under the 1982 Education Act. The Zanzibar Children’s Act does not explicitly prohibit corporal punishment in schools.

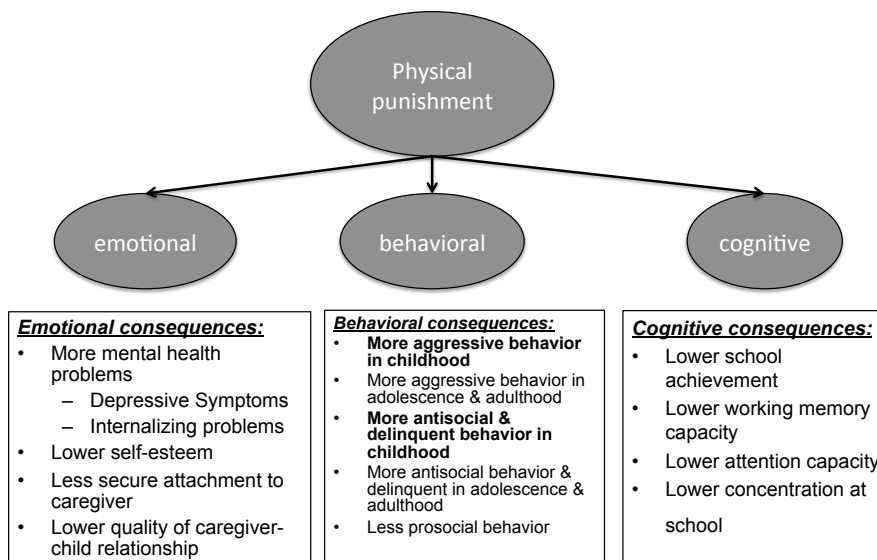
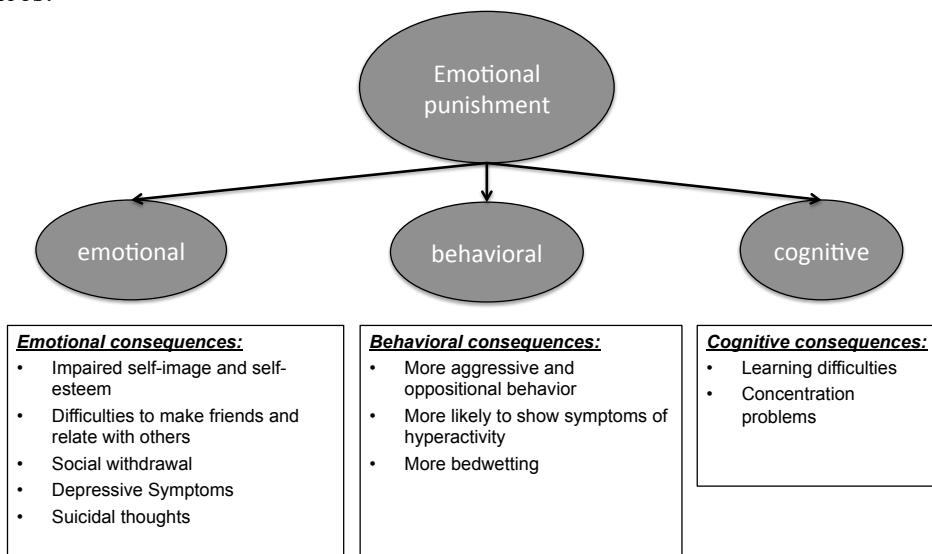
## Consequences of harsh discipline

Harsh discipline includes different types of discipline that all have in common that they harm the student or have the potential to harm the student. Harm can be visible in form of physical injuries but sometimes the scars are also invisible, for example psychological harm, such as lowered self-esteem.

Examples of harmful discipline:

- Physical punishment: spanking, slapping, caning
- Emotional punishment: insulting, humiliating

Over the last decades research from all over the world including African countries has shown that harsh discipline namely physical and emotional punishment has various negative consequences:

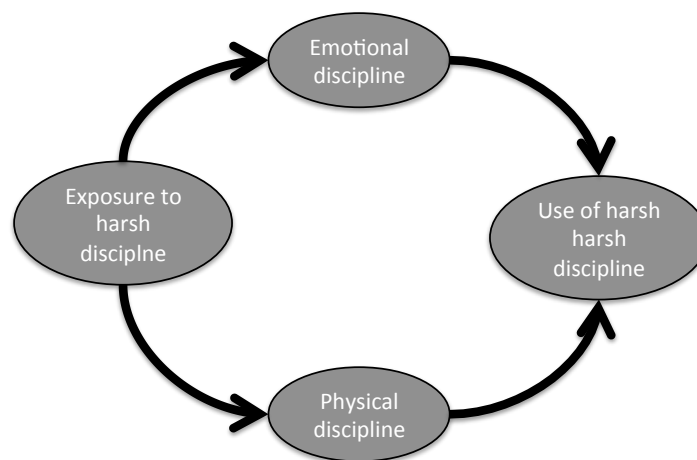


**If a child is exposed to harsh discipline, the child learns the following:**

- Fear but not respect!
- What not to do, but not what to do!
- Immediate compliance, but not why not to do it (no moral internalization)!
- To solve conflicts with violence!

**The cycle of violence**

As the child learns to solve conflicts with violence, a cycle of violence may develop. Children and adolescents who experienced more violence by their parents or teachers are also more likely to act aggressively towards peers but also towards teachers and parents.

**The power struggle in schools**

- The use of pressure and (physical) power lead to a power struggle with students.
- Applying more power, force, and humiliation leads to more resentment, rebellion and revenge.
- Teaching and learning steps into the background and school days are at risk to become a constant struggle for power between teachers and students.
- At worst, students may win the struggle by total refusal to learn and constant absence from school.
- Highly dissatisfying and stressful for both, students and teachers!

## **Self - reflection**

### **Instructions to the participants:**

Dear participant,

Take now 15 minutes and think about the guiding questions. It will be helpful if you could find a quiet place and think about the questions on your own.

### ***Guiding Questions:***

1. Go back to your childhood, think of your mistakes and the punishment you were given by your parents and at school by your teachers.
  - a. Mention types of your mistakes and the punishment you were given.
  - b. How did you feel after being punished?
  - c. Are there types of punishment of your parents and teachers that you have experienced and that you are now using to discipline children? Do you consider them as effective and helpful?
  
2. Which punishment do you remember most in your life? What did you do and what was the punishment?
  - a. At school
  - b. At home
  
3. How do you feel when you beat a child to discipline him/ her?
  
4. How do you feel when you know/ see another person is beating your child?

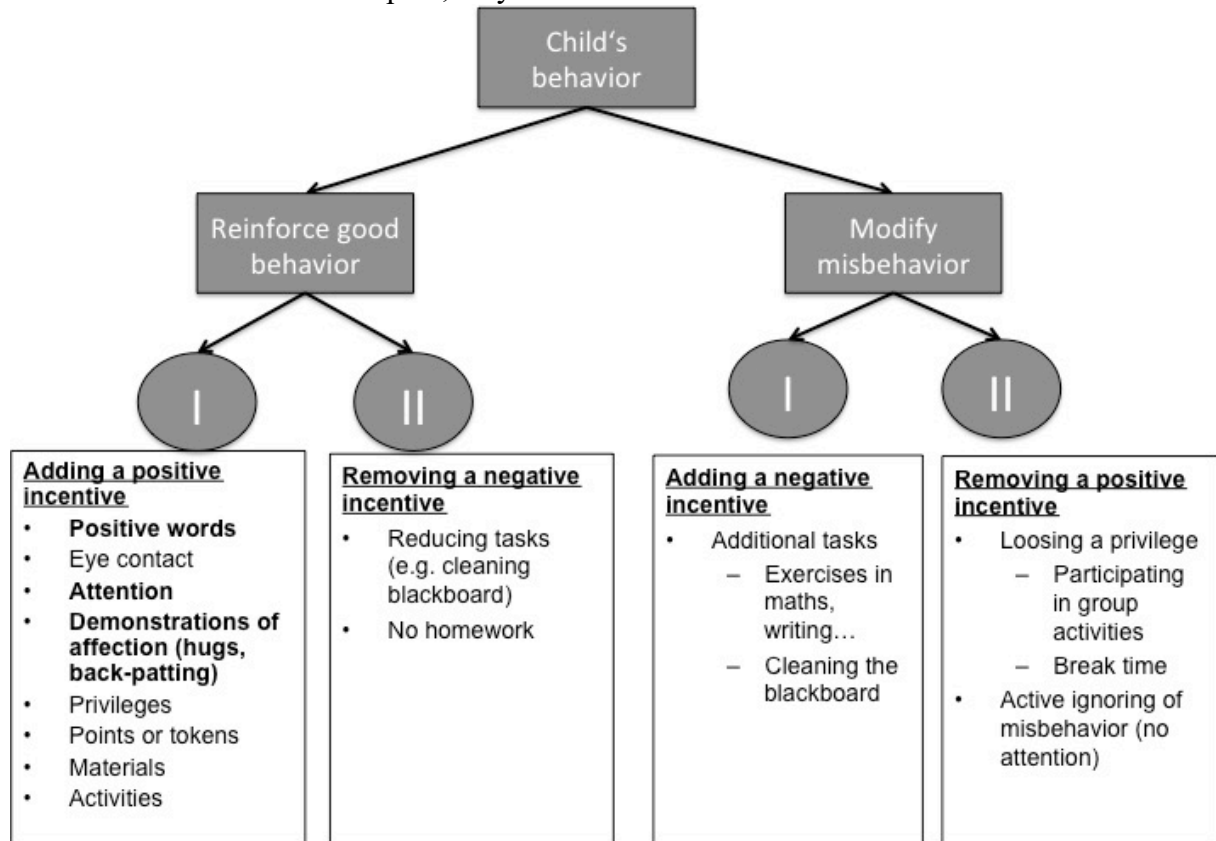
**Facts about corporal punishment and non-violent discipline methods***Take home message*

<b>Non-violent discipline methods</b>	<b>Corporal punishment</b>
✓ Teach correct behavior	○ Stops unwanted behavior for a short time
✓ Teach values	○ Creates fear of parents or caregivers
✓ Develop self-control	○ Reinforces sneaky behavior
✓ Use acknowledgement and encouragement	○ Uses pain and humiliation
✓ Teach responsibility	○ Builds resentment
✓ Build self-esteem	○ Damages self-esteem
✓ Promote benefits of good behavior	○ Encourages children to deceive their parents or caregivers and others
✓ Produce self-regulated children	○ Produces difficult children
✓ Produce long term good behavior in children	○ Produces short term compliance in children
✓ They might consume much time at the beginning, but they slowly teach children what to do and misbehavior may be reduced.	○ It may seem like a shortcut but in the long-run it reinforces misbehavior.

## Effective discipline strategies

### Maintaining good behavior and changing misbehavior:

- Desired behavior is reinforced by adding positive incentives or by removing negative tasks.
- Misbehavior can be modified by adding negative consequences or by removing positive incentives.
- Generally, focus on reinforcing good behavior. If the desired behavior is reinforced and children feel accepted, they will show less misbehavior.



*Examples for reinforcement and modification of behavior*

### Strategies for maintaining good behavior:

- **Positive reinforcing**
  - Acknowledge “good behavior” as quickly and as often as possible
  - Give the students specific feedback about specific behavior: *“I liked the way how you have helped other students in class”*
- **Demonstrating „good behavior“**
  - Teachers are role models
  - Actions are more powerful than words
  - Demonstrate the desired behavior
  - ***Do what you say, say what you mean and mean what you say!***
  - Keep your actions as consistent and positive as possible
  - Show that you are able to learn from mistakes
  - Be kind and firm



- **The teacher is the main actor in creating an atmosphere where students want to participate and contribute:**
  - Attention is focused on good participation and contribution to the lesson.
  - Teamwork and helping each other is reinforced by the teacher.
  - The teacher encourages the students to actively take part in the lessons.
  - As little attention as possible is given to misbehavior.

### **Strategies for changing misbehavior:**

- First, it is important to step away from feeling provoked by the child and quick reactions, but to evaluate the child's behavior for the underlying goals:
  - In this evaluation the teacher should concentrate on the purpose of the child's behavior, less on the underlying reasons in past experiences.
  - The teacher can respond to the child's behavior by reinforcing the feeling of belonging and contribution to the group.
  - Time and patience are needed to change the child's attitude.
- **Active ignoring**
  - Briefly removing the attention, when student shows misbehavior.
  - Provide the student with action alternatives and acknowledge every step of behavioral change.
- **Natural consequences**
  - As a result of the student's own action, certain consequences or reactions naturally occur.
- **Logical consequences**
  - In certain situations natural consequences may be too dangerous or not applicable.
  - Instead, the consequences of the student's misbehavior are structured by the teacher, but experienced by the student as logical in nature.
  - Logical consequences are logically related to the misbehavior.
- **Additional tasks/privilege removal**
  - A penalty should be used only with caution and consideration.
  - The penalty should be calmly discussed, should not be influenced by current emotions.
  - Rules and expectations should be clear and laid out in advance and not presented as a surprise, a threat or a punishment.
  - Can be discussed in the group discussion of the class and according to the class rules.

### **Important to consider:**

- Prepare well with class rules and discuss misbehavior with the students beforehand.
- Be firm, but fair.
- Be consistent.
- If you are angry, take a moment to calm down. Your anger is not a good guide.
- Distinguish between the action and the student. You are accepting the student, but not the action.
- Children in rage cannot listen. Wait until it is over.
- Don't get into a power struggle. Refuse to enter the fight. Admit that you cannot force the student, try to find an agreement together, guide their power in useful actions.

- **Silent actions are more powerful than threatening, shouting or scolding.**
- **The focus should always lie on reinforcement and encouragement!**
- **Whenever possible, attention and natural or logical consequences should be used to modify behavior!**

#### **Excursus: Reaction to misbehavior according to the 4 goals**

- If the child seeks **attention**: ignore attention-seeking behavior and give attention at other times, encourage useful contributions to the class and lessons.
- If the child seeks **power**: do not use logical consequences or penalties, avoid power struggles, ask for the child's aid, and make agreements.
- If the child seeks **revenge**: use natural consequences, persuade the child that they are liked, involve the class in encouragement.
- If the child displays **inadequacy**: encourage and do not give up, acknowledge every attempt.

#### **Consequences of behavior**

- Should be age-appropriate
- Not determined by teacher's current emotions
- Related to the behavior
- Consistent (same consequences for same behavior)
- Contingent (closely after behavior)

#### **The importance of attention:**

- Students are always looking for the teacher's attention.
- Negative attention is better than no attention.
- ➔ **Attention reinforces the student's behavior**

**+ Use attention to reinforce good behavior**  
**- Try not to pay too much attention on misbehavior**  
*(...as attention to misbehavior will reinforce misbehavior)*

### **Guidelines for setting expectations and giving instructions**

- Instructions need to be stated *clearly and explicitly* and must be *achievable and reasonable*.
- Be very *specific* about what you expect.
- There needs to be an *agreement* between what the teacher expects and what the student expects.
- Communicate *calm, friendly, and with eye contact*.
- Teacher and student should set *short-term goals* that can be achieved steadily in a step-by-step manner. Setting the goals too high or long-term will frustrate both student and teacher, as success will only occur seldom.
- *Acknowledge the student's efforts*, even when he/she does not fully meet the expectations. Small steps are realistic and, if rewarded with encouragement and attention, motivate the student for more effort.
- Be willing to *reconsider and adjust* the expectations when the student is consistently unable to meet them.
- Generally expect that your students are motivated, feel responsible, and want to cooperate. If you approach them with a *positive encouraging attitude* you will be more successful.

## Reinforcement

The student will be motivated to learn if he/she can participate actively with responsibility and if the teacher can elicit interest for the subject in the students. Pressure can make children learn, but it takes much more effort and holds much risk for misbehavior than guiding, motivating and, encouraging.

### Encouragement

*“A misbehaving or deficient child is mainly a discouraged child” (Dreikurs, 1968)*

- The child loses the confidence in his own abilities.
- Criticism, correction and pointing out mistakes may be done with good intentions, but lead to even more discouragement.
- The child needs the feeling that the teacher sees him/her as a valuable person independently of the performance and has faith in his/her abilities.

*„He [The student] becomes what he is encouraged to become“ (Dreikurs, Cassel, Ferguson, 2004)*

#### **How to encourage:**

- Concentrate on the positive and the strengths of the students.
- Mistakes are chances, not failures.
- Avoid criticism.
- Focus on improvement instead of performance.
- Have faith in the students' abilities.
- Be optimistic.
- Acknowledge improvement.
- Catch the students doing something good; give positive feedback.

#### **How to give positive and specific feedback:**

- Avoid comments on the person; focus on the action.
- Use a warm and optimistic voice.
- Give feedback on specific behavior: e.g.,  
I appreciate/like that you did...  
It is good to see...  
I enjoyed that you...  
It was a great help that you...  
I noticed that you improved in...  
I am sure you can do ... . If you need help, you can come to me.

The *classroom atmosphere* is essential to motivate or hinder learning:

- Teachers need to work with the class not against it.
- Good communication, common objectives and common values are parts of a good class atmosphere.
- Create a team spirit and share the responsibility for learning with the children.
- Unite the class for a common goal or interest.

- A cooperative atmosphere is more helpful than competitive one: It fosters values that children need to learn and unfold themselves, like communication of ideas, coordination of effort, friendliness and the motivation to contribute.

### **Attention**

- Power of attention is often overseen
- Attention always reinforces behavior
- Negative attention is better than no attention
- Use attention to reinforce good behavior. Try not to pay too much attention to misbehavior.
- Acknowledge good behavior more than you comment on bad behavior (of one student!)

### **Responsibility**

- We care more about the outcome of a task if we feel responsible.
- Students can take responsibility for tasks in the classroom.
- If they feel responsible for the outcome of a lesson, they will participate and learn.
- Being responsible is learned through taking responsibility.

### **Participation**

- We care more about tasks if we feel that our actions matter.
- Students can prepare certain parts of the lessons that are of interest for them.
- If they can participate actively and take over responsibility, they are more motivated.
- In group discussions all children take part, express their opinions, learn to listen to each other, and share the responsibility to find solutions with the teacher.

### **Group discussions**

- A weekly class discussion of around 30 minutes.
- First teacher is the chairperson, later also students take turns.
- Discuss: good things, possible improvements, personal issues, tasks & responsibilities, activities & plans, class rules & consequences of violations
- Concentrate on constructive comments and problem solving.
- Keep a respectful & accepting atmosphere.
- Seek consensus in discussions.
- Agree on rules for the discussion (e.g, Raise our hand. One talks, the others listen.)
- ❖ ***Be careful to give each student several chances to participate and take over responsibilities. Praise the also disruptive students when they do something well or improve a little bit.***
- ❖ It is easier for the teacher to work with motivated students who feel responsible.
- ❖ ***Motivated students are easier to guide.***
- ❖ Especially in big classes it is difficult to teach if the students are against the teacher and sabotage the lessons.

## **Developing good rules in the classroom**

### **Successful rules are:**

- ✓ Short
- ✓ Clear
- ✓ Consistent
- ✓ Easy to understand
- ✓ Age-appropriate
- ✓ Positively phrased

### **Rules ...**

- should be kept to a minimum.
  - contain the most important values.
  - should have the aim to create a supportive atmosphere in the class.
  - should be developed by teachers and students together.
  - should be visible in the classroom.
- 
- The class should identify with their rules and feel responsible for them.
  - Consequences of violation of rules should be discussed and agreed upon.
  - Consequences should be clear for everybody.

## **Contracts**

### ***General information:***

Contracts can be used for children of age 10 and older, thus at an age when children want to negotiate, feel empowered & independent; and show initiative and responsibility. Contracts work best when made before a problem or a conflict arises. But contracts may also be useful if a particular child shows an individual misbehavior or needs more structure and guidance to reach a goal. Children and adolescents have definite and firm thoughts, opinions and feelings and are capable of negotiations; therefore the contract should be negotiated and should not be imposed on the child.

### ***Steps to follow when preparing a contract for changing behavior:***

1. The student and the teacher should both state their expectations and responsibilities.
2. The student and the teacher should discuss and agree on goals/sub-goals and consequences.
3. Together discuss and define consequences following the accomplishment or the failure to accomplish the goal/sub-goals of the contract.
4. The contract should be written down and should include goals/sub-goals, duties and consequences.
5. The contract should be kept visible for all parties.
6. The contract should be a motivation for good behavior.

## **CONTRACT**

### **BETWEEN ANDREW (STUDENT) AND MR. JOHNSON (TEACHER)**

We agreed upon the following:

- Andrew will be doing his homework every day directly after school.
- Mr. Johnson will remind him at the end of each school day that Andrew agreed to do his homework directly after school.
- If Andrew can present his homework in school on at least 3 mornings per week, he can choose the story that will be read on Friday to the class.
- If Andrew does his homework less than 3 times this week, he needs to use the time during the story to catch up on his homework.
- This contract is valid for one week.

We agree to this contract:

Dar es Salaam, 04-02-2019

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Andrew

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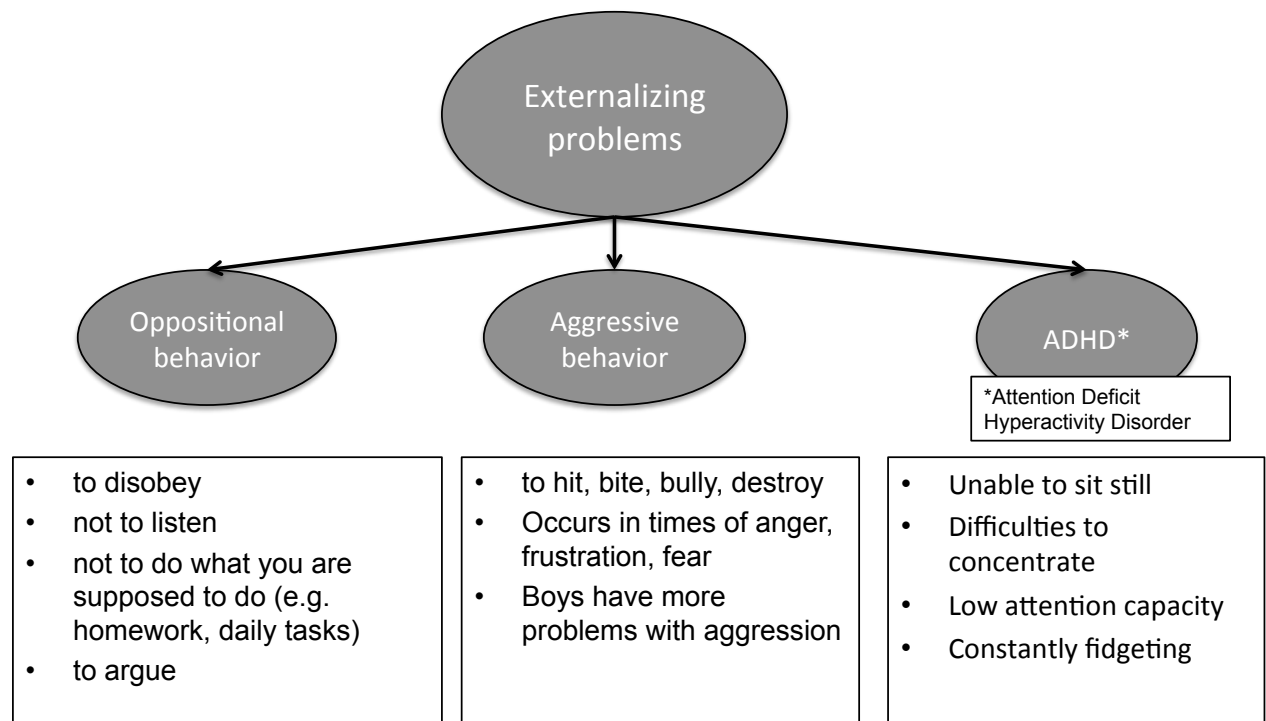
Mr. Johnson



## Externalizing Problems

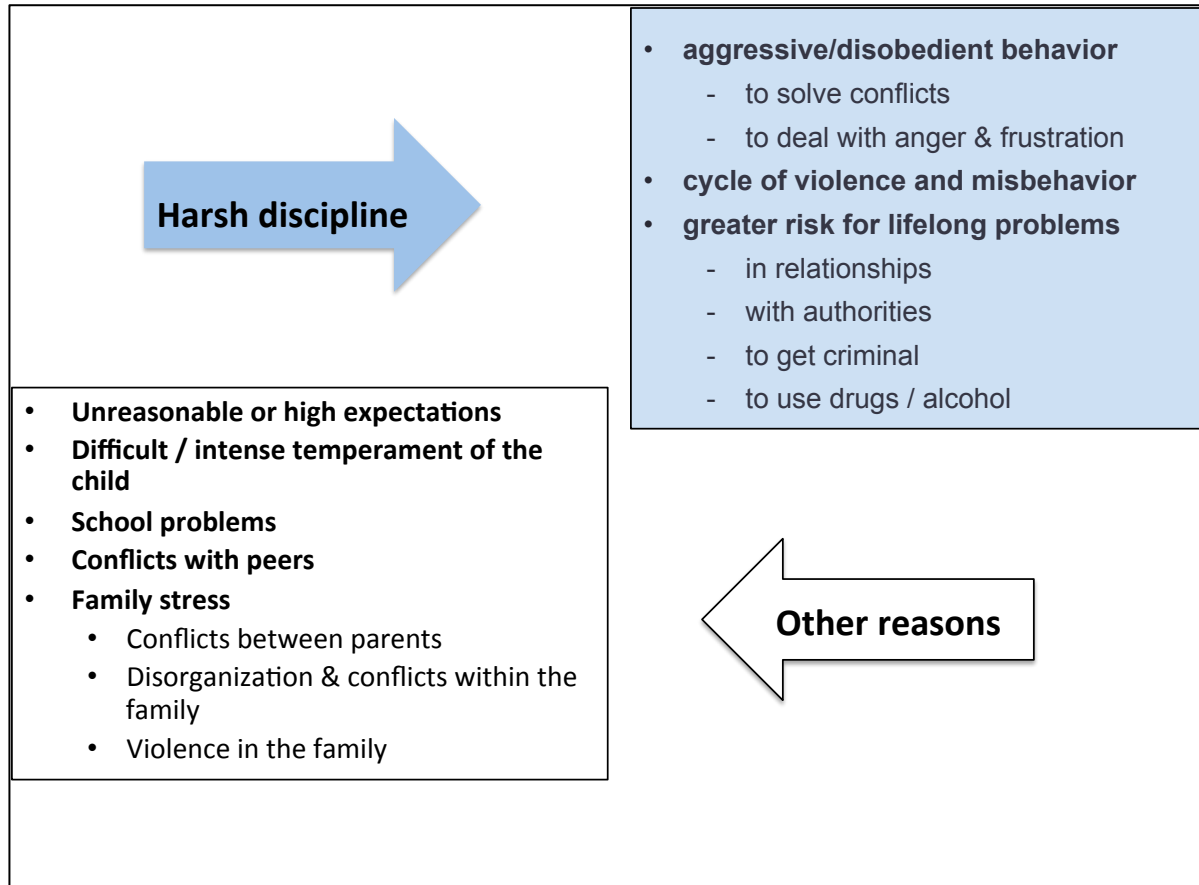
Externalizing disorders are characterized by maladaptive behaviors that are directed towards an individual's environment, which cause impairment or interference in life functioning. Externalizing disorders include, for example, aggressive behavior attention-deficit/hyperactivity disorder, oppositional defiant disorder, and conduct disorder.

Students with externalizing problems seem to be “problematic children”. However, students who show oppositional or aggressive behavior are not “evil” by nature but many of them suffer from severe problems. Students who suffer from externalizing problems are often difficult to handle by teachers, as they are disobedient and sometimes aggressive.



**Underlying reasons**

There are a number of reasons that may explain why students develop externalizing problems. The most prominent reason is harsh discipline but also other reasons play a role. We have listed a few examples below:



**What can teachers do?**

It is important to note that you as a teacher can do a number of things but that it is often helpful to ask for additional advice or help. A close collaboration with the parents and the school counselor may help you to decide how you can best support the student and help him/her to change his/her misbehavior. Students with externalizing problems profit from clear rules and predictable consequences. Below you find a few ideas that may be helpful when you have a student in class who shows externalizing problems.

**What can teachers do?**

- Show that you noticed a difference in the behavior
- Recognize unhappiness and struggling
- Try to understand the reason for the behavior
- Encourage other ways to solve the problem
- Improve cooperation with parents
- Try to take pressure from the child

Sometimes it may be helpful to have some guideline when additional help is needed. Under the following circumstances you should seek additional help:

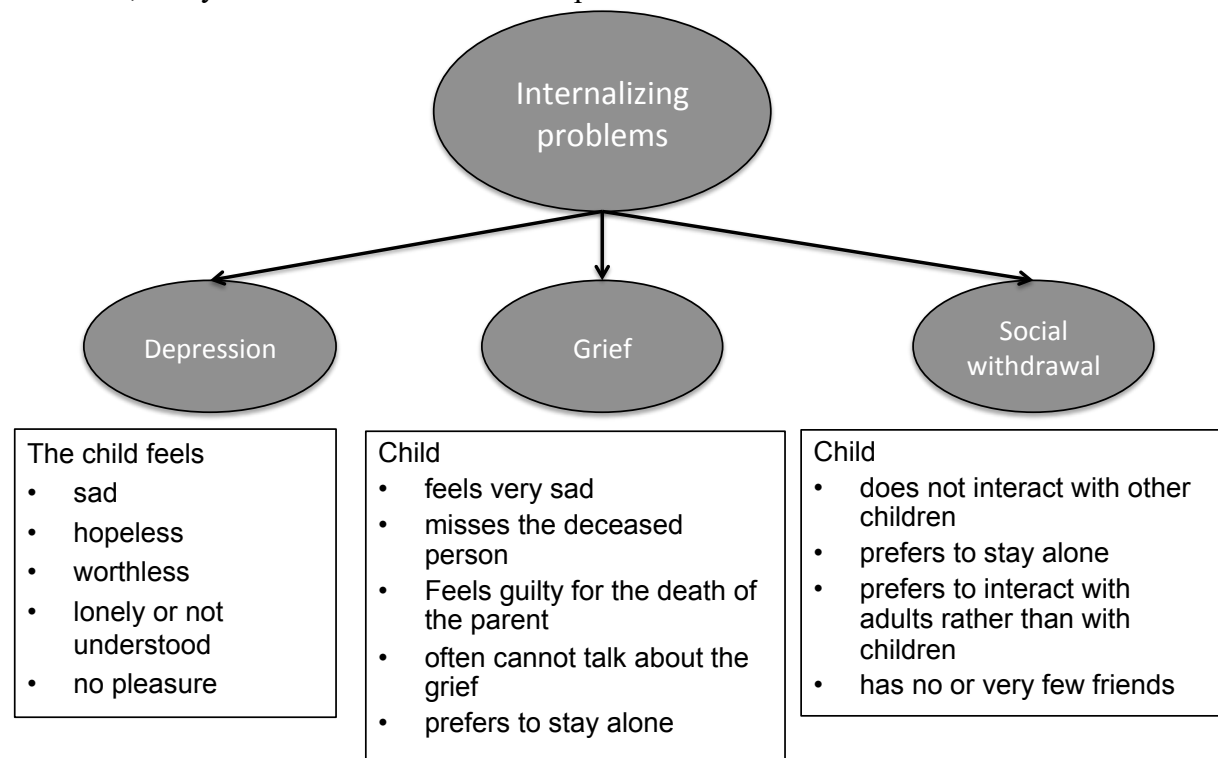
**When to seek additional help ...**

- Persistent, long lasting disrespect
- If the behavior continues despite of your best efforts
- If disobedience goes along with aggressive behavior
- If there are general signs of unhappiness
- If the child takes alcohol or other drugs

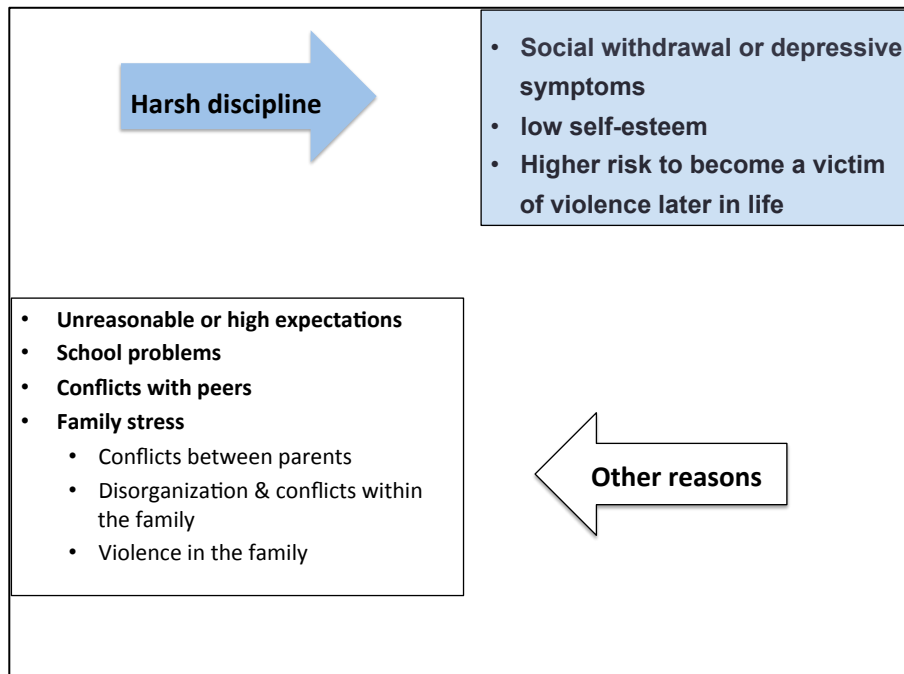
### **Internalizing Problems**

Children suffering from internalizing disorders will keep their problems to themselves or internalize the problems (= children see themselves as the problem). Behaviors that are apparent in those with internalizing disorders include depression, withdrawal, anxiety, and loneliness.

Students who suffer from internalizing problems are often overseen by teachers. They are often not regarded as “children with problems” but as compliant and not complicated. However, many of them suffer from severe problems.



There are several reasons that may explain why students develop internalizing problems. The most prominent reason is harsh discipline but also other reasons play a role. We have listed a few examples below:



### **What can teachers do?**

It is important to note that you as a teacher can do a number of things but that it is also often helpful to ask for additional advice or help. A close collaboration with the parents and the school counselor may help you to decide how you can best support the student to overcome his or her problems. Below you find a few ideas that may be helpful when you have a student in your class who may suffer from internalizing problems.

- Show that you noticed a difference in the behavior
- Recognize unhappiness and struggling
- Try to understand the reason for the behavior
- Improve cooperation with parents
- Express an understanding and supportive attitude towards the child's problems
- Try to take pressure from the child

### **When to seek additional help...**

Sometimes it may be helpful to have some guideline when additional help is needed. Under the following circumstances you should seek additional help:

- Persistent, long lasting depressive symptoms
- If the behavior continues despite of your best efforts
- If social withdrawal and depressive behavior go along with ideas of killing oneself
- If the child is unable to share his/her feelings with anybody

# **Questionnaires for evaluation**

## Evaluation of the ICC-T training workshop

**Dear participant,**

We are very happy to welcome you to our training workshop! Our training workshop will focus on effective discipline measures and communication competencies in the context of school settings. At the beginning we would like to know your expectations and wishes concerning the ICC-T training workshop. This will then help us to shape our discussion with you in the workshop so as to address adequately your needs and wishes. Feel free to answer the questions, because all the information you provide will remain confidential.

### 1. Personal information

Please indicate your gender:	<input type="checkbox"/> male <input type="checkbox"/> female
How old are you?	I am _____ years old.
What is your highest qualification?	<input type="checkbox"/> Completed secondary school; <input type="checkbox"/> non-university teacher training; <input type="checkbox"/> Bachelor; <input type="checkbox"/> Master; <input type="checkbox"/> any other: _____

### 2. Expectations

Below, you find some statements concerning the workshop and its content. Please mark the category that fits best for you.

	Referring to the introduction of the workshop and the content displayed...	Not true	Somehow true	Certainly true
1	Many of the topics planned for this workshop are new to me.			
2	The topics of the workshop are related to my daily work.			
3	Many of the workshop's topics are of interest to me.			
4	I am motivated to participate in the workshop.			
5	I feel that teachers need workshops to reflect on their work and to grow personally.			
6	I think that workshop as it is planned is highly needed for teachers in my country.			
7	I have the feeling that I will not learn many new things in this workshop.			
8	If I would have the choice, I would decide not to participate in this workshop.			
9	I am looking forward to participating in this workshop.			

*I have the following wishes and requests regarding the ICC-T training workshop:*

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**Thank you for your participation!**

## Evaluation of the ICC-T training workshop

Dear teacher,

Thank you for participating in this workshop! In order to improve this workshop further, we would like you to fill out this evaluation questionnaire. We are interested in your personal opinion concerning the content of the workshop, methods of training, and trainers' presentations of contents, and we like to hear your recommendations for improvement. This will help us to improve the workshop in future days with the intention of addressing correctly the needs and wishes of teachers in your country. Once again feel free to answer the questions honestly because all the information you provide will remain confidential.

### 1. Personal information

Please indicate your gender:	<input type="checkbox"/> male, <input type="checkbox"/> female
How old are you?	I am _____ years old.
What is your highest qualification?	<input type="checkbox"/> Completed secondary school; <input type="checkbox"/> non-university teacher training; <input type="checkbox"/> Bachelor; <input type="checkbox"/> Master; <input type="checkbox"/> any other:

### 2. Relevance of the workshop

Sn		<b>Not satisfactory</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
1	How do you rate your understanding of the content of this workshop?					
2	How do you rate the relevance of the workshop's content for the daily work at your school?					
3	How do you rate the applicability of the workshop's content in your school?					
4	How do you rate the possibility of using the knowledge obtained from this workshop at your school?					
5	How do you rate the usefulness of this workshop for Tanzanian teachers in general?					
6	What could be <u>added</u> or <u>removed</u> to improve the workshop <u>content</u> ? a) Added ..... b) Removed.....					
7	Was there any concept <u>totally new to you</u> ? Totally new concept (s) ..... .....					



### 3. Satisfaction with the workshop

Sn		Not at all	Little	Moderate	Much	Very much
1	How satisfied were you with the workshop in general?					
2	How satisfied were you with the content of the workshop?					
3	How satisfied were you with the teaching methods?					
4	How satisfied were you with the trainers?					
5	How satisfied were you with the training period (adequate or not adequate)?					

### 4. Evaluation of new knowledge

Below, you find some statements concerning the workshop and its content. Please mark the category that fits best for you.

Sn	Referring to the introduction of the workshop and the content displayed...	Not true	Somehow true	Certainly true
1	Many of the topics of this workshop were new to me.			
2	The topics of the workshop are related to my daily work.			
3	Many of the workshop's topics were of interest to me.			
4	I was motivated to participate in the workshop.			
5	I feel that teachers need workshops to reflect on their work and to grow personally.			
6	I think that this workshop is highly needed for teachers in my country.			
7	I have the feeling that I did not learn many new things in this workshop.			
8	If I would have the choice I would have decided not to participate in this workshop.			
9	I enjoyed participating in this workshop.			

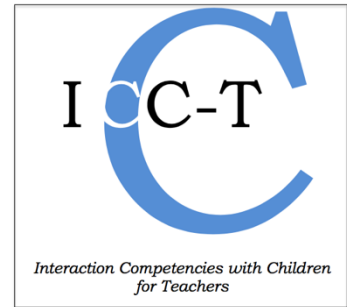
**5. Transferring knowledge of the workshop to your daily work – your opinions**

Sn		Not at all	Little	Moderate	Much	Very much
1	Did the workshop change your understanding of student's problems in relation to their behavior?					
2	Do you think this workshop will influence your previous strategies in dealing with student's disciplines at school?					
3	Would your work load decrease by implementing your new knowledge in your daily work?					
4	<p>Which aspects of the workshop will you <u>mostly use in your daily work</u> and which aspects of the workshop you consider <u>not realistic and difficult to use</u> in your daily work?</p> <p>a) I will mostly use            .....</p> <p>b) Not realistic and difficult to use            .....</p>					
5	If you would have to contribute money for the workshop, how much money would you be willing to contribute for the workshop? _____					
6	Would you recommend the workshop to other teachers? <input type="checkbox"/> yes <input type="checkbox"/> no					

**Thank you for participation!**

## **Examples for certificates**

# Certificate



We hereby confirm the successful participation of

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in the training

## ***Interaction Competencies with Children - for Teachers (ICC-T)***

The ICC-T training consisted of 5.5 days of training focusing on strengthening the teacher-student relationship and equipping teachers with effective and non-violent interaction strategies. The workshop encompasses a combination of lectures, exercises and role-plays with theoretical and practical parts.

The participant successfully completed the five modules: 1) Improving teacher-student interactions, 2) Maltreatment prevention, 3) Effective discipline strategies, 4) Identifying and supporting burdened students, and 5) Implementation into daily work routines.

The workshop was conducted by \_\_\_\_\_

from \_\_\_\_\_ to \_\_\_\_\_ at \_\_\_\_\_.

Place, date:

Signature: \_\_\_\_\_

Name, function:



The majority of teachers of this school participated successfully in the training

***Interaction Competencies with Children - for Teachers (ICC-T)***

The ICC-T training consisted of 5.5 days of training focusing on strengthening the teacher-student relationship and equipping teachers with effective and non-violent interaction strategies.

Place, date:

Signature: \_\_\_\_\_

Name, function: