

Cooperative Discipline Model

Linda Albert

By: Katelyn Baker, Kate McCallum, Meaghan McGibbon, Nathaniel Steeves & Jennifer Zirpolo

What is the Cooperative Discipline Model?

- It shows teachers how to work hand in hand with students to solve discipline problems.
- Usually children will misbehave because they want something. This model surrounds this idea.
- Your first step is determining what exactly the student wants.
- Encouragement strategies will also help to prevent the misbehaviour.
- The Cooperative Discipline is a process that promotes collaboration. Building a strong partnership with students and parents is essential to maintaining a positive discipline program that works.

What are the four goals of misbehaviour?

Attention
Power

Revenge
Avoidance of Failure

1) Attention

- These students choose misbehaviour to get extra attention. They want to be center stage, so they distract teachers and classmates to gain an audience and special recognition.
- For example: making noises, using foul language, and creating unnecessary interruptions during class time.

2) Power

- These students want to be the boss of themselves, the teacher, and the whole class.
- At the very least, these students want to show others that "you can't push me around."
- These students aren't likely to comply with classroom rules or teacher requests.
- They will challenge and argue with teachers until they think they've had the "last word."

3) Revenge

- These students want to lash out at their teachers to get even for real or imagined hurts. Some students want to lash out at their teachers or classmates to get even for real or imagined hurts.
- Students may sometimes threaten physical harm or get indirect physical revenge by breaking, damaging, or stealing.
- They also may try to manipulate you into feeling hurt or guilty.

4) Avoidance of failure

- Student feels inadequate and that they can't live up to expectations put on them.
- To compensate, they behave in ways that make them appear inadequate, by procrastinating, not completing their work, or pretending to have a disability.
- These students hope that everyone will back off and leave them alone so they won't have to face the fact that they aren't performing up to their potential.

Does every misbehaviour really have one of these four goals?

Of course not! No theory no matter how complete applies to every situation one hundred percent of the time. Yet these four goals can help you classify the misbehaviour more than 90% of the time!

The
Cooperative
Discipline
model
assumes that

students will misbehave again if the strategies are not accompanied by encouragement techniques that build self-esteem and strengthen the students' motivation to cooperate and learn.

Remember that the students choose their behaviour, and we as the teacher have the power to influence, not control their choices.

The change starts with the teacher. We need to learn how to interact with students so they'll want to choose appropriate behaviour and comply with the classrooms rules.

Principles of Prevention

Attention-Seeking Behaviour

- 1) Catch student being good by giving lots of attention for appropriate behaviour.
- 2) Teach student to ask directly for attention when needed.

Power Behaviour

- 1) Allow voice and choice so student has options and feels heard.
- 2) Grant legitimate power through hands joined discipline and decision making.
- 3) Delegate responsibility so student feels sense of responsible power.
- 4) Avoid and defuse confrontations.

Revenge Behaviour

- 1) To build a caring relationship with the student.
- 2) Teach student how to express hurt and hostility appropriately and invite student to talk to us when he or she is upset.

Avoidance-of-Failure Behaviour

- 1) Encourage an “I can” rather than “I can’t” belief.
- 2) Foster friendships to end social isolation.

