

# CLASSROOM DISCIPLINE

*My son, do not despise the LORD's discipline,  
and do not resent his rebuke,  
because the LORD disciplines those he loves,  
as a father the son he delights in.*

Hebrews 12:5b-6

*My son, do not make light of the Lord's discipline,  
and do not lose heart when he rebukes you,  
because the Lord disciplines the one he loves,  
and he chastens everyone he accepts as his son.*

Proverbs 3:11-12



Horror Stories - We've all got them

## Why Children Misbehave

- 
- 
- 
- 
- 
- 
- 

## What is our Desired Behavior for Children?

- 
- 
-

## Defining Biblical Discipline

What we desire is \_\_\_\_\_. This requires:

1. \_\_\_\_\_: knowledge of God's will
2. \_\_\_\_\_: acting upon that knowledge

Biblical discipline has two primary uses:

1. \_\_\_\_\_: instruction, nurturing, training (Acts 22:3, 2 Tim 3:16-17)
2. \_\_\_\_\_: chastening (Heb. 12:5-11)

Based on \_\_\_\_\_. (Col 3:16)

## Truths in Establishing Discipline

1. Child bears the \_\_\_\_\_ of God.
2. We are all, children included, created for the purpose of \_\_\_\_\_ God. That is our chief and highest purpose in life.
  - Mark 12:30 - "Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength."
3. Child has \_\_\_\_\_ awareness.
  - Jeremiah 31:33 and Hebrews 8:10 - "I will put my laws in their minds and write them on their hearts. I will be their God and they will be my people. No longer will a man teach his neighbor or a man his brother, saying 'Know the Lord,' because they will all know me."
    - They can \_\_\_\_\_
    - They are \_\_\_\_\_
    - They know good vs. evil, right vs. wrong, truth vs. lie
4. We are given \_\_\_\_\_ to teach and train.
  - Ephesians 6:1-4 - "Children, obey your parents in the Lord, for this is right. Honor your father and mother ... Fathers, do not exasperate your children; instead, bring them up in the training and instruction of the Lord."
  - Deuteronomy 6:5-9 - "Love the Lord your God with all your heart and will all your soul and with all your strength. These commands that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the doorframes of your houses and on your gates."
5. We are \_\_\_\_\_ children to God.
  - Proverbs 1:7 - "The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline."
  - 2 Timothy 3:16-17 - "All scripture is God-breathed and is useful for teaching, rebuking, correcting, and training in righteousness so that the man of God may be thoroughly equipped for every good work."

- Proverbs 29:17 – “Discipline your son, and he will give you peace; he will bring delight to your soul.”
  - Psalm 103:8 - “The Lord is compassionate and gracious, slow to anger, abounding in love.”
  - Our discipline reflects not only on ourselves but on \_\_\_\_\_. Are we harsh or benevolent? Cruel or kind? Crippling or nurturing?
6. What children must hear and know from us. They are:
- \_\_\_\_\_ by God
  - \_\_\_\_\_ by God
  - \_\_\_\_\_ by God
  - \_\_\_\_\_ with ‘glory and honor’

*Big Picture: Our discipline is to guide children into their chief and highest purpose in life – loving and glorifying God.*

*Small Picture: Our classroom discipline is to create a sense of order to allow for a positive learning environment where God can be known and Scripture can be taught.*

### **The Discipline Continuum**

We cannot expect too much, too early. We are all in the process of ‘becoming...’. We are in the process of moving children towards this end so our discipline must reflect this.



## **CLASSROOM MANAGEMENT/DISCIPLINE PRINCIPLES AND PRACTICES**

### **Part A: Motivating Factors for a Child’s Behavior**

- 1.
- 2.
- 3.
- 4.

## Supporting Scripture

- We must rely on the Holy Spirit, and pray for the fruits of the Spirit (Gal 5:22)
- “Since we live by the Spirit, let us keep in step with the Spirit.” (Gal. 5:25)
- “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through Him.” (Col. 3:17)
- “Whatever you do, work at it with all your heart, as working for the Lord, not for men.” (Col. 3:23)

## Part B: Preventative Discipline

Stop the behavior before it occurs. Instruction by both word and deed. Both taught and caught.

Good teacher techniques:

- Create the right \_\_\_\_\_.
  - A teacher full of joy, typically creates an atmosphere of joy.
  - Full of love, loving environment.
  - Showing respect, respectful classroom.
  - Caring and nurturing, creates sense of security.
- Know kids \_\_\_\_\_, especially for special needs children.
- Be interesting and \_\_\_\_\_. Teach them something they don’t already know.
- Be well-prepared. No lag time. Be organized – ensure your classroom assistant is assisting.
- Teachers who approach learning with a work together, learn together attitude will have better class involvement. Create structures to work within.

Poor teacher techniques:

- Creating the wrong atmosphere
  - An insecure, uncomfortable teacher will have a rowdy, uncontrollable class.
  - A grumpy, moody teacher will have an agitated class.
  - An authoritarian teacher will have a scared class.
- Don’ts
  - \_\_\_\_\_ - give an idea/thought and then not finish it.
  - \_\_\_\_\_ – send kids from one idea, to another, back to the first. Also don’t flip-flop your thoughts, opinions, interpretations, etc.
  - \_\_\_\_\_ – child involved in an activity and you loudly or forcefully interrupt. Approach gently and with curiosity, as opposed to giving all the answers.
  - \_\_\_\_\_ – talk on one topic for way too long, or way too in detail.

Practical Techniques:

- PLO - \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.
- \_\_\_\_\_ Rule. Ensure teachers are spaced out (literally, not figuratively!)
- 1-2-3 Look at Me! 1-2 I see you!
- Classroom rules. Keep super simple, focus on \_\_\_\_\_, not \_\_\_\_\_.
- Start with \_\_\_\_\_ and \_\_\_\_\_, not “I want to be your buddy.”

- \_\_\_\_\_ at kids.
- Create positive \_\_\_\_\_ learning environment – light, sound, visuals, senses, temperature, furniture.
- Reinforce positive behavior verbally. “Light the candle” rather than “Curse the darkness.”
- Visual prompts or verbal prompts, especially for special needs children. Cue cards, place in order. Stars on board for countdown to end of free play.
- With permission – have an off-campus, class activity.

### Part C: Corrective Discipline

Things to remember:

- God is just and fair, compassionate and gracious – you must be the same.
- God has given you authority to discipline.
- You are accountable for the means in which you discipline.
- Your discipline is a direct reflection on God, whether positive or negative.

Discipline must reflect love and concern, and have a \_\_\_\_\_ focus.

Verbal and Non-Verbal Correction

- Non-verbal correction: eye contact, finger directions, body position.
- Verbal correction: call name, and follow by non-verbal or verbal correction.
- Rules for verbal correction:
  - \_\_\_\_\_ voice and be \_\_\_\_\_ in speech.
  - Remain cool, objective. Quiet, firm, and decisive.
  - Be \_\_\_\_\_.
  - Be \_\_\_\_\_.
  - Be \_\_\_\_\_.
  - Resolve without missing a beat.
  - Use \_\_\_\_\_ when appropriate.
  - Speak to children privately, and quietly.
  - Ripple effect.

Practical Techniques

- Take initiative.
- Separate problem children.
- Redirection.
- Three strikes you’re out.
- Ultimatums.
- Diffuse situation with “I hear what you’re saying” or “I know how your feeling.”
- Rewards jar.
- Use positive language.