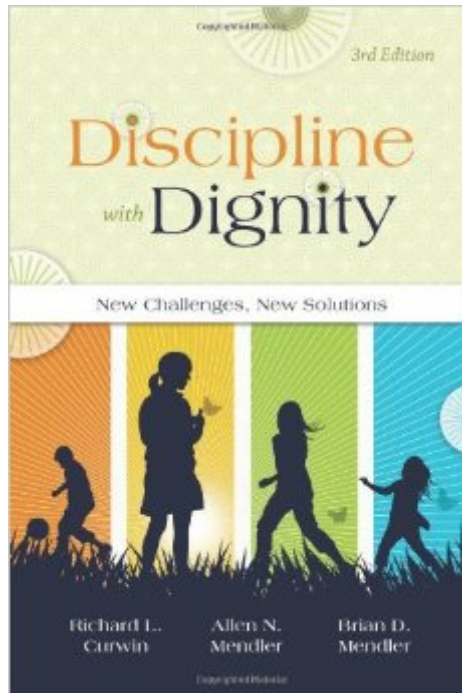


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# Discipline With Dignity: New Challenges, New Solutions



## Synopsis

Discipline with Dignity details an affirming approach to managing the classroom that promotes respect for self and others. This completely updated 3rd edition offers practical solutions that emphasize relationship building, curriculum relevance, and academic success. The emphasis is on preventing problems by helping students to understand each other, work well together, and develop responsibility for their own actions, but the authors also include intervention strategies for handling common and severe problems in dignified ways. Filled with real-life examples and authentic teacher-student dialogues, Discipline with Dignity is a comprehensive and flexible system of prevention and intervention tools that shows how educators at all levels can --Be fair without necessarily treating every student the same way. --Customize the classroom to reflect today's highly diverse and inclusive student population. --Seek students help in creating values-based rules and appropriate consequences. --Use humor appropriately and effectively to respond to abusive language. --Fine-tune strategies to resolve issues with chronically misbehaving students and ringleaders or bullies. This book is not simply a compendium of strategies for dealing with bad behavior. It is a guide to helping students see themselves in a different way, to changing the way they interact with the world. The strategies innate to this approach help students make informed choices to behave well. When they do, they become more attuned to learning and to understanding how to use what they learn to improve their lives and the lives of others--with dignity.

## Book Information

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## Customer Reviews

If you only read one book about teaching, read this one. If you read two books about teaching, read this one twice. I read this for the first time in the middle of my sixth year of teaching and it changed my classroom more than anything else I have ever tried. On the surface the message of this book seems obvious: treat students with respect and they will treat you with respect. But anyone who has been in front of a classroom knows that it isn't that simple. This book gives you the why and the how. It walks you through the steps, and the authors clearly know what it is like to be a teacher. The new edition includes important updates that make the book even more relevant to teaching today. It also includes a section at the end of each chapter for administrators. If you want even the students who are failing your class to know that you care about them as individuals, even the kids who you give detention to to say you are their favorite teacher, even the totally checked out kids to check in every once in a while, then you need to read this. I can't guarantee that it will change your life, but it did change mine.

I had the most difficult year of my 19 year career last year. I worked with Read 180 students (far below grade level in reading) in middle school, and soon found that I needed a LOT more information about working with challenging students. I read this book two time over the summer and have notes and sticky notes. If any issues arise this year, I think I will be writing the authors. However, I want to add that I ended last year very discouraged. Reading this book has given me hope and new tools.

This was a really good book for making you think. We read it in a college class for math education. It spurred a lot of good conversations among the students on how to work with our future students in a way that shows respect while working to help correct misguided behavior. Hope it helps you think about those topics too.

I had to read the earlier edition for a class as an undergraduate. However, this new edition is full of more practical applications to the theories it presents. I would recommend for any teacher who wants to engage in more repertoire with students while at the same time providing a set of guidelines for classroom management.

I was handed the original version years ago when I transferred to teach Middle School and have used it as my outline for classroom management. I'm now a mentor for young teachers and use it for a resource and a point of discussion. Some books just make sense and this is one of the best.

If you are looking to change the culture of your school, read and implement the information in this book. It has truly transformed our middle school staff and students and the culture as a whole. All college education programs should be using this book as a "must read", reviewing and referencing it throughout all courses. If you pair it with training in Capturing Kids Hearts, you will be celebrating success for the rest of your teaching or administrative years!

Excellent read for inspiring or current administrators. This book helps me to articulate what I do daily when dealing with students. I would recommend this book to all stakeholders in educational settings.

Some of the advice in this book is excellent, and I feel I have gained a greater appreciation of the reasons student behavior is so varied and sometimes unpredictable. However, IMO there are some problems with this book. One of them is the authors' philosophy that you don't have to treat students exactly equally in order to treat them fairly. I can use myself as an example of why this philosophy is not a good idea: I was a very good student throughout my school years and followed all the rules because I saw the benefits to others and to myself in doing so -- however, if I had witnessed students reaping different consequences for the same misbehaviors (pages 86-87) no matter what the reasons for the differing treatment (barring special needs, of course), I would definitely have begun to act out and become one of the problem children, since even as a child unfairness and inequity were always hot issues for me. Another example of something I disagree with can be found on page 117, where a student's misbehavior is deliberately ignored by the teacher, as a disciplinary strategy. Ignoring behavior, even to address it outside of class later as the book instructs, simply doesn't work. In fact, ignoring misbehavior in the immediate context encourages other students to act out as well, and the problem will mushroom. I don't believe anybody can justify this particular recommendation for any reason, let alone the one the authors give. So, to sum it up, this book is a mixed bag -- some good advice and helpful in some directions, but not realistic or workable in others.

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