

1-2-3 Magic PARENTING

EASY-TO-LEARN
PARENTING SOLUTIONS
THAT WORK!

A Dr. Thomas W. Phelan Company

1-2-3 MAGIC FOR TEACHERS NEWSLETTER

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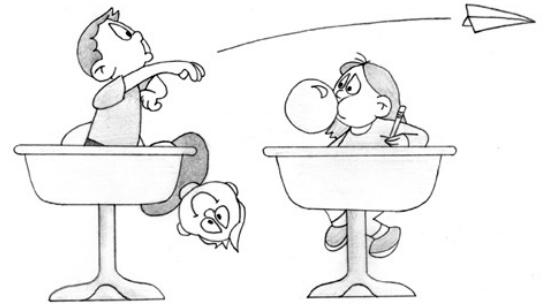
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GOOD DISCIPLINE STARTS IN SEPTEMBER

As all veteran teachers are aware, getting off to a good start with your discipline program at the beginning of the school year is critical for several reasons. First of all, classroom discipline underlies effective learning. Kids can't learn when they are out of control or when another unruly child is distracting them from their work.

Second, part of what children learn in school is behavioral self-management. Especially in the primary grades, part of a teacher's job is helping youngsters learn how to control themselves. Last—but certainly not least—good classroom discipline is essential for a teacher's mental health. Remember several years back when you had the class from hell and it was a chore to get out of bed in the morning?



Classroom Discipline Before Learning

Some form of order in the classroom is required if anybody is going to learn anything. Many teachers feel, however, that their training either ignored or only touched on the matter of discipline. Discipline problems are often seen, therefore, as unexpected and unnecessary intrusions into the academic day, rather than as an inevitable—although unpleasant—part of the process of education. Since there is often little preparation for managing children who have trouble following the rules, a teacher's struggle with this problem may often be a spontaneous reflection of his or her personality.

On the one hand there are some teachers who have a natural ability to intimidate. Their innate manner communicates clearly that “you don't mess with me.” The more intimidating teacher will also have few problems with the early grades, since the kids wouldn't dream of messing with her. However, (without realizing it) this teacher's actions may be tough on the self-esteem of the little ones. She will be quite comfortable setting and enforcing limits and will often be able to handle junior high and high school kids without [Continued page 2](#)

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QUICK TIP

Have you noticed your kids are very chatty in the morning? One teacher found a way to get her class to settle down sooner. She had the kids whisper for the first fifteen minutes of the day. The class could actually hear morning announcements!

suffering too much or unduly hurting anyone else's self-esteem. She may, however, run into battles with challenging students and their parents.

On the other hand there are some teachers who feel uncomfortable with discipline. The instructor who is uncomfortable with discipline will have little problem with most children in the early grades, since the children there are usually quite anxious to please the teacher. Children with challenging behavior—and their parents—will be difficult to handle, however. This teacher may have trouble setting and enforcing limits, especially with older kids, so in junior high or high school he or she may have an especially difficult time.

There is a Happy Medium

In [1-2-3 Magic for Teachers](#), educators learn simple steps to control undesirable behavior, encourage positive behavior and maintain healthy relationships with their students. This is the happy medium—a balance of authority that is both warm and demanding. Teachers develop positive relationships with their students while they still maintain high expectations.

After learning **1-2-3 Magic**, teachers who may have been intimidating before can still enforce limits effectively, but they will also be sensitive and understanding. Instructors who were afraid of setting limits, on the other hand, learn exactly how to keep individual students—and the entire class—under control. **1-2-3 Magic for Teachers** can simply make life easier for everyone.

3 Steps to Effective Discipline

[1-2-3 Magic for Teachers](#) provides three distinct steps for maintaining an energetic but orderly classroom. The first step involves controlling undesirable behavior, and the simple tactic known as "counting" is amazingly effective for that purpose. Counting allows instructors to discipline without having to disrupt their own class. The next step is encouraging positive behavior, like listening, transitioning and doing your own work. Several strategies, such as positive reinforcement, timers, charting and cross-dialogue, will go a long way toward achieving this objective and insuring that learning continues. Finally, teachers need to focus on building and maintaining relationships with their students. Good teacher-student relationships not only bolster kids' learning and growth, but they also provide their instructors with a major source of job satisfaction.



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