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FAIR  
CONSISTENT

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SAY CALM/STICK TO AGENTS **Problem Behaviors**

"THIS IS THE PROPER WAY"  
LIKE BEING A GOOD PARENT  
BE HUMAN

DON'T PRESCRIBE - CANNOT  
HAVE KIT - USE IT  
ERROR ON SIDE OF SAFETY

As Karate instructors we are our student's first and foremost role models. We need to establish our plan for implementing rules and expectations, while maintaining the respect of our students.

### "Why Does He/She Act This Way?"

When students react with excessive aggression and anger towards each other, the underlying principle may be one of frustration. If drills are too difficult or partners too physical and overbearing, student's may become angry and react with less self control.

Sometimes retaliatory physical actions become a way of controlling the situation. It becomes clear that if the student's can't communicate their frustration, they can act out the frustration in a physical manner.

### "How Can I Deal With This Behavior?"

Balancing student's needs along with your authority is one of teacher's greatest challenges. Remember that a student's frustration is the first step in being able to point out what the student's needs are. Be mindful of the individual student's rank and ability level when choosing your actions. Keep in mind the following tips as you are dealing with difficult behaviors:

- Know that discipline is not punishment.
- Realize the student's limitations and set expectations accordingly.
- Learn to recognize early warning signs of frustration in your students.
- Develop a discipline plan.
- Use "time out" to remove the student from the situation and to allow the student to practice self control.
- Recognize that sometimes no reaction is the best answer.
- Once you decide to respond to a situation, do so quickly. The delay of your response until a drill or rotation is finished takes away from its effectiveness.
- Be consistent in the warnings you give and the consequence involved.

### Teaching Students to Resolve Conflict

Many teachers feel discouraged when their student's bicker or resist requests to show self control during kumite. How do we teach student's to cooperate and resolve conflict?

Here are some general steps in teaching conflict resolution skills to students.

- Get the facts and the feelings.
- Spend some time focusing on feelings.
- Help students see the goal. Generating ideas for solutions is much easier for students when they have a clear goal.
- Generate alternatives. Teachers can also act like a "blackboard." When student's suggest alternatives, teachers can repeat the ideas then ask them what else could be done.
- Resist the temptation to suggest ideas as most students might assume their own thoughts are not good enough.
- Evaluate consequences. After the student's have generated all the ideas they can, evaluate the consequences. Ask them, "What might happen if you...?" or "How might Matt feel if you...?"
- Resist the temptation to judge the ideas.
- Ask for a decision. When the student's have completed thinking of and evaluating ideas, the remaining task is to make a plan. The process of teaching problem-solving often seems tedious, and teachers may be tempted to just tell a student what to do. But that does not allow student's to gain the experience of thinking of what to do for themselves.

## Guidance

Positive discipline is based on understanding student development—what's it like to be in your student's shoes. Teachers also must have a firm idea of the kind of person they want their student to become and be willing to follow a plan of action, that is, a guide.

## Negative versus Positive Guidance

Think about what you want your student's to do instead what you don't want them to do. In the following examples, the positive guidance command follows the "don't" or negative command.

- "Don't go backwards," versus, "Move to the side. You get hit more when you step backwards."
- "Don't stay still," versus, " Keep moving."
- "Don't stay flat footed," versus, "Stay on the balls of your feet."

## Three Types of Rules or Limits

1. **Prevent physical harm**, as in, "Be considerate of your opponents."
2. **Prevent psychological harm**, as in, "When your partner makes a mistake, give him/her some help. Allowing them to get frustrated will lead to poor self esteem and confidence."
3. **Respect for others**, as in, "Ask Jamie if you're going too hard." "Are you OK?"

## Keys to Effective Rules & Limits

- Keep your limits to important matters.
- Set reasonable limits.
- Teach self-discipline with clear, positive rules.
- Be consistent with limits you set.
- Involve students in setting some of their limits.
- Help student's understand the reasons for limits.
- Set enforceable limits.

## **Resolving Conflict Constructively**

Conflict is a natural part of life brought on by our different beliefs, experiences, and values. If not managed carefully, however, conflict can harm relationships. Here are seven steps teachers can use to resolve conflicts, followed by five similar steps teachers can use to help student's resolve their differences.

- 1. Treat the other person with respect**
- 2. Confront the problem**
- 3. Define the conflict**
- 4. Communicate understanding**
- 5. Explore alternative solutions**
- 6. Agree on the most workable solution**
- 7. Evaluate after time**