
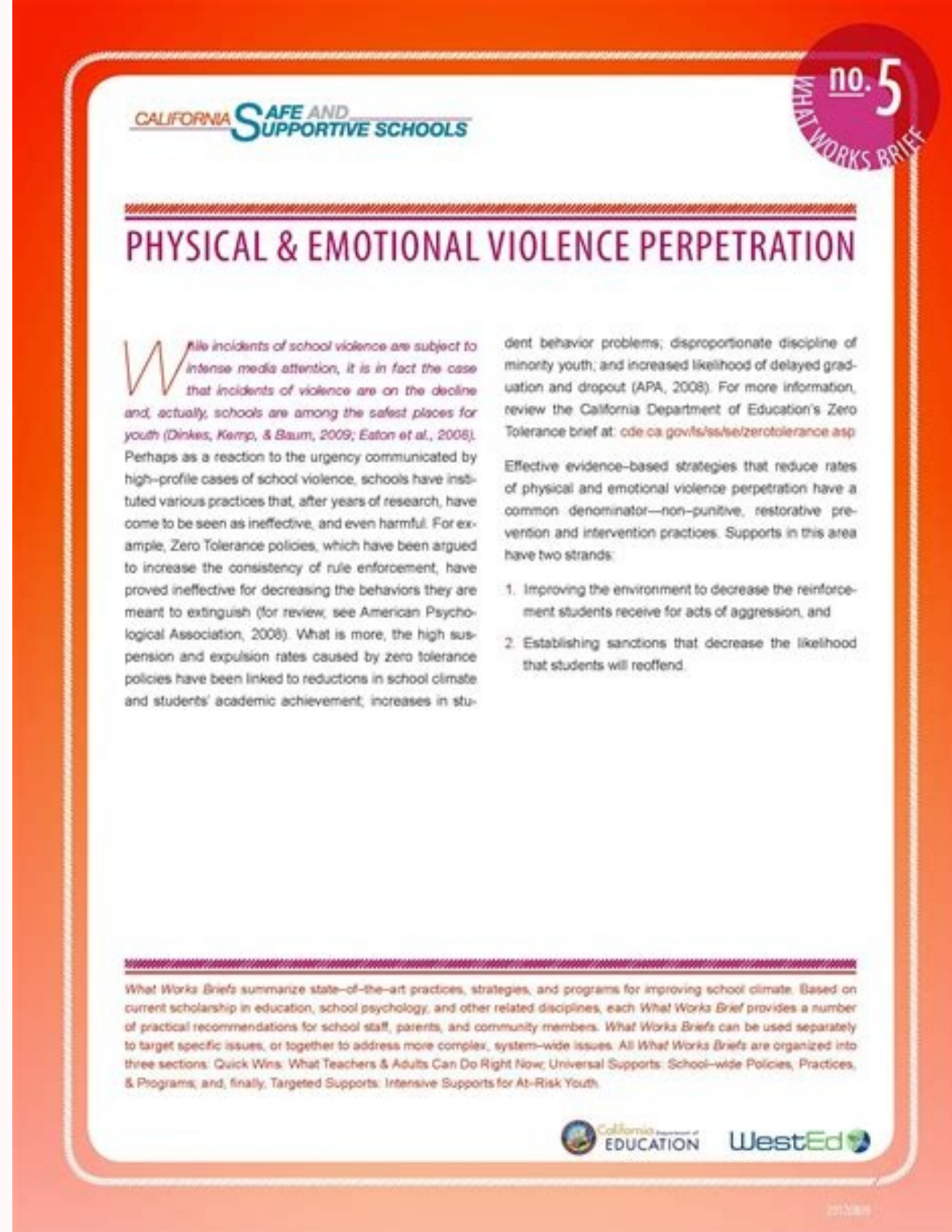


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What are non punitive measures

Examples of punitive measures. What are examples of non-punitive measures.



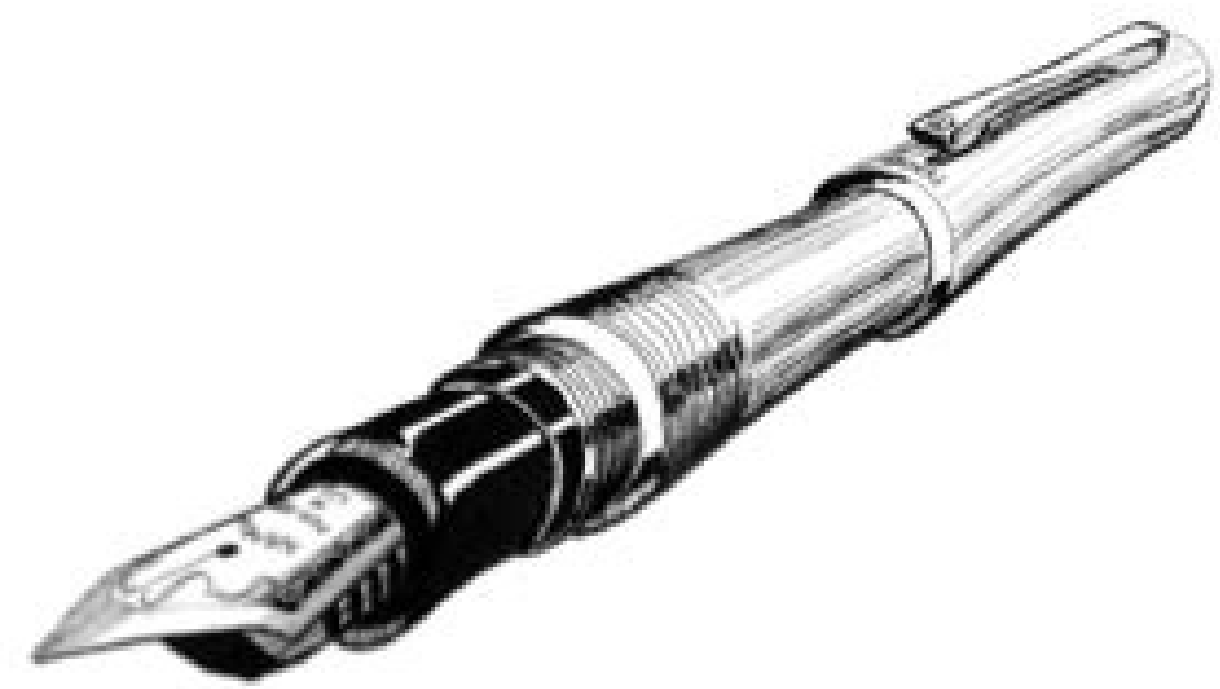
What non punitive measures are available to commanders.

There are many perspectives on the topic of discipline in our classrooms and schools, and I'd like to explore the idea of using brain-aligned discipline with students who have adverse childhood experiences (ACEs). Traditional punishment with these students only escalates power struggles and conflict cycles, breeding an increased stress response in the brain and body.

NON-PUNITIVE MEASURES TO MODIFY BEHAVIOR/CONDUCT

- COUNSELING: ORAL AND WRITTEN
- ADMINISTRATIVE REDUCTION
- BAR TO REENLISTMENT
- SEPARATION ACTIONS
- ADMONITIONS & REPRIMANDS

Punishment is used to try to force compliance. The vast majority of school discipline procedures are forms of punishment that work best with the students who need them the least. With our most difficult students, the current way schools try to discipline students does not change their behavior, and often it escalates the problems. Discipline, unlike punishment, is proactive and begins before there are problems. It means seeing conflict as an opportunity to problem solve. Discipline provides guidance, focuses on prevention, enhances communication, models respect, and embraces natural consequences. It teaches fairness, responsibility, life skills, and problem solving. There are times when students need to be removed from the classroom and school for aggressive, volatile actions, but upon re-entry we should make a plan of action that begins to address these actions in these brain-aligned ways. The neurobiological changes caused by chronic negative experiences and a history of adversity can trigger a fear response in the brain. As Pam Leo says, "A hurtful child is a hurt-filled child. Trying to change her behavior with punishment is like trying to pull off only the top part of the weed." In children the fear response often looks aggressive, defiant, and oppositional. Young people with ACEs have brains that are in a constant state of alarm. In this alarm state, consequences don't register properly. Discipline can only be done when both the educator and the student are calm and self-regulated. If they aren't, behavioral difficulties will escalate. In a brain-aligned model of discipline, we must teach the behaviors we want to see, laying the groundwork for prevention systems and strategies. Preventive systems are taught as procedures and routines. They are collaborative and filled with choice. Their purpose is to create a sustainable behavioral change, not just compliance or obedience for a short period of time. I teach students about their neuroanatomy, so they understand what happens in their brains when they become stressed, angry, or anxious.



Writing a non-punitive policy is a skill of quality assurance.

When we understand this, we feel relieved and empowered. In morning meetings or whole class time, I discuss the prefrontal cortex, amygdala, and neuroplasticity with students. We identify and make lists of our emotional triggers and coping strategies, and I teach students to use their breath and movement to calm their stress response systems. Is there an adult in the school who connects with this student and has a space where the student can go if they need to regroup and calm their stress response systems? Are you teaching these procedures ahead of a time when a student needs to regulate away from the class? Could your school create a area for both teachers and students to go to when they need to reset their emotional state? This area could be stocked with paper, markers, crayons, water, soft music and lighting, a jump rope, a stationary bike, lavender scented cotton balls, jars for affirmations or worries, or a rocking chair. Students will need to be taught ahead of time how to use this area, which they should need for just two to five minutes in order to feel refocused and ready to return to class. Name-calling: Have the student create a book of positive affirmations for the class, or have them create a list of "kind words" and teach them to a younger class. Low-level physical aggression (pushing, kicking, hitting): Some consequences could include giving the student a new learning space in the room or a new spot in line, or they could be tasked with performing an act of kindness or service for the hurt person. If this occurs at recess, the student could be tasked with assisting a teacher on recess duty in monitoring the playground, noticing everything that is going well. They can roam around the playground, still getting the exercise they need. Or again they could perform an act of kindness toward the student who they hit. Inappropriate language: This calls for a discussion when both student and teacher are in a calm brain state. Sometimes words that are inappropriate at school are used at home, so we need to understand the cultural context and have a discussion with the student. An older student could research the words they used and report to you on why they're not school words; younger students could try to write out what they were trying to convey using school-friendly language or drawings. Incomplete assignments: Have a one-on-one discussion to convey what this behavior communicates to you. Ask if something has changed at home or school, or if the student doesn't understand what is required. Make a plan with the student and possibly a parent for making up the work that has been missed. And consider assigning a student mentor to help the student. The research is clear. Our brains learn best in a state of relaxed alertness. Our discipline systems must begin to shift toward creating this state in all the members of our school community. In addition to the more serious discipline tools under the Uniform Code of Military Justice, commanders and supervisors have a diverse set of administrative tools to assist in correcting inappropriate behavior. Counseling, admonitions, reprimands, and extra training are tools that, while deriving their status and authority from unit commanders, are usually delegated down the chain to the supervisory level. Such administrative actions are sometimes called "nonpunitive measures." The use of nonpunitive measures is encouraged and, to a degree, defined in the Manual for Court Martial, R.C.M. 306(c)(2), which states, "Administrative action. A commander may take or initiate administrative action, in addition to or instead of other action taken under this rule (e.g., NJP, court-martial), subject to regulations of the Secretary concerned. Administrative actions include corrective measures such as counseling, admonition, reprimand, exhortation, disapproval, criticism, censure, reproach, rebuke, extra military instruction, or the administrative withholding of privileges, or any combination of the above." In the military, counseling can be formal or informal; verbal or written. Most military personnel are counseled to one degree or other several times per day. Enlisted soldiers, however, tend to envision the more formal written counseling, typically used to inform of minor infractions or performance deficits. For these purposes, most military branches have printed forms for counseling session documentation but many supervisors prefer to document a counseling session via written letter. While the effects of a single counseling session may not seem to hold tremendous significance, one should be aware that counseling which documents inappropriate behavior can be used at a later time—for example, in support of an administrative demotion action or administrative separation, or in justifying lowered performance evaluations. The only difference between an admonition and a reprimand is the degree. A reprimand is more severe than an admonition. As with counseling, admonitions and reprimands can be verbal or in writing. Unlike counseling, admonitions and reprimands are censures, meaning one did something wrong. Records of admonitions and reprimands can be filed and later used to justify more serious measures, such as nonjudicial punishment actions, administrative demotions, and administrative separations. One should be very careful when providing a written response to counseling, admonitions, and reprimands, as any response becomes part of the written record. The same is true about refusing to sign the receipt of counseling, admonitions, and reprimands. The term extra military instruction (EMI) is used to describe the practice of assigning extra tasks to a service member who is exhibiting behavioral or performance deficiencies for the purpose of correcting those deficiencies through the performance of the assigned tasks. Normally such tasks are performed in addition to normal duties. Because this kind of leadership technique is more severe than nonpunitive censure, the law has placed some significant restraints on the commander's discretion in this area. The authority to assign EMI to be performed during working hours is not limited to any particular rank or rate but is an inherent part of the authority vested in officers, NCOs (non-commissioned officers), and petty officers. The authority to assign EMI to be performed after working hours rests with the commanding officer or officer in charge but may be delegated to officers, petty officers, and non-commissioned officers.