ENABLES K-12 EDUCATORS TO CREATE SUCCESSFUL LEARNING COMMUNITIES – THE FULLY UPDATED NEW EDITION

Effective classroom management plans are essential for creating environments that foster appropriate social interactions and engaged learning for students in K-12 settings. New and early-career teachers often face difficulties addressing student discipline, upholding classroom rules and procedures, and establishing positive teacher-student relationships. The seventh edition of *Classroom Management* is the leading resource for helping educators prevent student misbehavior, respond to challenging situations, and involve their students in building positive classroom communities.

This popular textbook covers every vital aspect of classroom management, from planning for the school year and conducting instruction, to managing diverse classrooms and collaborating with colleagues and families. Fully revised to reflect recent changes in K-12 education and address the needs of today's educators, this edition features new and updated methods for fostering positive student behavior, insights on the root causes of misbehavior, strategies for helping students set high expectations, and much more. Written by a respected expert in teaching methods, classroom management, and instructional leadership, this valuable teacher's reference:

- Covers contemporary topics, methods, and discipline models in classroom management
- Reflects current InTASC Model Core Teaching Standards and Praxis assessments
- Features descriptions of classroom management methods used by elementary, middle, and high school teachers in various regions and communities
- Provides new and unique stories and case studies of real-world classroom situations
- Offers end-of-chapter summaries and questions, supplemental activities, further reading suggestions, and complete references
- Includes new tables, charts, and figures that make information more accessible to different types of learners

Classroom Management: Creating a Successful K-12 Learning Community, *Seventh Edition* is an ideal text for college professors, teachers in training, and K-12 educators, as well as school administrators and general readers involved in education.

PAUL R. BURDEN is an award-winning teacher and an emeritus professor in the College of Education at Kansas State University, where he was an instructor and assistant dean. Previously, he was a middle-level science teacher. His publications include *Methods for Effective Teaching* (Pearson, 2019) and *Powerful Classroom Management Strategies: Motivating Students to Learn* (2000, Corwin Press). He served for 11 years as the editor of the *Journal of Staff Development,* a quarterly journal sponsored by the National Staff Development Council/Learning Forward.

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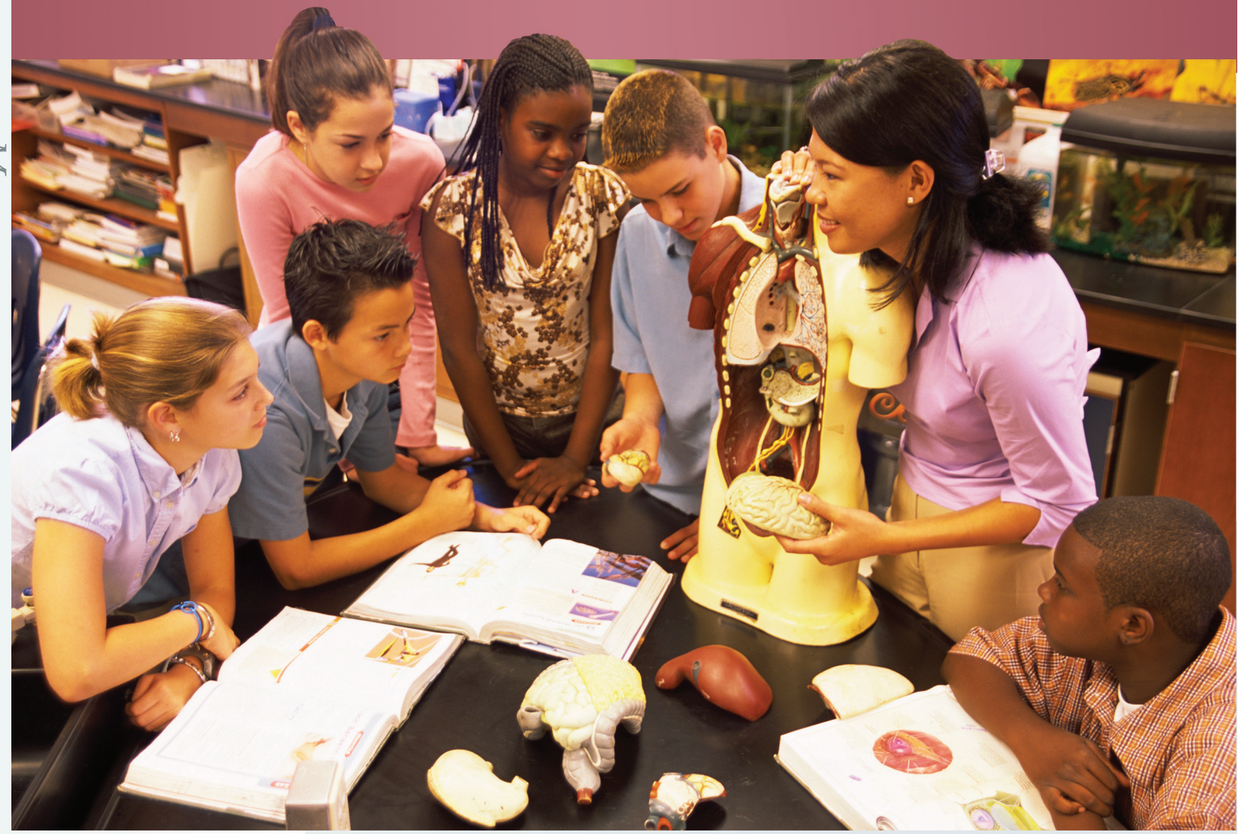
Classroom *Management*

CREATING A SUCCESSFUL K-12 LEARNING COMMUNITY



7TH EDITION

PAUL R. BURDEN

JOSSEY-BASS™
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Classroom Management

Classroom Management

CREATING A SUCCESSFUL K-12 LEARNING COMMUNITY

Seventh Edition

Paul R. Burden
Kansas State University

JOSSEY-BASS™
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About the Author

Paul R. Burden is an emeritus professor in the College of Education at Kansas State University, Manhattan, where he was an assistant dean. Prior to his administrative service in the college, he supervised student teachers and taught courses on teaching methods, classroom management and discipline, foundations of education, and instructional leadership. Previously, he was a middle-level science teacher in Buffalo, New York, and later earned his doctoral degree at the Ohio State University. He received the College of Education's Outstanding Undergraduate Teaching Award at Kansas State University and the Distinguished Service award from the National Staff Development Council.

His publications include *Methods for Effective Teaching* (Pearson, 2019), *Countdown to the First Day of School* (2006, National Education Association), *Powerful Classroom Management Strategies: Motivating Students to Learn* (2000, Corwin Press), as well as *Establishing Career Ladders in Teaching* (1987, Charles C Thomas Publishers). He served for 11 years as the editor of the *Journal of Staff Development*, a quarterly journal sponsored by the National Staff Development Council, and has presented over 70 papers at regional and national educational conferences in addition to authoring numerous articles and book chapters.

Married with three children, Dr. Burden enjoys traveling with his family and working on genealogy. He can be contacted at burden@ksu.edu.

Preface

This seventh edition of *Classroom Management* has been written to guide teachers and prospective teachers as they create a positive classroom community, with the involvement and cooperation of the students. Fundamental principles of classroom management and discipline are presented, along with ways to involve students in the creation of their learning environment.

The book is a scholarly synthesis of the research base on classroom management and discipline yet is written and formatted in a way that is easy to read, understand, and apply. It carries a practical, realistic view of teaching with the content being organized in a logical, sequential order. The content is applicable for teachers at all levels—elementary, middle level, and high school.

Intended Audience

This book is especially appropriate as the sole book for an undergraduate course on classroom management and discipline or for a seminar on student teaching or professional development. It may be used as a supplementary book to another textbook in educational psychology or teaching methods courses. Additionally, the book may be used in graduate classes, seminars, and staff development programs for in-service teachers. The book may be seen as a handbook for future reference due to its comprehensive coverage of the issues and its use of lists, tables, and figures for recommended practice. The information provides a foundation for decision making.

New to This Edition

A number of significant changes were made in this new edition, including the following:

- Major additions to Chapter 6 on Communication Skills for Teaching
- Major restructuring and updating of Chapter 7 on Knowing and Connecting with Your Students
- New sections in several chapters:
  - Components of Classroom Management (Chapter 1)
  - Designing Classrooms for Students with Diverse Backgrounds (Chapter 3)
  - Relationships in Urban Settings (Chapter 5)
  - Characteristics of Verbal Communication (Chapter 6)
  - Nonverbal Teacher Behaviors (Chapter 6)
  - Student Diversity (Chapter 7)
  - Adverse Conditions and Student Achievement (Chapter 7)
  - Teaching Students Who Are Different from You (Chapter 7)
  - Reports on Bullying (Chapter 9)

- New and expanded content in existing chapter sections:
  - Student and Teacher Perceptions of Classroom Management (Chapter 1)
  - Building Caring Relationships (Chapter 1)
  - Building Positive Teacher–Student Relationships (Chapter 5)
  - Changes and updates in many other chapter sections
- Added 17 "Voices From the Classroom" features, coming to a total of over 50 in the book. This feature includes teacher quotes, many of them from urban districts, with a balance of elementary, middle, and high school teachers
- Updated the "What Would You Decide?" features with content to engage the reader in classroom-related scenarios about the chapter content
- Updated 32 references to new editions
- Added 118 new references to add depth, breadth, and research-based documentation to the content
- Removed 68 old or outdated references

Special Features

Classroom Management: Creating a Successful K–12 Learning Community has several important features that make it both instructor and reader friendly.

- ***Standards Tables***. The InTASC Model Core Teaching Standards can be found on the pages after the preface.
- ***Objectives***. Each chapter begins with a list of objectives to identify expected reader outcomes.
- ***Chapter Outline***. Each chapter begins with an outline of headings and subheadings to serve as an advance organizer for the chapter content.
- ***Voices From the Classroom***. Several of these features are included in each chapter to provide descriptions by real elementary, middle school, and high school teachers about ways they deal with particular topics addressed in the chapter. These teachers come from all parts of the country and all different community sizes. There are over 50 "Voices From the Classroom" features, evenly balanced among elementary and middle/high school levels, including many from urban districts.
- ***Classroom Case Studies***. Each chapter includes a case study describing a situation that a teacher might encounter. Two or three questions following each case study require the reader to reflect on and apply chapter concepts.
- ***What Would You Decide?*** Several of these features are placed in each chapter to engage the reader in the content. Each one includes several sentences describing a classroom situation concerning an issue in the chapter, followed by a few questions asking the reader to make decisions about the application of the concepts.
- ***Major Concepts***. At the end of each chapter, a list of major concepts serves as a summary of the significant chapter ideas.
- ***Discussion/Reflective Questions***. Questions at the end of each chapter promote discussion and reflection in a classroom or seminar in which a number of people are considering the chapter's content.

- ***Suggested Activities***. Supplemental activities are suggested at the end of each chapter to enable the reader to investigate and apply issues addressed in the chapter.
- ***Further Reading***. An annotated list of recommended readings at the end of each chapter suggests readings for further enrichment.
- ***References***. All citations made in the book are included in a reference section at the end of the book to show the source of the research base.

Relating This Book to Standards

Content in this book relates to the professional standards of many agencies. Standards are used to guide the development of new teachers, help in-service teachers improve their performance, and assess both teacher preparation and teacher performance. Many teacher education programs are designed around the Interstate Teacher Assessment and Support Consortium (InTASC) standards. Many states require a passing score on the Principles of Learning and Teaching test (a Praxis Subjects Assessment test) before granting a teaching license. The Praxis Classroom Performance Assessments (which are consistent with Danielson's Framework for Teaching domains) are used to assess and improve the teaching of in-service teachers. A brief description of the standards is provided here, and a table of the InTASC Standards follow the preface.

InTASC Standards

In 1987, the Interstate New Teacher Assessment and Support Consortium (INTASC) was formed as a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers. With the 2011 updating of the standards, the Interstate Teacher Assessment and Support Consortium removed the word *new* from its name and made the *n* in its acronym lowercase (now it is InTASC).

InTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: *An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels*. More information can be found on the Council of Chief State School Officers (CSSCO) website.

Praxis Tests

The Praxis tests have been developed and disseminated by the Educational Testing Service (ETS) for assessing skills and knowledge of each stage of a beginning teacher's career, from entry into teacher education to actual classroom performance. More information about the Praxis tests can be found at the Educational Testing Service (ETS) website. There are several types of Praxis tests:

- **Praxis Core Academic Skills for Educators (CORE)**. These academic skills tests are designed to be taken early in a student's college career to measure reading, writing, and mathematics skills.
- **Praxis Subject Assessments**. There are several Praxis Subject Assessments available, and they measure a teacher candidate's knowledge of the subjects he or she will teach, as well as general and subject-specific pedagogical skills and knowledge. One of these assessments is the

Principles of Learning and Teaching (PLT) test, which many states require teachers to pass for their licensure.

- **Praxis Classroom Performance Assessments**. These assessments are conducted for beginning teachers in classroom settings. Assessment of teaching practice is through direct observation of classroom practice, a review of documentation prepared by the teacher, and semistructured interviews. The framework for knowledge and skills for these assessments consists of 19 assessment criteria organized within four categories: planning and preparation, the classroom environment, instruction, and professional responsibilities. Charlotte Danielson's (2007) *Enhancing Professional Practice: A Framework for Teaching* is based on the categories of the Praxis Classroom Performance Assessments.

This *Classroom Management* book is not intended to address the preprofessional skills of reading, writing, and mathematics in the Praxis CORE. However, it is designed to address the Praxis Subject Assessments test on Principles of Learning and Teaching and the Praxis classroom performance criteria areas, based on Danielson's *Framework for Teaching*.

Acknowledgments

Many people provided support and guidance as I prepared this book. A very special acknowledgment goes to my wife, Jennie, who was understanding during the times I was hidden away at my office working on the revised manuscript. The editors and staff at Wiley facilitated the preparation and refinement of this book. A number of classroom teachers provided descriptions of their professional practice, which are included in the Voices From the Classroom features in each chapter. The experiences that these teachers share help illustrate the issues and bring life to the content.

Standards

InTASC Model Core Teaching Standards

The following table indicates how the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) model core teaching standards are addressed in this book.

THE LEARNER AND LEARNING	Chapter Coverage
1. **Learner Development** Understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	1, 2, 3, 7, 8
2. **Learning Differences** Uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	7
3. **Learning Environments** Works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	5, 6, 7, 8, 9, 10
CONTENT KNOWLEDGE	
4. **Content Knowledge** Understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.	3, 8
5. **Application of Content** Understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	3, 8
INSTRUCTIONAL PRACTICE	
6. **Assessment** Understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.	3, 7, 8
7. **Planning for Instruction** Plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	3, 5, 7, 8
8. **Instructional Strategies** Understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	2, 8

(continued)

PROFESSIONAL RESPONSIBILITY	
9. **Professional Learning and Ethical Practice** Engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	1, 2
10. **Leadership and Collaboration** Seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	11

chapter 1

Understanding Management and Discipline in the Classroom

CHAPTER OUTLINE

What Is Classroom Management?
- Components of Classroom Management
- Student and Teacher Perceptions of Classroom Management
- Building Caring Relationships
- Areas of Responsibility

A Community of Learners

Understanding Misbehavior
- Order in the Classroom
- Misbehavior in Context
- Types of Misbehavior
- Causes of Misbehavior
- Degrees of Severity

Principles for Working with Students and Preventing Misbehavior

CHAPTER OBJECTIVES

This chapter provides information that will help you:

- Describe the components of effective classroom management.
- Describe perceptions of classroom management by students and teachers.
- Develop and nurture caring relationships in the classroom.
- Describe the role of classroom management in creating a learning community.
- Identify the areas of responsibility in classroom management and discipline.
- Determine what constitutes order in the classroom.
- Describe the types and causes of student misbehavior.
- Apply principles for working with students to create a positive learning environment.

What do award-winning teachers do that make them so popular and successful? Do they jazz up the curriculum in some way? Do they use especially creative instructional approaches? Do they warm up to the students as if they were their own children? Do they add some magic or sparkle to the classroom experience? The answer is probably a little of each of those things. But it likely goes deeper than that.

Successful teachers are often very effective managers of the classroom environment. They create a positive learning community where students are actively involved in their own learning and in the management of the classroom. They organize the physical environment, manage student behavior, create a respectful environment, facilitate instruction, promote safety and wellness, and interact with others when needed. All of these actions relate to classroom management. The main objective is to create a positive learning community and then to take steps to maintain that positive environment by guiding and correcting student behavior.

What Is Classroom Management?

Classroom management involves teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Many issues come to mind regarding classroom management, such as rules and procedures, guiding and reinforcing appropriate behavior, addressing inappropriate behavior, motivating and engaging students in instruction, teacher–student relationships, and a host of related topics.

To explore some of these issues, this section examines components of classroom management, student and teacher perceptions of classroom management, caring relationships, and areas of responsibility in classroom management.

Components of Classroom Management

Classroom management and discipline has been examined by many educational researchers over the years, and insights can be gained about best practice from these research reports. After examining several comprehensive reviews of the classroom management research, Harlacher (2015)

reported that five components of classroom management are identified in the research literature reviews. These components of effective classroom management are further supported by the work of a number of education researchers and theorists, many of whom have championed similar management strategies in the past. The five components are:

1. **Creating and teaching expectations and rules.** Teachers provide explicit, direct instruction about their expectations for students. In doing so, teachers examine the need for expectations and rules, gather input from students, and select the rules. Then they actively teach the rules to students in a very clear and direct manner. (See Chapter 4 for guidelines for selecting and teaching rules.)
2. **Establishing procedures and structure.** Procedures are certain processes that students carry out to successfully complete classroom events. Teachers determine what the procedures will be and then explicitly teach the procedures for certain activities, such as lining up, entering the classroom, turning in homework, transitioning to a new activity, asking to use the restroom, and other events that regularly occur in a classroom. In addition, the physical layout of the classroom contributes to effective structure as a means to facilitate learning and curtail problem behavior. (See Chapter 3 for classroom design and Chapter 4 for procedures.)
3. **Reinforcing expectations.** Once teachers have established expectations, rules, and procedures for their classrooms, they can strengthen their adherence to them by using reinforcement strategies. Student behavior is rewarded when they meet classroom expectations. One type of reinforcement is behavior-specific praise of a particular student (e.g., "Thank you for coming into the classroom quietly and keeping your hands to yourself."). Rewards also can be used that relate to intrinsic and extrinsic motivation. Also, group contingencies can be used to reward all students simultaneously if the whole class reaches a certain goal or meets certain criterion. (See Chapter 5 for reinforcers.)
4. **Actively engaging students**. Teachers ensure that students are engaged in tasks and are academically successful. When students actively respond to tasks or content, they have less time to engage in problem behavior. Teachers also have a chance to correct any errors in the student's thinking and can provide another opportunity to perform the skill correctly. Thus, teachers can increase the level of active engagement by giving students many opportunities to respond. Active student engagement refers to instruction during which students are required to produce a response, such as answering questions verbally or writing responses. (See Chapter 8 for lesson delivery and engagement.)
5. **Managing misbehavior.** Teachers use a continuum of strategies to decrease unwanted, problematic behavior. Effective management involves reinforcing appropriate behavior and using instances of misbehavior as opportunities to teach more appropriate conduct. This continuum of strategies first involves reinforcement of desired behaviors and giving students the opportunity to correct their behaviors when undesired behavior emerges. Next, some type of consequence is delivered to inappropriate behavior. Finally, punishment is administered in which the student receives some type of undesirable outcome. (See Chapter 9 for a three-step plan to address misbehavior.)

Student and Teacher Perceptions of Classroom Management

Many aspects of classroom management have been researched, and it has been reported that the perceptions of students and teachers differ about the types of misbehavior, the nature of classroom management, the role of the teacher, and other factors. We will now examine some of those issues.

Student Perceptions

After reviewing the research on student perceptions of misbehavior and classroom management, Montuoro and Lewis (2015) reported a number of insights and conclusions about how students perceive classroom management. The studies suggest that many students (particularly adolescents) have an inherently different perspective of misbehavior and classroom management compared to their teachers.

1. **Student perceptions of misbehavior.** Students in the studies perceived all forms of misbehavior as being low severity as compared to the teachers' perceptions, which attributed far higher ratings of severity to all forms of student misbehavior.

   In a variety of studies, students reported that misbehavior occurred because the lesson was boring, the student wanted attention, the student didn't believe he or she couldn't do the lesson and so didn't try, had a disconnect in the teacher-student relationship, or had a negative attitude toward school. Some studies indicate that students may be more likely to misbehave when they perceive the misbehavior to be socially acceptable.

2. **Student perceptions of classroom management**. International studies indicate that students are generally dissatisfied with the authoritative approaches that teachers use in dealing with misbehavior. Many of the students indicate that teachers used coercive and autocratic classroom management practices, which made the students feel powerless, oppressed, and disconnected from the learning process.

   A number of studies also indicated that students respond more responsibly to teachers who address misbehavior through discussion and who allow students to find a solution to their misbehavior on their own. Students were willing to take more responsibility for their behavior when the teacher's decision-making process was transparent and democratic. Students with emotional and behavioral difficulties prefer good-quality relationships with their teachers and inclusive classroom management techniques that are underpinned with clarity and fairness.

Teacher Perceptions

The research on teachers' perceptions of classroom management indicates that teachers take a different point of view on classroom management from students (Bullough & Richardson, 2015).

1. **Student characteristics and behavior.** Some studies indicate that teachers want to be pupil-centered to support relationships and to use versatile teaching methods. But the teachers say they cannot teach that way due to student misbehavior, established work conditions requiring teachers to manage large numbers of students, and lack of administrative support. Many teachers believe that different types of students require different approaches to instruction and classroom management.

2. **Teacher personal characteristics.** Teachers tend to be optimistic and hopeful people. This academic optimism is positively correlated with a humanistic management style, student-centered teaching, and an optimistic disposition.

3. **Teacher concerns and perspectives.** Teachers generally define classroom management in terms of rules and behavior management. They hold the belief that the development of student self-control and cooperative skills is critical for school success.

   Teachers indicated that most behavior problems are minor infractions or repeated disruptions rather than major infringements or violent behavior. Teachers generally tend to locate the source of student misbehavior in factors external or internal to the student and outside of the classroom and school.

Practical Implications

The studies of student perceptions of misbehavior and classroom management suggest that students are in search of authentic relationships with their teachers. To bridge the differing perceptions of misbehavior and classroom management, teachers may need to form closer, person-centered relationships with their students. Stronger reliance on relationship-based approaches to classroom management may be more effective. In fact, student reports suggest that teacher coercion has no effect on student misbehavior and that there is no evidence to suggest that tougher school discipline policies and practices deter student misbehavior. Teachers should aim to be supportive and put a priority on developing positive teacher–student relationships and use classroom management techniques that are underpinned with clarity and fairness.

Building Caring Relationships

Schwab and Elias (2015) reviewed the research on social and emotional learning (SEL) and its relationship to classroom management. Their findings confirm the importance of developing caring relationships in the classroom to support instruction and classroom management.

SEL skills include identifying feelings in oneself and others, managing one's emotions, being responsible for one's actions and commitments, showing empathy and respect, communicating effectively, and many other skills for functioning adaptively in classrooms and society. In classrooms, it is helpful to teach SEL skills, build caring relationships, set firm and fair boundaries, and share responsibility with students.

Developing a supportive community in the classroom helps to impart a sense of each student's belonging, alleviate students' social anxieties and frustrations, motivate students to comply with teacher requests, and act prosocially with peers. Consequently, the level of respect for teachers and students increases, negative and aggressive social behaviors are reduced, and students are more likely to comply with the rules. Because of this, building caring relationships is an important step in the promotion of responsible behavior and the prevention of misbehavior (Davis, Summers, & Miller, 2012).

VOICES FROM THE CLASSROOM What Is Classroom Management?

Claudia Arguello Coca, fifth-grade teacher, Las Cruces, New Mexico

When I began teaching 10 years ago, I thought classroom management meant being the one in control of my class. Control was the number one objective for me, because then I knew that my students would be safe, would receive the best instruction, and would be well behaved (thus making me look good). But every approach I used to control the environment did not work.

Gradually, I learned that children will follow you if you encourage them and take the time to catch them doing great things. Some flexibility is also needed. Students want to impress you and will do anything you ask if you manage your class by focusing on hardworking students and positive behaviors. These lessons have allowed me to have great success with my students.

I always keep in mind that my students are little children. I make a huge effort to treat them like little children, offer them kind words, create a safe and predictable environment, and provide a fun learning stage. I have one rule for myself—always talk to my students as if their parents were standing behind them. When I work with my students, I want us to work together cooperatively. This only happens when my students feel safe and comfortable with me.

There are several aspects when building caring relationships: teacher–student, student–student, the classroom community, and communication.

Teacher–Student Relationships

When students sense that a teacher cares for them, they see the teacher as more credible and as an ally rather than a foe. This increases motivation to follow directions, to adhere to rules, and to put effort into classroom activities and academics. Students want to be respected and supported in the classroom, and they respond best in school environments that they perceive as caring and respectful.

Teachers can express caring and respect for students in many ways, such as by being welcoming, being sensitive to students' concerns, treating students fairly, acting like real people (not just as teachers), sharing responsibility, minimizing the use of external controls, including everyone, searching for students' strengths, communicating effectively, and showing an interest in their students' lives and pursuits.

Student–Student Relationships and the Classroom Community

Peer-to-peer relationships and the classroom community are just as important as teacher–student relationships in maintaining a functional classroom and promoting social and emotional growth. The classroom as a community must teach caring as the bedrock of other values (honesty, courage, responsibility) that are essential for intellectual accomplishment and ethical living. Even though peer relationships do not always directly involve the teacher, teachers can establish the conditions for social interaction and can intervene to help these relationships develop positively in at least three ways.

First, teachers can begin the year by helping students feel comfortable with each other in the classroom. This can be done with group-building activities, creative opportunities to share personal experiences and interests, and establishing an ethic of teamwork and helping one another with everyday tasks and problems. Second, teachers can involve students in deciding what rules should govern social interaction in the classroom and can facilitate conversations on specific ways to show respect and caring. Third, teachers can discuss, teach, and model a problem-solving approach to understanding and resolving personal dilemmas and mistakes to set a personal, supportive tone in the classroom.

Communication

Developing effective communication is a challenging but vital step in building caring, functional relationships throughout the classroom. Effective teacher-to-student communication includes, but is not limited to, clarity and checking for understanding; active listening; facilitative and open-ended questioning; and saying far more positive, complimentary, and encouraging words to all students than negative words.

Classrooms dedicated to integrating SEL and classroom management should have frequent classroom meetings to discuss problems and continually build the classroom community. Such classrooms encourage supportive relationships throughout the classroom, set a positive tone for the classroom, help students process any emotions that they bring to school, and give students an opportunity for input into the daily running of the classroom (Charney, 2002). Providing structured opportunities to share feelings, experiences, and interests makes the classroom the personal and supportive environment that underlies caring relationships.

Areas of Responsibility

An effective classroom manager handles the following seven areas of responsibility in classroom management and discipline:

1. Select a philosophical model of classroom management and discipline.
2. Organize the physical environment.

3. Manage student behavior.
4. Create a respectful, supportive learning environment.
5. Manage and facilitate instruction.
6. Promote classroom safety and wellness.
7. Interact with colleagues, families, and others to achieve classroom management objectives.

Select a philosophical model of classroom management and discipline

A number of educators have proposed certain models of classroom management and discipline, such as teaching with love and logic, cooperative discipline, discipline with dignity, and assertive discipline (see Chapter 2). These models reflect various philosophical views of student development, teaching and learning, and classroom management. Viewing these proposed models on a continuum, they range from low teacher control to high teacher control.

These theoretical models are useful to teachers because they offer a basis for analyzing, understanding, and managing student and teacher behavior. With an understanding of these varied theoretical approaches, you can assess your position on these issues and then select a philosophical model that is consistent with your beliefs. The techniques you use to manage student behavior should be consistent with your beliefs about how students learn and develop.

Organize the physical environment

The way the desks, tables, and other classroom materials are arranged affects instruction and influences order in the classroom (see Chapter 3). To create an effective learning environment, you will need to organize several aspects of the physical space. First, you will need to arrange the floor space by the placement of student desks, the teacher's desk, bookcases, filing cabinets, tables, and activity centers. Second, you will need to decide how to store a number of materials, including textbooks and resource books, frequently used instructional materials, teacher supplies and instructional materials, equipment, and infrequently used materials. Finally, you will need to decide how to use bulletin boards and wall space. Decisions in all of these areas will determine how you will organize the physical environment for teaching and learning.

Manage student behavior

Guidelines are needed to promote order in the classroom and to provide a conducive learning environment (see Chapter 4). Rules and procedures support teaching and learning and provide students with clear expectations and well-defined norms. This, in turn, helps create a safe, secure atmosphere for learning.

Rules are general codes of conduct that are intended to guide individual student behavior in an attempt to promote positive interaction and avoid disruptive behavior. *Procedures* are approved ways to achieve specific tasks in the classroom, such as handing in completed work or sharpening a pencil.

When misbehavior occurs, teachers need to respond in an effort to get the student back on task and to maintain order in the classroom. A three-step response plan is discussed in Chapter 9, including providing assistance to get the student back on task as the first step, followed by the use of mild responses such as nonverbal and verbal signals, and then ending with moderate responses such as withdrawing privileges or changing the seat assignment. Special approaches are often needed to deal with challenging students (see Chapter 10).

To establish order, you must teach, demonstrate, establish, and enforce classroom procedures and routines at the start of the year. Successful classroom managers hover over activities at the beginning of the year and usher them along until students have learned the work system.

Create a respectful, supportive learning environment

There are at least four facets to creating a favorable learning environment, but it is vital for a positive learning community.

1. Teachers can take a number of actions to establish a cooperative, responsible classroom by developing positive teacher–student relationships, promoting students' self-esteem, and building group cohesiveness (see Chapter 5). These actions will help create an environment where students feel valued and comfortable, thus setting the stage for teaching and learning.
2. Teachers can focus student attention on appropriate classroom behavior by helping students assume responsibility for their behavior, by maintaining student attention and involvement, and by reinforcing desired behaviors (see Chapter 5).
3. A comprehensive plan can be developed to motivate students to learn, involving decisions about instructional tasks, feedback and evaluation, and academic and behavioral expectations (see Chapter 8).
4. Teachers can be most effective in creating a respectful, supportive learning environment when they have an understanding of the diverse learners in their classroom and of students with special needs (see Chapter 7).

Manage and facilitate instruction

Certain factors in a lesson have a bearing on classroom order, and teachers need to take these factors into account when planning lessons (see Chapter 8). These include decisions about the degree of structure of the lesson, the type of instructional groups to use, and the means of holding the students academically accountable.

There are also certain actions that teachers often take at the beginning, middle, and end of a lesson that affect the order of the classroom. These include actions such as taking attendance, giving directions, distributing materials, handling transitions, summarizing the lesson, and preparing to leave. Collectively, these instructional management skills help manage and facilitate instruction while also influencing classroom order.

Promote classroom safety and wellness

Students need to feel physically and emotionally safe before they can give their full attention to the instructional tasks. Strategies used to manage student behavior, create a supportive classroom, and manage and facilitate instruction all contribute to classroom safety and wellness. In addition, teachers sometimes need to take actions to solve problems and conflicts that threaten classroom order and the learning environment. For that reason, it is helpful to have a set of tools such as dealing with conflict resolution and anger management to solve problems (see Chapter 10).

Students who are considered difficult or challenging may threaten the sense of safety and wellness in the classroom. Their actions may cause other students to take guarded or even confrontational actions in response to difficult students. For that reason, teachers need to be prepared to deal with challenging students in constructive ways (Chapter 10).

Interact with colleagues, families, and others to achieve classroom management objectives

Working with families is another means to help maintain order in the classroom (see Chapter 11). When families and teachers communicate and get along together, students are more likely to receive the needed guidance and support and will probably have more self-control in the classroom. In addition, teachers may need to consult and interact with colleagues and others when difficulties occur with classroom management and student behavior.

VOICES FROM THE CLASSROOM Creating a Classroom Culture to Feel Safe

Natasha Gadomski, eighth-grade English/language arts teacher, Belvidere, Illinois

Since I teach English, I have the luxury of doing an array of activities because we can always link it back to something we have read, or we can simply write about it. When we read a novel in class that dealt with diversity, I was able to tie in examples from outside the classroom. For example, we watched a short documentary about the baby doll experiment, and then I found a video that some young women made that tied that experiment to the current issues of being a minority woman. We discussed the Children's March during the Civil Rights movement. For these and other activities, I tied in knowledge and skills from the English/language arts curriculum.

But I could not do these activities early in the year. I had to create a classroom culture during the first semester where my students felt safe; my classroom is roughly 50% Hispanic. Throughout the year, we would discuss the current political climate, and I would listen to their concerns. We would talk about bullying or school issues that adolescents face. We created a classroom where discrimination was not tolerated. Once I established this climate, we were able to dig more into their implicit beliefs.

Through these activities, the students were able to tie literature together with history and current events. However, most importantly, it gave us an opportunity to talk about how the students felt. Oftentimes in class we get to know the students' likes and dislikes, which can be surface level. By creating a safe environment, we were able to dig a little deeper and start talking about beliefs and morals as we simultaneously addressed curricular issues.

A Community of Learners

Over the years, the way teachers have gone about instruction has changed as more is known about the nature of teaching and learning. In recent years, more emphasis has been placed on building learning communities in the classroom because students appear to be most successful in that environment. Problems with student misbehavior are also minimized in an environment where students are actively involved in their classroom and their instruction.

A learning community is designed to help all students feel safe, respected, and valued in order to learn new skills. Anxiety, discomfort, and fear are incompatible with the learning process and make teaching and learning difficult. Successful classrooms are those in which students feel supported in their learning, are willing to take risks, are challenged to become fully human with one another, and are open to new possibilities.

With the increasing diversity in classrooms, the need to create supportive classroom communities becomes even more important. Teachers must identify community building as a high priority if we are to have classrooms that include diverse students—classrooms that make all students feel welcome, appreciated, and valued members of the classroom environment. Actions can be taken to build an inclusive classroom learning community.

In *Because We Can Change the World*, Sapon-Shevin (2010) identified five characteristics of learning communities:

1. **Security.** A safe, secure community allows for growth and exploration. A nurturing community is a place where it is safe to be yourself, take risks, ask for help and support, and delight in accomplishments. A safe environment helps protect students from distractions and disruptions that interfere with the learning process.
2. **Open communication.** In a cohesive environment, there is open communication. All forms of communication—oral, written, artistic, and nonverbal—are encouraged. In safe, accepting

VOICES FROM THE CLASSROOM Creating a Peaceful Classroom Community

Sheila Shelby, fifth-grade teacher, Columbia, South Carolina

Determining rules and procedures for the classroom is essential for effective classroom management to be sustained throughout the school year. At the beginning of school, I spend a great deal of time working with students to create an accepting and supportive learning community.

During this time, I read *Peace Begins with You* by Katherine Scholes. As I read the book, students are asked to listen for ways that we can be peacemakers. Afterward, we discuss these ideas and generate a list of four or five ways that we can be peacemakers in our own classroom community. This list has included items such as helping our classmates and teachers, listening and following directions, having and showing good manners, sharing, and resolving conflicts.

environments, students' individual differences and needs are openly acknowledged. Students share freely what is happening, what they need, and what they are worried about. Since all students have the right to feel safe, for example, open communication should be encouraged to address the concerns.

3. **Mutual liking.** In supportive classroom communities, students are encouraged to know and like their classmates. Opportunities are provided for students to interact with one another, and students are given many chances and strategies for learning to see and say nice things about classmates.
4. **Shared goals or objectives.** Cooperative communities are those in which students work together to reach a shared goal or objective. This can be achieved with whole-class projects where students work toward a goal while interacting and supporting one another.
5. **Connectedness and trust.** In learning communities, students feel a part of the whole. They know that they are needed, valued members of the group. They know that others are depending on them to put forth their best effort. Trust and connectedness mean sharing the good things as well as any concerns or problems.

To create a learning community, teachers often plan lessons designed to involve students in cooperative learning activities. These activities seem to have three elements that are critical to their success: face-to-face interactions, a feeling of positive interdependence, and a feeling of individual accountability. In addition, it is necessary to teach students social skills and to process group functioning for these learning activities to be successful. Teachers also need to arrange the physical environment for instruction, guide and correct behavior, and create a supportive classroom. All of these responsibilities for creating a learning community relate to classroom management. In *Widening the Circle*, Sapon-Shevin (2007) describes ways to build inclusive classroom communities.

Understanding Misbehavior

Even with an effective management system in place, students may lose interest in the lesson and get off task. You must be prepared to respond with appropriate strategies to restore order. To provide a context for your decision making in this area, you should first understand order in the classroom, misbehavior in context, the types and causes of misbehavior, and the degree of severity that is exhibited.

It is important first to recognize that the best way to deal with discipline problems is to avoid them in the first place. You should develop challenging, interesting, and exciting lessons and treat students with dignity and respect. If misbehavior then occurs, you can consider the guidelines and principles presented in Chapter 9 for dealing with inappropriate behavior.

Order in the Classroom

A learning community needs to have order for students to be successful. *Order* means that students are following the actions necessary for a particular classroom event to be successful; students are focused on the instructional tasks and are not misbehaving. Establishing and maintaining order is an important part of classroom management.

It is useful to distinguish the difference between off-task behavior and misbehavior. *Off-task behavior* includes student actions that are not focused on the instructional activities yet would not be considered to be disruptive or be defined as misbehavior. Off-task behavior includes daydreaming, writing notes or doodling, or not paying attention.

Misbehavior includes behavior that interferes with your teaching, interferes with the rights of others to learn, is psychologically or physically unsafe, or destroys property (Levin & Nolan, 2014). Classroom order is threatened by misbehavior. *Discipline* is the act of responding to misbehaving students in an effort to restore order.

There are four important issues concerning order:

1. **A minimal level of order is necessary for instruction to occur.** Order can be established for instruction by actions such as selecting rules and procedures, encouraging and reinforcing appropriate behavior, reacting to misbehavior, and managing instructional tasks. With many students off task, instruction cannot occur.
2. **Student involvement in learning tasks is affected by order in the classroom.** An effective classroom manager places emphasis on managing the group rather than managing individual students. When there is order in the classroom, then individual students can become engaged in the instructional tasks.
3. **Student cooperation is necessary to establish order.** Order in classrooms is achieved *with* students and depends on their willingness to be part of the sequence of events. Students in a learning community want to cooperate because they see the benefits for them.
4. **Expectations for order are affected by a number of classroom variables.** Teacher expectations for order may vary, depending on factors such as the type of instructional activities, the maturity level of the students, the time of day, the time in the lesson, and the particular students involved. For example, a teacher might not enforce a certain rule at the end of a class period when students are gathering their books and materials in the same way as when a discussion is under way in the middle of the class period.

Misbehavior in Context

Students who are off task are not performing the planned instructional activity. They may be pausing to think about an issue, daydreaming, or doing other things that are nondisruptive but prohibit them from being engaged in the instructional activities. Students who are off task need to be addressed differently than students who are purposely misbehaving and interfering with the academic activities. In such cases, you may need to intervene to stop the misbehavior.

Recognize that your decisions about interventions are complex judgments about the act, the student, and the circumstances at a particular moment in classroom time. Some student actions are clearly misbehavior and require teacher intervention. In many cases, however, the situation is not quite so simple. The key to understanding misbehavior is to view what students do in the context of the classroom structure. Not every infraction of a rule is necessarily misbehavior. For instance, inattention in the last few minutes of a class session will often be tolerated because the lesson is coming to an end. However, you would most likely intervene when inattention is evident earlier in the class.

Misbehavior, then, needs to be seen as "action in context" and requires interpretation based on what the teacher knows about the likely configuration of events. You need to make reliable

judgments about the probable consequences of students' actions in different situations. Consistency in your response does not mean that you need to behave in the same way every time, but rather, that your judgments are reliable and consistent.

Types of Misbehavior

Misbehavior includes behavior that interferes with your teaching, interferes with the rights of others to learn, is psychologically or physically unsafe, or destroys property. This misbehavior may show up in the classroom in a number of ways, as indicated in the following categories:

- **Needless talk.** Student talks during instructional time about topics unrelated to the lesson or talks when should be silent.
- **Inappropriate talk.** Student bad-mouths others; swears; uses vulgar or derogatory speech, gestures, or writing.
- **Annoying others.** Student teases, calls names, or bothers others.
- **Moving around the room.** Student moves around the room without permission or goes to areas where not permitted.
- **Noncompliance.** Student does not do what is requested, breaks rules, argues, makes excuses, delays, does the opposite of what is asked.
- **Disruption.** Student talks or laughs inappropriately, hums or makes noises, gets into things, causes "accidents."
- **Aggressive actions.** Student shows hostility toward others, pushes or fights, verbally abuses, is cruel to others, damages property, steals others' property, bullying, and harassment.
- **Defiance of authority or disrespectful behavior.** Student talks back to the teacher, is hostile to comply with the teacher's requests.

VOICES FROM THE CLASSROOM Hidden Causes of Misbehavior

Kurt Graber, high school science teacher, Dallas, Texas

Some of our students have challenging and even turbulent lives. It can be both emotionally and physiologically difficult for them to achieve a state of readiness to learn when they arrive in our classrooms. We may see the negative classroom behaviors, but we sometimes do not see the causes of their misbehavior. When we are able to identify the cause of the misbehavior, we are sometimes more able to help them.

For example, Johnny was provoking a fight with nearly everyone in class one morning. We didn't know until later that, once again, Johnny had been slapped around in the school parking lot by his stepfather. In class, we only saw his fighting and didn't realize he was in pain and distress.

Sharona came to class nearly every day with a wide array of new and highly fashionable cosmetics—lip gloss, foundation, makeup, eyeliner, and even some lotion for the boys. She had it all. Her show-and-tell in the opening minutes of each day led to some disruption. We later learned that she hails from a small Latin American country and that she is somewhat insecure about herself. She used the cosmetics as a way to gain approval from her peers. For our science fair, I fortunately was able to guide her to do a project about making lipstick, and this earned her quite a bit of admiration and popularity in a constructive way.

Causes of Misbehavior

One way to understand classroom control is to determine why students misbehave. In some cases, the reasons are complex and personal and perhaps beyond your comprehension or control. However, a number of causes of misbehavior can be addressed directly by the teacher.

1. **Health factors.** Student behavior problems may be related to health factors. Lack of sleep, an allergy, illness, or an inadequate diet may greatly affect the student's ability to complete assignments or interact with others. For some children, sugar has an effect on their behavior and may result in hyperactivity. Physical impairments such as a vision or hearing loss, paralysis, or a severe physiological disorder may also contribute to behavior problems.
2. **Neurological conditions.** Some students may have a mental disorder that affects their behavior in some way. For example, attention-deficit/hyperactivity disorder (ADHD) is a mental disorder in which the area of the brain that controls motor activity doesn't work as it should. This is among the most common childhood mental disorders and affects 9% of American children age 13–18 years, according to the National Institute of Mental Health (2017). However, ADHD affected three times as many males (13.0%) as females (4.2%). Such students may be inattentive (are easily distracted, don't follow directions well, shift from one unfinished task to another, and seem not to be listening), hyperactive (are talkative or fidgety), and impulsive (don't wait their turn, blurt out answers, and engage in dangerous activities without considering the consequences).
3. **Medication or drugs.** Medication or drugs, whether legal or illegal, may also be a factor. Over-the-counter medicine for nasal congestion, for example, may cause a student to be less alert than usual. Alcohol or drug abuse also may contribute to unusual behavior at school.
4. **Influences from the home or society.** Conditions in the student's home may be related to behavior problems. Student behavior problems may be associated with a lack of adequate clothing or housing, parental supervision and types of discipline, home routines, or significant events of trauma such as divorce or the death of a friend or relative. Factors in the community or in society also may contribute to student behavior problems. There has been considerable concern and debate over the effects of television and social media on the beliefs and conduct of children. Violence on television is seen by some to influence students to be more aggressive.
5. **The physical environment.** The physical arrangement of the classroom, temperature, noise, and lighting may affect student behavior. Student crowding may also be involved. These factors may contribute to a student's lack of commitment to a lesson and may lead to inattention and misbehavior.
6. **Poor behavior decisions by students.** The classroom is a complex environment for students as well as for teachers. Students are confronted with challenges, temptations, and circumstances that will cause them to make decisions about their own behavior. Their own personalities and habits come into play here. Given all of these factors, students will sometimes make poor decisions that lead to misbehavior.
7. **Other students in the classroom.** Some misbehavior results from students being provoked by other students in the classroom. A student may be drawn into an incident of misbehavior when another student does something inappropriate. In addition, peer pressure from other students may cause individual students to misbehave in ways they would not consider by themselves.
8. **Teacher factors when managing the class.** Teachers sometimes needlessly create disciplinary problems by the way they manage and conduct their classes. Inappropriate teacher behaviors include being overly negative, maintaining an authoritarian climate, overreacting to situations, using mass punishment for all students, blaming students, lacking a clear instructional goal,

repeating or reviewing already learned material, pausing too long during instruction, dealing with one student at length, and lacking recognition of student ability levels. Although few teachers can avoid all of these behaviors all of the time, effective teachers recognize the potentially damaging effects of classroom order and discipline. Being aware of these characteristics is the first step to avoiding them. It is useful to periodically reflect on your own teaching behavior to determine if you are taking actions that are contributing to inattention or misbehavior.

9. **Teacher factors concerning instruction.** Teachers make many decisions about the content and delivery of instruction. Students may lose interest in a lesson if the teacher presents uninteresting lessons, does not plan meaningful activities or engage students in the lessons, is ineffective in instructional delivery, or does not deliberately plan to incorporate motivational elements into the instruction. When students lose interest in a lesson, they are more likely to get off task and misbehave. The proper level of challenge and support is also needed. If the content and expectations are too high, the student may give up in frustration. If it is too easy, the student may become bored.

Degrees of Severity

Misbehavior ranges from mildly to severely disruptive behavior. Severely disruptive behavior and crime in schools may involve violence, vandalism, coercion, robbery, theft, and drug use. These behaviors typically occur outside the classroom in places such as the lunchroom, corridors, or outside the building. Moderate levels of misbehavior involve tardiness, cutting class, talking, calling out answers in class, mild forms of verbal and physical aggression, inattentiveness, and failure to bring supplies and books. Most misbehavior is comparatively mild and is related to attention, crowd control, and getting work accomplished in the classroom.

When selecting an appropriate response to misbehavior, it is important that you take into account the degree of severity of the misbehavior. You can evaluate severity by factors such as appropriateness, magnitude, intent, and extent to which a behavior differs from what is expected in a particular setting. The degree of your response should match the degree of severity of the misbehavior. Teachers often ignore certain minor misbehaviors because their intervention may be more disruptive than the misbehavior.

■ CLASSROOM CASE STUDY Analyzing a Teacher's Classroom Management

Jasmine Nichols is an experienced third-grade teacher in an urban school district. Misbehavior is rare in her classroom because she creates a secure environment that fosters mutual respect. Ms. Nichols and her students generate the classroom rules and their consequences during the first class session of the school year. Each student is asked to sign a copy of the rules and consequences, verifying his or her commitment to them and assuming responsibility for his or her own behavior. The rules and expectations are then posted in the classroom.

Ms. Nichols also gives thought to the classroom arrangement to eliminate distractions for her students. Students' desks are located at a reasonable distance from pencil sharpeners, trash cans, and other such distractions. Infrequently used items are out of the way in a nearby supply closet. Ms. Nichols often moves around the room and monitors her students to be sure they are on task.

At the start of the year, Ms. Nichols plans for activities to help students get to know each other. She becomes aware of the students' interests and needs and takes that information into consideration when planning lessons. She also uses a variety of instructional approaches and always tries to promote active student involvement. She takes steps to monitor student conduct and reinforce appropriate behavior consistent with academic goals. When any student gets off task or misbehaves, however, Ms. Nichols responds promptly with actions that are part of her predetermined discipline plan. Furthermore, she communicates with families regularly about academic and behavioral issues.

Focus Questions

1. Identify the *classroom management* variables that Ms. Nichols addresses to promote and maintain appropriate behavior.
2. Identify the *instructional* variables that Ms. Nichols addresses to promote and academic achievement.
3. What steps did she take to develop a positive classroom community and to promote a caring classroom?

Principles for Working with Students and Preventing Misbehavior

Problem behaviors have a variety of causes, and evidence suggests that some factors are within the school and classroom environment. To promote classrooms that are conducive to learning and to help prevent problem behaviors, teachers must address certain contextual factors within the classroom. The *Handbook of Classroom Management* (Emmer & Sabornie, 2015) reviews research, practice, and contemporary issues and provides considerable guidance for classroom practice. Here are some basic principles for working with students in a manner that establishes a positive, productive classroom in which students learn and have a satisfying educational experience:

1. **Maintain focus on your major task in teaching.** Your major task is to help students be successful in achieving educational objectives, to promote student learning, and to help students develop the knowledge and skills to be successful in your classroom and beyond.
2. **Understand your students' needs and how to meet them.** Know your students' likes and dislikes, what motivates them, their needs and desires, and what influences their lives. Use that information to create an appropriate learning environment.
3. **Understand and respect ethnic or cultural differences.** Teachers are more prepared to facilitate learning and guide behavior when they understand the ethnic or cultural background of their students.
4. **Know what causes misbehavior and how to deal with those causes.** Take steps to reduce or remove the causes of misbehavior.
5. **Provide clear rules and procedures to guide student conduct.** Rules and procedures need to be clearly identified and taught so students understand the behavioral expectations.
6. **Have a specific plan for responding to misbehavior with a hierarchy of interventions.** Have a specific set of strategies to stop the misbehavior, keep students positively on track, and preserve good relations.
7. **Reduce the use of punitive methods of control.** Coercive or punitive environments may promote antisocial behavior. Other techniques that involve the students in creating a positive learning environment are more desirable.
8. **Take actions to establish a cooperative, responsible classroom.** Use techniques to maintain attention and involvement, reinforce desired behaviors, promote student accountability and responsibility, and create a positive learning community.
9. **Involve students meaningfully in making decisions.** Decisions can involve things such as the selection of classroom rules and procedures, instructional activities and assessments, and curriculum materials. Student involvement generates commitment to the learning process and to the classroom environment.
10. **Teach critical social skills and self-regulation.** Many students lack the social skills necessary to relate positively to peers and to do well academically. Teachers who help students develop these social skills help promote learning and successful classroom discipline.
11. **Involve parents and guardians to a reasonable degree.** Communicate with the parents regularly about what you are doing in the classroom and about the progress of their children. Make it clear that you want and need their support.

MAJOR CONCEPTS

1. Classroom management involves teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
2. There are five components of classroom management: creating and teaching expectations and rules, establishing procedures and structure, reinforcing expectations, actively engaging students, and managing misbehavior.
3. Students and teachers have different perceptions about classroom management. Implications for teachers include the need to put effort into creating positive relationships with students, developing reasonable rules and procedures, and recognizing the relationship between classroom management and instruction.
4. Caring relationships in the classroom help support instruction and classroom management. Developing a supportive community in the classroom helps to impart a sense of each student's belonging, alleviate students' social anxieties and frustrations, motivate students to comply with teacher requests, and act prosocially with peers.
5. There are several areas of responsibility in classroom management and discipline.
6. A learning community is designed to help all students feel safe, respected, and valued in order to learn new skills. Characteristics of a learning community include security, open communication, mutual liking, shared goals or objectives, and connectedness and trust.
7. Order means that students are following the actions necessary for a particular classroom event to be successful; students are focused on the instructional tasks and are not misbehaving.
8. Misbehavior includes behaviors that interfere with the act of teaching, interfere with the rights of others to learn, are psychologically or physically unsafe, or destroy property.
9. Off-task behavior includes student actions that are not focused on the instructional activities yet are not considered disruptive or defined as misbehavior.
10. Misbehavior ranges from mildly to severely disruptive behavior.

DISCUSSION/REFLECTIVE QUESTIONS

1. Select one component of classroom management and describe (or give an example) how that would show up in a classroom.
2. Recall your schooling experiences and describe examples where your teacher created caring relationships in the classroom. What did the teacher do to create the caring relationships between the teacher and student, and between students? Also recall negative examples.
3. Of the seven areas of responsibility in classroom management, which are the three most important from your perspective? Why?
4. Give some examples of off-task behaviors and misbehaviors. Clarify the difference.
5. Why is it important to know the cause of the student's misbehavior?
6. What are some benefits of involving students in making decisions about issues such as the selection of rules and procedures, instructional activities and assessments, and curriculum materials? What are the disadvantages?

SUGGESTED ACTIVITIES

1. Select a unit that you might teach. Then describe how you will actively engage students (i.e., one of the five components of classroom management) when teaching the unit.
2. Make a plan of specific activities and other actions that you could take at the start of the school year to help your students feel comfortable with each other in the classroom (e.g., group-building activities, opportunities to share personal experiences and interests, and promoting teamwork).
3. One aspect of a learning community is having shared goals or objectives. Think of a unit you might teach and identify five ways that you could build shared goals into your plans.
4. Talk to several teachers to see what they consider to be mild, moderate, and severe misbehavior. Ask how they respond to the misbehavior at each level. Ask if they have a systematic plan to address misbehavior.

FURTHER READING

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth*, K–8 (Rev. ed.). Turners Falls, MA: Center for Responsive Schools.

Provides substantial ideas for building a learning community, making the community work, using teachers' voices to promote and maintain community, and addressing difficult classroom behaviors.

Lundy, K. G., & Swartz, L. (2011). *Creating caring classrooms: How to encourage students to communicate, create, and be compassionate of others*. Markham, Ontario, Canada: Pembroke Publishers. (Distributed in the U.S. by Stenhouse Publishers.)

Describes ways to build community, communication, collaboration, and compassion in the classroom.

Responsive Classroom (2018b). *Teaching self-discipline: The responsive classroom guide to helping students dream, behave, and achieve in elementary school*. Turners Falls, MA: Center for Responsive Schools.

Provides very useful guidance for creating a safe and predictable learning environment, investing students in the rules, responding to misbehavior, solving behavior problems, and managing challenging situations.

Responsive Classroom (2019). *Seeing the good in students: A guide to classroom discipline in middle school*. Turners Falls, MA: Center for Responsive Schools.

Provides guidance information and techniques for building a foundation for learning, working with the rules, responding to misbehavior, solving ongoing problem behavior, and managing stressful situations.

Sapon-Shevin, M. (2010). *Because we can change the world: A practical guide to building cooperative, inclusive classroom communities* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Discusses techniques to develop a cohesive classroom community in pre-K through middle-school classrooms. Emphasizes creating a caring, supportive classroom.

chapter

2

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Models of Discipline

CHAPTER OUTLINE

The Degree of Control

Low Teacher Control Approaches

- Congruent Communication: Haim Ginott
- Discipline as Self-Control: Thomas Gordon
- Teaching with Love and Logic: Jim Fay and David Funk
- Inner Discipline: Barbara Coloroso
- From Discipline to Community: Alfie Kohn

Medium Teacher Control Approaches

- Logical Consequences: Rudolf Dreikurs
- Cooperative Discipline: Linda Albert
- Positive Discipline: Jane Nelsen, Lynn Lott, and Stephen Glenn
- Noncoercive Discipline: William Glasser
- Discipline with Dignity: Richard Curwin, Allen Mendler, and Brian Mendler
- Win–Win Discipline: Spencer Kagan

High Teacher Control Approaches

- Behavior Modification: B. F. Skinner
- Assertive Discipline: Lee and Marlene Canter

Positive Discipline: Fredric Jones
Discipline Without Stress: Marvin Marshall
Determining Your Management Plan
Your Management Philosophy
Your Management Plan

CHAPTER OBJECTIVES

This chapter provides information that will help you:

- **Identify the features of low-, medium-, and high-control approaches to classroom management and discipline.**
- **Identify the characteristics of the specific discipline models proposed by educators who are representative of the low-, medium-, and high-control approaches.**
- **Describe steps to be taken to clarify your own classroom management philosophy and management plan.**

Let's say that you want to take your dog out for a walk. You have one of those leashes on which you push a button to control how long or short the cord is on the leash. Would you use a short leash so the dog is by your side, or would you use a longer leash to allow your dog some freedom to walk around and explore? What reasons would you have for using a short or long leash? You see, you determine the degree of freedom the dog has.

In the classroom, you also determine the degree of freedom for your students as a means of creating a successful learning environment. How much freedom or control do you want to establish for your students? What are your purposes for insisting on this degree of control?

As a starting point, it is useful to see how other educators have dealt with this issue of freedom and control in the classroom. Some educators endorse many freedoms for students with limited controls, while other educators endorse stronger controls with limited freedoms. By seeing how other educators view the issue of control and order, you will gain a philosophical perspective about the range of possibilities for decisions that you might make. As you proceed through this book, you can see how the various ideas fit into the continuum of low to high control and then decide on the strategies that you are most comfortable with. No single model is advocated or represented in this book.

This chapter provides a brief orientation to various discipline models, ranging from low to high teacher control. It is not intended to provide extensive information about each model to the point where you would be skilled enough to enact that model. For that purpose, more extensive summaries of these models are available from other sources (e.g., Charles & Cole, 2019; Edwards, 2012; Manning & Bucher, 2013; Wolfgang, 2009). Of course, the original sources mentioned in this chapter for the respective models provide even a fuller description.

The Degree of Control

When deciding how to handle classroom management and discipline, you probably will take into account your views of child development, your educational philosophies, and other factors. These views can be categorized in various ways, but perhaps the most useful organizer is by the degree of control that you exert on the students and the classroom. A continuum showing a range of low to high teacher control can be used to illustrate the various educational views, and the various discipline models can be placed on the continuum. This continuum is based on the organizer that Wolfgang (2009) used when examining models of discipline.

A *model of discipline* is a set of cohesive approaches to deal with establishing, maintaining, and restoring order in the classroom that represent a certain philosophical perspective on a continuum of low to high teacher control. Table 2.1 provides a summary of the characteristics of various discipline models, ranging from low to high teacher control. Table 2.2 identifies representative authors for each of the three discipline models.

Your approach to freedom and control may fall into one particular part of the continuum, but this does not mean that you will follow this approach in every situation. You may branch out and use other strategies as the situation warrants. Now, let's look at the models at each point on the continuum.

■ TABLE 2.1 Characteristics of Various Discipline Models

Descriptors	The Guiding Model	The Interacting Model	The Intervening Model
Degree of teacher control	Low	Medium	High
Degree of student control	High	Medium	Low
Degree of concern for the students' thoughts, feelings, and preferences	High	Medium	Low
Theoretical basis	Humanistic and psychoanalytic thought	Developmental and social psychology	Behaviorism
View of children	• Children develop primarily from inner forces. • Decision-making enables personal growth. • Students are masters of their destiny.	• Children develop from both internal and external forces.	• Children develop primarily from external forces and conditions. • Children are molded and shaped by influences from their environment.
Main processes used	• Develop caring, self-directed students. • Build teacher–student relationships.	• Confront and contract with students when solving problems. • Counsel students.	• Establish the rules, and deliver the rewards and punishments.
Approaches used by teachers	• Structure the environment to facilitate students' control over their own behavior. • Help students see the problem and guide them into an appropriate decision to solve the problem. • Be an empathic listener. • Allow students to express their feelings.	• Interact with children to clarify and establish boundaries. • Enforce the boundaries. • Formulate mutually acceptable solutions to problems.	• Control the environment. • Select and use appropriate reinforcers and punishments.

■ TABLE 2.2 Proponents of Various Discipline Models

The Guiding Model	The Interacting Model	The Intervening Model
Low-Control Approaches	**Medium-Control Approaches**	**High-Control Approaches**
Congruent Communication *Haim Ginott* • Use sane messages. • Invite student cooperation. • Express helpfulness and acceptance.	**Logical Consequences** *Rudolf Dreikurs* • Teach in a democratic manner. • Identify and confront students' mistaken goals. • Use logical consequences.	**Behavior Modification** *B. F. Skinner* • Identify desired behaviors. • Shape behavior through reinforcement. • Use behavior modification systematically.
Discipline as Self-Control (Teacher Effectiveness Training) *Thomas Gordon* • Identify problem ownership. • Maximize communication. • Use the power of influence.	**Cooperative Discipline** *Linda Albert* • Establish a sense of belonging. • Build student self-esteem. • Promote cooperative relationships.	**Assertive Discipline** *Lee and Marlene Canter* • Recognize classroom rights. • Teach desired behavior. • Establish consequences.
Teaching with Love and Logic *Jim Fay and David Funk* • Share control with students. • Maintain student self-concepts. • Balance consequences with empathy.	**Positive Classroom Discipline** *Jane Nelsen, Lynn Lott, and H. Stephen Glenn* • Use classroom meetings. • Exhibit caring attitudes and behaviors. • Use management skills.	**Positive Discipline** *Fredric Jones* • Structure classrooms. • Set limits and promote cooperation. • Have backup systems.
Inner Discipline *Barbara Coloroso* • Enable students to solve problems. • Provide support and structure. • Treat students with dignity and respect.	**Noncoercive Discipline** *(Reality Therapy and Control Theory) William Glasser* • Provide quality education. • Help students make good decisions. • Provide support and encouragement.	**Discipline Without Stress** *Marvin Marshall* • Promote responsibility rather than obedience. • Guide and monitor behavior. • Teach the social development and management system.
From Discipline to Community *Alfie Kohn* • Provide an engaging curriculum. • Develop a caring community. • Allow students to make choices.	**Discipline with Dignity** *Richard Curwin, Allen Mendler, and Brian Mendler* • Create a three-dimensional plan. • Establish a social contract. • Teach students to make responsible choices.	
	Win–Win Discipline *Spencer Kagan* • Work with students to solve problems. • Focus on short- and long-term solutions. • Help students make responsible choices.	

Low Teacher Control Approaches

Low-control approaches are based on the philosophical belief that students have primary responsibility for controlling their own behavior and that they have the capability to make these decisions. Children are seen to have an inner potential, and opportunities to make decisions enable personal growth. The child's thoughts, feelings, ideas, and preferences are taken into account when dealing with instruction, classroom management, and discipline.

The teacher has the responsibility for structuring the classroom environment to facilitate the students' control over their own behavior. When determining classroom rules, for example, teachers guide the discussion and help students recognize appropriate behavior and select related rules and consequences. When misbehavior occurs, the teacher helps students see the problem and guides students in making an appropriate decision to resolve the problem. With these nondirective teacher actions, low teacher control approaches fall into the guiding model of discipline.

With this philosophical belief, students have a high degree of autonomy while the teacher exerts a low degree of control. This does not mean that the classroom is a chaotic place for learning. There are standards that the students will help develop, and the teacher is ultimately responsible for enforcing the standards to enable learning to take place in an orderly environment.

Low-control educators might use several types of nondirective approaches to create a supportive learning environment and to guide behavior. To illustrate these nondirective, low teacher control approaches, the discipline models from five representative authors are discussed in the following sections.

Congruent Communication: Haim Ginott

Haim Ginott (1922–1973) was a professor of psychology at New York University and at Adelphi University. Among educators, he is most known for his books that address relationships between adults and children. *Between Parent and Child* (2003) and *Between Parent and Teenager* (1988) offered ideas on how to communicate effectively with children. Ginott focused on how adults can build the self-concepts of children, especially emphasizing that adults should avoid attacks on the child's character and instead focus on the situation or actions. Later, Ginott carried these principles to educators in *Teacher and Child* (1972), proposing that teachers maintain a secure, humanitarian, and productive classroom through the use of congruent communication and appropriate use of praise.

Congruent communication is a harmonious and authentic way of talking in which teacher messages to students match the students' feelings about the situations and about themselves. In this way, teachers can avoid insulting and intimidating their students and instead express an attitude of helpfulness and acceptance while showing increased sensitivity to their needs and desires.

There are several ways that teachers can express congruent communication, all directed at protecting or building students' self-esteem:

- **Deliver sane messages.** Sane messages address situations rather than the students' characters. They acknowledge and accept student feelings. Too often, teachers may use language that blames, orders, admonishes, accuses, ridicules, belittles, or threatens children. This language does not promote children's self-esteem. Instead, Ginott proposes that teachers use language that focuses on the situation and the facts, not threatening that child's self-esteem.
- **Express anger appropriately.** Ginott points out that students can irritate and annoy teachers, making them angry. Anger is a genuine feeling, and teachers should express their anger in reasonable and appropriate ways that do not jeopardize the self-esteem of their students. An effective way is simply to say, "It makes me angry when . . . ," or, "I am appalled when . . . ." In this way, the students hear what is upsetting the teacher without hearing put-down statements such as "You are so irresponsible when you . . . ."

- **Invite cooperation.** Provide opportunities for students to experience independence, thus accepting their capabilities. Give students a choice in matters that affect life in the classroom, including things such as seating arrangements and certain classroom procedures. Avoid long, drawn-out directions, and instead give a brief statement and allow students to decide what their specific course of action should be. By inviting cooperation, you begin to break down students' dependency on yourself.
- **Accept and acknowledge student feelings.** When a problem occurs, listen to students and accept the feelings they are expressing as real. Serve as a sounding board to help students clarify their feelings and let them know that such feelings are common.
- **Avoid labeling the student.** Ginott maintains there is no place for statements such as "You are so irresponsible, unreliable," or "You are such a disgrace to this class, this school, your family." When students hear these statements, they begin to believe them, and then they may start to develop a negative self-image. Avoid labeling, while striving to be helpful and encouraging.
- **Use direction as a means of correction.** Instead of criticizing students when a problem occurs, Ginott proposes that teachers describe the situation to the students and offer guidance about what they should be doing. For example, when a student spills some supplies on the floor, offer some suggestions about ways to do the cleanup rather than criticize the student.
- **Avoid harmful questions.** Ginott points out that an enlightened teacher avoids asking questions and making comments that are likely to incite resentment and invite resistance. For example, don't ask, "Why" questions such as "Why can't you be good for a change?" and "Why do you forget everything I tell you?" Instead, point out that there is a problem and invite the student to discuss ways to solve the problem.
- **Accept students' comments.** Students may ask questions or make statements that seem unrelated to the topic under discussion. Show respect and give the student credit for the question or comment because it may be important to the student in some way.
- **Do not use sarcasm.** While you may use sarcasm as a way to be witty, it may sound clever only to yourself and not to the students receiving the comments. Students may end up with hurt feelings and damaged self-esteem.
- **Avoid hurried help.** When a problem arises, listen to the problem, rephrase it, clarify it, give the students credit for formulating it, and then ask, "What options are open to you?" In this way, you provide students with an opportunity to acquire competence in problem solving and confidence in themselves. Hurried responses to problems are less likely to achieve these purposes.
- **Be brief when dealing with minor mishaps.** Long, logical explanations are not needed when there is a lost paper, a broken pencil, or a forgotten assignment. Brief statements should be solution oriented.

WHAT WOULD YOU DECIDE? Applying Ginott's Low Teacher Control

In your class, you have students working in small groups on a project. Then one of the students begins to talk in an angry way to another group member, stands up, and tosses some papers aside.

1. How would you communicate with that student using Ginott's principles of congruent communication (e.g., to express sane messages, express anger appropriately, and invite cooperation)?
2. How might you invite the student to discuss ways to solve the problem?

Discipline as Self-Control: Thomas Gordon

Thomas Gordon, a clinical psychologist, is known for his pioneering method of teaching communication skills and conflict resolution to teachers, parents, youth, and business leaders. In education, he is most known for T.E.T.: *Teacher Effectiveness Training* (2003) and *Discipline That Works: Promoting Self-Discipline in Children* (1991). Gordon maintains that effective discipline cannot be achieved through rewards and punishments, but rather, through techniques to promote students' own self-control. He proposed approaches to help students make positive decisions, become more self-reliant, and control their own behavior. To help students make positive decisions, however, teachers must give up their controlling power.

Teachers guide and influence students and also take actions to create an environment where students can make decisions about their behavior. Several principles incorporate the essence of Gordon's concepts.

1. **Identify who owns the problem.** Gordon used a device called a behavior window to determine who owns the problem. The student's behavior may cause a problem for the teacher or for the student, or there may be no problem. The person feeling the negative consequences of the behavior is said to own the problem, and this person is the one to take steps to solve the problem.
2. **Use confrontive skills when teachers own the problem.** Teachers can modify the environment, recognize and respond to student feelings, word statements so they do not trigger the student's coping mechanism, shift gears, and use a no-lose method of conflict resolution. All of these approaches are intended to help guide and influence the students into effective interactions in the classroom.
3. **Use helping skills when the student owns the problem.** When a student owns the problem, the student needs to take steps to solve it. Teachers can provide assistance through the use of helping skills. This can be done by using listening skills and by avoiding communication roadblocks.
4. **Use preventive skills when neither the student nor teacher has a problem with the behavior.** As a means to prevent problems from occurring, teachers can use techniques such as collaboratively setting rules and using participative problem solving and decision making.

Teaching with Love and Logic: Jim Fay and David Funk

In *Teaching with Love and Logic* (1995), Jim Fay and David Funk describe how to create a classroom environment in which students can develop their own self-discipline and independent problem-solving skills. *Love and Logic* is an approach to working with students that teaches students to think for themselves, raises the level of student responsibility, and prepares students to function effectively in society.

There are four basic principles of love and logic: (a) maintain the student's self-concept; (b) share control with the students; (c) balance the consequences with empathy; and (d) share the thinking by asking questions and modeling. With those principles as the foundation for the discipline plan, Fay and Funk selected three basic rules for their love and logic program: (a) use enforceable limits; (b) provide choices within the limits; and (c) apply consequences with empathy.

In describing various types of teaching styles, Fay and Funk (1995, pp. 197–198) describe teachers using the love and logic approach to discipline as *consultants*. Consultant teachers do the following:

1. Set enforceable limits through enforceable statements.
2. Provide messages of personal worth, dignity, and strength through choices.

3. Provide consequences with empathy rather than punishment.
4. Demonstrate how to take good care of themselves and be responsible.
5. Share feelings about their personal performance and responsibilities.
6. Help people solve problems by exploring alternatives while allowing them to make their own decisions.
7. Provide latitude, within reasonable limits, for students to complete responsibilities.
8. Induce thinking through questions.
9. Use more actions than words to convey values.
10. Allow students to experience life's natural consequences, allow time to think through a problem, encourage shared thinking and shared control, and let them be teachers as well as students.

The love and logic approach gives students considerable credit for having the ability to solve their own problems, and teachers create an environment where students have the opportunity to make such decisions.

Inner Discipline: Barbara Coloroso

In *Kids Are Worth It! Giving Your Child the Gift of Inner Discipline* (2002), Barbara Coloroso emphasizes guiding students to make their own decisions and to take responsibility for their choices. To have good discipline, teachers must do three things: (a) treat students with respect and dignity; (b) give them a sense of power in their lives; and (c) give them opportunities to make decisions, take responsibility for their actions, and learn from their successes and mistakes. She believes that dealing with problems and accepting the consequences help students take charge of their lives.

Through these approaches, Coloroso believes that students will develop inner discipline. Her beliefs are humanistic and focused on promoting students' self-worth and dignity. She believes that with guidance from adults, students can grow to like themselves and think for themselves. To enable students to develop inner discipline, teachers need to provide the appropriate degree of structure and support for students.

As a starting point, Coloroso says that teachers need to ask themselves, "What is my goal in teaching?" and "What is my teaching philosophy?" The first question deals with what teachers hope to achieve, and the second with how they will approach the tasks. Because teachers act in accordance with their beliefs, it is important for them to clarify these beliefs concerning the degree of freedom and control they apply to their classrooms. Teachers who want to control students use rewards and punishments, but teachers who want to empower students to make decisions and to resolve their own problems will give students opportunities to think, act, and take responsibility.

WHAT WOULD YOU DECIDE? Applying Low Teacher Control Approaches

Teachers adopting the low teacher control approach—the guiding model—to discipline intentionally exhibit a low degree of control when structuring the classroom environment and responding to misbehavior. They structure the environment to facilitate students' control over their environment and behavior.

1. If you adopted the guiding model, how would you approach the selection of rules and procedures at the start of the school year?
2. If you adopted the guiding model, how might you react to a student who is talking in class, disturbing others, and not getting her work done?

The best way to teach students how to make good decisions is to put them in situations that call for decisions; ask them to make the decision, possibly with guidance from the teacher; and let them experience the results of their decision. Coloroso believes that teachers should not rescue students from bad decisions, but rather guide the student to new decisions that will solve the problem. When students are given ownership of problems and situations, this allows students to take responsibility for their decisions. She describes a six-step problem-solving strategy that students can use to identify and define the problem, list and evaluate possible solutions, and select, implement, and evaluate the preferred option.

From Discipline to Community: Alfie Kohn

Alfie Kohn has written two books related to discipline: *Punished by Rewards* (1999) and *Beyond Discipline: From Compliance to Community* (2006). Kohn challenges traditional thinking by suggesting that our first question about children should not be "How can we make them do what we want?" but rather "What do they require in order to flourish, and how can we provide those things?" After reviewing a number of popular discipline programs, Kohn concludes that all are based on threat, reward, and punishment as the means to obtain student compliance. Kohn even views "consequences" as being punishments. Nothing useful comes from rewards and punishments because they cause students to mistrust their own judgment and stunt their becoming caring and self-reliant.

Instead, Kohn says that teachers should focus on developing caring, supportive classrooms where students participate fully in solving problems, including problems with behavior. He advises teachers to develop a sense of community in their classrooms, where students feel safe and are continually brought into making decisions, expressing their opinions, and working cooperatively toward solutions that benefit the class.

When starting the school year, Kohn doesn't think rules are a good idea. When rules are used, Kohn is critical that students look for loopholes, teachers function as police officers, and punishment is used as a consequence. He maintains that students learn best when they have the opportunity to reflect on the proper way to conduct themselves. In this way, the teacher and students work together to identify how they want their classroom to be and how that can be made to happen. Students help create their own learning environment.

Classroom meetings are seen by Kohn as valuable tools to create a community and to address classroom problems and issues. Classroom meetings bring social and ethical benefits, foster intellectual development, motivate students to be more effective leaders, and greatly cut down on the need to deal with discipline problems. Kohn sees four focal points in these meetings: (a) share—talk about interesting events; (b) decide about issues that affect the class, such as procedures for working on projects; (c) plan for various curricular or instructional issues; and (d) reflect about issues such as what has been learned, what might have worked better, or what changes might improve the class.

Medium Teacher Control Approaches

Medium-control approaches are based on the philosophical belief that development comes from a combination of innate and outer forces. Thus, the control of student behavior is a joint responsibility of the student and teacher. Medium-control teachers accept the student-centered psychology that is reflected in the low-control philosophy, but they also recognize that learning takes place in a group context. Therefore, the teacher promotes individual student control over behavior whenever possible but places the needs of the group as a whole over the needs of individual

students. The child's thoughts, feelings, ideas, and preferences are taken into account when dealing with instruction, classroom management, and discipline, but ultimately, the teacher's primary focus is on behavior and meeting the academic needs of the group.

Students are given opportunities to control their behavior in an effort to develop the ability to make appropriate decisions, yet they may not initially recognize that some of their behavior might be a hindrance to their own growth and development. Students need to recognize the consequences of their behavior and make adjustments to reach more favorable results.

The teacher and students often develop rules and procedures jointly. Teachers may begin the discussion of rules by presenting one or two rules that must be followed, or the teacher may hold veto power over the rules that the students select. This represents a higher degree of control than is used by low-control teachers. Medium-control teachers, then, would be responsible for enforcing the rules and helping students recognize the consequences of their decisions and actions. Medium-control educators might use logical consequences, cooperative discipline, noncoercive approaches, or other interactive approaches. These strategies fall into the interacting model of discipline.

Several educators have described cohesive approaches to deal with students that represent the medium-control approach when creating a supportive learning environment and guiding student behavior. The discipline models from several representative authors are discussed in the following sections.

Logical Consequences: Rudolf Dreikurs

Rudolf Dreikurs (Dreikurs, Grunwald, & Pepper, 1998) based his strategies on the belief that students are motivated to get recognition and to belong with others. Students seek social acceptance from conforming to the group and making useful contributions to it. Dreikurs views his approaches as democratic in that teachers and students together decide on the rules and consequences, and they have joint responsibility for maintaining a positive classroom climate. This encourages students to become more responsibly self-governing.

To Dreikurs, discipline is not punishment; it is teaching students to impose limits on themselves. With his approaches, students are responsible for their own actions, have respect for themselves and others, have the responsibility to influence others to behave appropriately, and are responsible for knowing the classroom rules and consequences. Based on Dreikurs's ideas, there are several techniques that you can use to help misbehaving students behave appropriately without reliance on punishment.

WHAT WOULD YOU DECIDE? Applying Medium Teacher Control Approaches

Teachers adopting the medium teacher control approach—the interacting model—to discipline want to involve students to some degree in establishing guidelines in the classroom and in dealing with misbehavior. The teachers may enforce the boundaries and work with the students to determine suitable solutions.

1. How might your selection of rules and consequences be influenced by this philosophical approach?
2. How might this philosophical approach to control also affect your decision-making about aspects of curriculum and instruction, such as your choice of instructional activities and assessment techniques?
3. If two students had a loud verbal disagreement in your classroom, how would you deal with the incident with the use of medium-control approaches?

First, identify the goal of the misbehavior. Examine the key signs of the misbehavior and also consider your feelings and reactions as a means to tentatively identify the goal of the student's misbehavior. The student's goal may be to gain attention, to seek power, to seek revenge, or to display inadequacy. Then disclose this goal to the student in a private session as a means to confirm the goal. This is a positive means of confronting a misbehaving student. Its purpose is to heighten the student's awareness of the motives for the misbehavior.

Second, alter your reactions to the misbehavior. Once the goal of misbehavior has been identified, first control your immediate reaction to misbehavior so that your response does not reinforce the misbehavior. For example, if the student's goal is to seek attention, never give immediate attention, but try to ignore the behavior whenever possible. Then, have a discussion with the student to identify a number of alternatives for changing the behavior.

Third, provide encouragement statements to students. Encouragement consists of words or actions that acknowledge student work and express confidence in the students (Dreikurs, Cassel, & Ferguson, 2004). Encouragement statements help students see what they did to lead to a positive result and also help students feel confident about their own abilities. For example, you might say, "I see that your extra studying for the test paid off, because you did so well." The focus is on what the student did that led to the result obtained.

Most important, use logical consequences. Instead of using punishment, Dreikurs prefers to let students experience the consequences that flow from misbehavior. A *logical consequence* is an event that is arranged by the teacher that is directly and logically related to the misbehavior. For instance, if a student leaves paper on the classroom floor, the student must pick the paper off the floor. If a student breaks the rule of speaking out without raising his or her hand, the teacher ignores the response and calls on a student whose hand is up. If a student makes marks on the desk, the student is required to remove them.

Cooperative Discipline: Linda Albert

Based largely on the philosophy and psychology of Alfred Adler and Rudolf Dreikurs, Linda Albert (2003) developed a classroom management and discipline plan called *cooperative discipline*. Similar to Dreikurs's ideas, cooperative discipline is founded on three concepts of behavior: (a) students choose their behavior; (b) the ultimate goal of student behavior is to fulfill the need to belong; and (c) students misbehave to achieve one of four immediate goals (attention, power, revenge, and avoidance of failure).

Albert's main focus is on helping teachers meet student needs so that students choose to cooperate with the teacher and with each other. Her cooperative discipline includes five action steps: (a) pinpoint and describe the student's behavior, (b) identify the goal of the misbehavior, (c) choose intervention techniques for the moment of misbehavior, (d) select encouragement techniques to build self-esteem, and (e) involve parents as partners.

Albert's cooperative discipline program, therefore, is designed to establish positive classroom control through appropriate interventions and to build self-esteem through encouragement. The building blocks of self-esteem are helping students feel capable, helping students connect (become involved and engaged in the classroom), and helping students contribute. To achieve the goals of cooperative discipline intervention and encouragement strategies, use democratic procedures and policies, implement cooperative learning strategies, conduct classroom guidance activities, and choose appropriate curriculum methods and materials.

Albert offers a number of strategies to implement her cooperative discipline plan. She presents intervention techniques when misbehavior occurs, ways to reinforce desirable behavior, approaches to create a cooperative classroom climate, and ways to avoid and defuse confrontations. Albert also proposes that teachers and students collaboratively develop a classroom code of conduct to involve students and foster their sense of responsibility to the group.

Positive Discipline: Jane Nelsen, Lynn Lott, and Stephen Glenn

Jane Nelsen also has adapted Rudolf Dreikurs's concepts into a program called positive discipline. In *Positive Discipline*, Nelsen (2006) identified kindness, respect, firmness, and encouragement as the main ingredients of this program for parents and teachers. There are several key elements to Nelsen's approach:

- Use natural and logical consequences as a means to inspire a positive atmosphere for winning children over rather than winning over children.
- Understand that children have four goals of misbehavior (attention, power, revenge, and assumed inadequacy).
- Use kindness and firmness at the same time when addressing misbehavior.
- Allow adults and children mutual respect.
- Provide family and class meetings, which can be effectively used to address misbehavior.
- Use encouragement as a means of inspiring self-evaluation and focusing on the actions of the child.

The positive discipline approach to classroom management also can be used to promote social, emotional, and academic success (Nelsen & Gfroerer, 2017).

Nelsen has described how positive discipline principles can be applied to the classroom through the use of classroom meetings. In *Positive Discipline in the Classroom*, Nelsen, Lott, and Glenn (2013) provide detailed descriptions for ways to conduct effective classroom meetings. In addition to eliminating discipline problems, classroom meetings help students develop social, academic, and life skills, and they help students feel that they are personally capable and significant, and that they can influence their own lives.

VOICES FROM THE CLASSROOM Nonpunitive Responses

Janet Kulbiski, kindergarten teacher, Manhattan, Kansas

After reading Jane Nelsen's book *Positive Discipline in the Classroom* (2013), I changed my attitude about misbehavior and tried some different behavior management strategies in my classroom. I now see misbehavior as an opportunity for teaching appropriate action.

Several of Nelsen's techniques have been very helpful in my classroom. I use natural and logical consequences, allow students choices, and redirect misbehavior. Natural consequences occur without intervention from anyone, such as when a child does not wear his coat and then gets cold. Logical consequences, by contrast, require intervention connected in some logical way to what the child did. If a child draws a picture on the table, a logical consequence would be that the child cleans it up.

It is important to give students choices whenever possible. This gives them a sense of control and worth, but all choices must be acceptable to you. For example, "Please, put the toy on my desk or in your backpack." Redirecting student behavior involves reminding them of the expected behavior. For example, instead of saying, "Don't run," I say, "We always walk." Eliminating "don't" from my vocabulary has helped a lot.

When I deal with misbehavior, I try to always use the situation as an opportunity for the child to learn the expected behavior. My goal is to leave the child feeling good about himself or herself and equipped to handle the situation appropriately next time.

With positive discipline, teachers demonstrate caring by showing personal interest, talking with the students, offering encouragement, and providing opportunities to nurture important life skills. Nelsen and colleagues caution that it is easy to misuse logical consequences because they are often simply punishments. Instead, they maintain that teachers think in terms of solutions rather than consequences. To do so, Nelsen suggests strategies such as involving students in solutions to problems, focusing on the future rather than the present, planning solutions carefully in advance, and making connections among opportunity, responsibility, and consequence.

Noncoercive Discipline: William Glasser

William Glasser, a psychiatrist, received national attention with the publication of *Reality Therapy* (1965), in which he proposed that treating behavioral problems should focus on present circumstances rather than antecedents of the inappropriate behavior. Glasser took his reality therapy message to educators in *Schools Without Failure* (1969). He noted that successful social relationships are basic human needs. Glasser maintained that students have a responsibility for making good choices about their behavior and that they must live with their choices.

When using reality therapy, teachers and students need to jointly establish classroom rules, and the teacher is to enforce the rules consistently without accepting excuses. When misbehavior occurs, the teacher should ask the student, "What are you doing? Is it helping you or the class? What could you do that would help?" The student is asked to make some value judgments about the behavior, and the teacher can suggest suitable alternatives. Together, they create a plan to eliminate the problem behavior. When necessary, the teacher needs to invoke appropriate consequences.

Over time, Glasser expanded his reality therapy concepts. With the development of control theory (1985, 1986), he added the needs of belonging and love, control, freedom, and fun. Without attention to those needs, students are bound to fail. Glasser maintained that discipline problems should be viewed as total behaviors, meaning that the entire context of the situation needs to be examined in an effort to seek a solution. For example, physical inactivity may contribute to student misbehavior, whereas this element might be overlooked if the situation were examined in a more confined way.

With control theory, you must recognize that students want to have their needs met. Students feel pleasure when these needs are met and frustration when they are not. You must create the conditions in which students feel a sense of belonging, have some power and control, have some freedom in the learning and schooling process, and have fun. Thus, students will not be frustrated and discipline problems should be limited.

In *The Quality School* (1998a), Glasser described how to manage students without coercion. Glasser asserts that the nature of school management must be changed in order to meet students' needs and promote effective learning. In fact, he criticizes current school managers for accepting low-quality work. In *The Quality School Teacher* (1998b) and *Every Student Can Succeed* (2000), Glasser offers specific strategies for teachers to move to quality schools.

Discipline with Dignity: Richard Curwin, Allen Mendler, and Brian Mendler

In *Discipline with Dignity* (2018), Richard Curwin, Allen Mendler, and Brian Mendler advocate a discipline model that is highly structured yet extremely flexible. They believe that discipline should focus on teaching and learning rather than retribution or punishment. They stress that all students matter and deserve to be treated in a respectful way, even when they misbehave.

There are eight basic principles of discipline with dignity:

1. Let students know what you need, and then ask what they need from you.
2. Differentiate instruction based on individual strengths.
3. Listen to your students' thoughts and feelings.
4. Use humor.
5. Vary your style of presentation.
6. Offer choices.
7. Use a variety of ways to communicate with students.
8. Realize that being fair does not always mean treating students equally.

Motivated students rarely cause behavior problems. Enthusiastic teachers who present material in stimulating, meaningful ways and treat students with respect and dignity can make any subject come alive, and a teacher who doesn't motivate can make any subject die. They identify four motivating elements in instruction: (a) relevance to students' lives, (b) teacher passion for the subject matter, (c) personal concern for each student, and (d) fun.

Curwin and colleagues identify six things teachers can do to prevent discipline problems:

1. Make connecting with students a top priority.
2. Know yourself, warts and all.
3. Make success a daily goal for each student.
4. Make your classroom a motivating place.
5. Teach responsibility and caring.
6. Establish formal discipline procedures.

Instead of threats, punishments, and rewards to address misbehavior, Curwin and colleagues state that effective consequences should be used instead. These consequences should be the result of students' own choices. Thus, they are logical consequences. Students should be included in developing consequences.

In addition to recommendations for formal discipline rules and procedures, Curwin and colleagues provide guidance for addressing behavioral interruptions, which are minor infractions of the rules. Their low-key recommendations for minor infractions are intended to quickly get the behavior to slow down or stop and to get back to teaching. In addition, *Discipline with Dignity* describes approaches to address chronic misbehavior. Recommendations are provided to deal with special challenges, such as working with students with special needs and difficult parents.

Win–Win Discipline: Spencer Kagan

Spencer Kagan is an educational consultant who specializes in researching and developing discipline strategies and life skills training. Along with Patricia Kyle and Sally Scott, Kagan developed a model of discipline called *Win–Win Discipline* (Kagan, Kyle, & Scott, 2004). The two purposes of this model are to help students meet their needs through responsible, nondisruptive behavior and to develop long-term life skills. To be on the same side in establishing good discipline, teachers and students treat discipline as a joint responsibility.

There are three pillars to win–win discipline:

1. **Same side.** The teacher, students, and parents work together rather than at odds with each other toward building responsible behavior.
2. **Collaboration.** Teachers and students cocreate immediate and long-term solutions to behavior problems.
3. **Learned responsibility.** Teachers help students make responsible choices in how they conduct themselves. Any disruptive behavior that interrupts the learning process can become an important learning opportunity.

Kagan and colleagues identified four types of disruptive behavior—aggression, breaking rules, confrontation, and disengagement. Further, they proposed that disruptive behavior springs from students seeking attention, avoiding failure, being angry, seeking control, and being energetic, bored, or uninformed. Teacher responses are identified for each of these causes. Interventions are designed to help students meet their needs through responsible choices, and the interventions are tailored in accordance to the type of disruption and the reason for the misbehavior.

Heavy emphasis is placed on preventing disruptive behavior through attention to curriculum, instruction, and management. Win–win discipline enables teachers to work with students so that needs that might otherwise prompt disruptive behavior can be identified and satisfied in nondisruptive ways. Students do not often disrupt when engaged in a curriculum that is interesting and adequately challenging.

VOICES FROM THE CLASSROOM Creating Your Classroom Rules Together

Jennifer Arabolos, third-grade teacher, Guilford, Connecticut

Norms or expectations should focus on fostering a safe learning environment where students feel comfortable taking risks in their learning. To get the biggest bang for your buck when establishing your classroom norms, I highly suggest that you create them with student input. In this way, students have autonomy, feel invested, feel respected and safe, and are more connected to whatever expectations are agreed upon as a class.

Before starting the discussion with your students, especially younger grade levels, you need to brainstorm about the "go to values" that you consider essential for your classroom to run smoothly. For me, I need students to be safe so no one gets hurt physically, be kind so no one gets hurt emotionally, and be willing to take risks in their learning so students can grow! Consider how your classroom rules might align with the school's rules.

Now that you have your list of core values, involve the class. You want to interact with students in this process and get their ideas, but you are still in control by guiding the discussion and influencing the conclusions. For this discussion, you decide how students generate ideas about classroom norms and expectations—whether by identifying ideas verbally or in writing, in partnerships or small groups, after reading a children's text about classroom rules, or some other process.

As I collect student input on chart paper, I list all ideas that are generated so everyone feels they have a voice. Circle or highlight ideas that pop up more than once and seem to be important to your particular group of students. As you circle, find similarities and combine student ideas. Always state the rules in the positive, not the negative. For example, "Don't call out!" can be rephrased as "Take turns."

Once you have created your list of ideas, work as a group to figure out which are most important for learning and growth to occur all year long. Try to limit your list to three to five rules stated in positive language. Once you have your core expectations, explain to your students that this is the contract for the classroom and how we will operate this year.

Spend the next couple weeks demonstrating what each expectation looks like, feels like, and sounds like, and highlight when students are using them. The expectations should be visited often and reviewed throughout the year. They may even be revised as students grow or come back after long breaks and vacations.

High Teacher Control Approaches

High-control approaches are based on the philosophical belief that students' growth and development are the result of external conditions. Children are seen as being molded and shaped by influences from the environment; they are not seen as having an innate potential. Therefore, teachers and adults need to select desired student behaviors, reinforce appropriate behaviors, and take actions to extinguish inappropriate behaviors. Little attention is given to the thoughts, feelings, and preferences of the students since adults are more experienced in instructional matters and have the responsibility for choosing what is best for student development and behavior control.

Teachers using high-control approaches believe that student behavior must be controlled because the students themselves are not able to effectively monitor and control their own behavior. The teachers select the rules and procedures for the classroom, commonly without student input. Teachers then reinforce desired behavior and take actions to have students stop inappropriate, undesired behavior. When misbehavior occurs, teachers take steps to stop the disruption quickly and redirect the student to more positive behavior. Behavior modification, behavioral contracting, and reinforcers are characteristic of high-control approaches. Compared to the previous models, there is more emphasis on managing the behavior of the individuals than the group.

Several educators have described cohesive approaches to deal with students that represent the high teacher control approach to classroom control and order. These approaches are discussed in the following sections.

Behavior Modification: B. F. Skinner

B. F. Skinner (1902–1990) spent most of his academic career at Harvard University, where he conducted experimental studies in learning. In *Beyond Freedom and Dignity* (1971), Skinner challenged traditional views of freedom and dignity and instead claimed that our choices are determined by the environmental conditions under which we live and what has happened to us. The application of these ideas to classroom practice has been called *behavior modification*, a technique that uses reinforcement and punishment to shape behavior.

Behavior modification, as proposed by Skinner and others, has several distinguishing features. Behavior is shaped by its consequences and by what happens to the individual immediately afterward. The systematic use of reinforcers, or rewards, can shape behavior in desired directions. Behavior becomes weaker if it is not followed by reinforcement. Behavior is also weakened by punishment.

Behavior modification is applied in the classroom primarily in two ways: (a) when the teacher rewards the student after a desired act, the student tends to repeat the act and (b) when the student performs an undesired act, the teacher either ignores the act or punishes the student; the misbehaving student then becomes less likely to repeat the act.

WHAT WOULD YOU DECIDE? Your Philosophical Perspective

Some teachers are very teacher centered and prefer to make most of the decisions and direct what goes on in the classroom. Other teachers are student centered and prefer to give some decision-making responsibility to the students and have more student–student interaction. There is a range of these perspectives, from low teacher control to high teacher control.

1. Where do you fall on that continuum of teacher-centered to student-centered perspectives? Why do you place yourself at that point?
2. What are the implications of your philosophical perspective on the selection of rules and procedures, course content, instructional approaches, and assessments?

Several types of reinforcers can be used:

- Edible reinforcers, such as candy, cookies, gum, drinks, nuts, or various other snacks.
- Social reinforcers, such as words, gestures, stickers, certificates, and facial and bodily expressions of approval by the teacher.
- Material or tangible reinforcers, which are real objects that students can earn as rewards for desired behavior.
- Token reinforcers, including stars, points, buttons, or other items that can be accumulated by students for desired behavior and then "cashed in" for other material or tangible reinforcers.
- Activity reinforcers, which include those activities that students prefer in school.

Reinforcers are further discussed in Chapter 5. Behavior modification works best when used in an organized, systematic, and consistent way. The various types of behavior modification systems seem to fit into five categories (Miltenberger, 2016): (a) the "catch them being good" approach, (b) the rules–ignore–praise approach, (c) the rules–reward–punishment approach, (d) the contingency management approach, and (e) the contracting approach.

Assertive Discipline: Lee and Marlene Canter

Lee Canter is an educator who first came into prominence in 1976 with a take-charge approach for teachers to control their classrooms in a firm and positive manner. The revised edition of *Assertive Discipline* (Canter, 2010) goes beyond the initial take-charge approach and includes additional classroom management procedures. The goal of assertive discipline is to teach students to choose responsible behavior, and in doing so, to raise their self-esteem and increase their academic success.

Canter maintains that teachers have the right and responsibility to (a) establish rules and directions that clearly define the limits of acceptable and unacceptable student behavior; (b) teach these rules and directions; and (c) ask for assistance from parents and administrators when support is needed in handling the behavior of students. The manner in which teachers respond to student behavior affects students' self-esteem and success in school. Therefore, teachers must use an assertive response style to state expectations clearly and confidently to students and reinforce these words with actions.

CLASSROOM CASE STUDY A Cooperative Learning Unit Turns Sour

Pedro Ramirez was excited about a new unit he had planned for his high school science students on global climate change. He wanted his students to explore several key aspects: the research evidence, political agreements or disagreements about climate change, the ecological changes, and the influences on people throughout the world. Mr. Ramirez split his class into cooperative learning groups, with each group having responsibility for a separate major aspect. He provided many resources for each group and asked the groups to be ready to report their findings after the groups worked on their topic for several class periods.

Students were on task in their groups at first, but gradually students in each group got off task. They was talking, texting, tossing papers, and walking around the room. By the third class session, only a few students in each group were working on the tasks. Mr. Ramirez was very disappointed and reached a breaking point soon after the start of the fourth class session of group work.

Focus Questions

1. If you were in his shoes, what would you do at that moment?
2. At that moment, what would a teacher with a low teacher control approach do? With a medium-control approach? With a high-control approach? (See Tables 2.1 and 2.2.)
3. What could Mr. Ramirez have done in his planning and preparation to minimize this off-task behavior?

A classroom discipline plan has three parts: (a) rules that students must follow at all times; (b) positive recognition that students will receive for following the rules; and (c) consequences that result when students choose not to follow the rules. Sample rules may be to follow directions, keep hands and feet to oneself, or be in the classroom and seated when the bell rings. Positive recognition may include various forms of praise, positive notes sent home to parents, positive notes to students, or special activities or privileges.

Consequences are delivered systematically with each occurrence of misbehavior. The first time a student breaks a rule, the student receives a warning. The second time, the student may lose a privilege, such as being last in line for lunch or staying in class one minute after the bell. The third time, the student loses additional privileges. The fourth time, the teacher calls the parents. The fifth time, the student is sent to the principal. In cases of severe misbehavior, these preliminary steps may be skipped and the student is sent to the principal.

Another part of Canter's assertive discipline plan is to teach responsible behavior. This includes determining and teaching specific directions (classroom procedures), using positive recognition to motivate students to behave, redirecting nondisruptive off-task behavior, and implementing consequences. Canter further emphasizes that successful teachers need to blend academic and behavior management efforts into a cohesive whole so that classroom management actions are not apparent.

Canter gives special attention to dealing with difficult students, who represent perhaps 5–10% of the students you may encounter. In *Assertive Discipline,* Canter provides recommendations for conducting a one-to-one problem-solving conference with the teacher and the difficult student. The goal of the conference is to help the student gain insight into the problem and ultimately choose more responsible behavior. Parents and administrators can offer additional support when dealing with difficult students. Lee and Marlene Canter have a separate book on this subject: *Succeeding with Difficult Students* (2008). Lee Canter further expanded his concepts in *Classroom Management for Academic Success* (2014).

Positive Discipline: Fredric Jones

Fredric Jones is a psychologist who conducted research on classroom practices and developed training programs for improving teacher effectiveness in behavior management and instruction. In *Positive Classroom Discipline* (1987), Jones emphasized that teachers can help students support their own self-control. His *Tools for Teaching* (2013) extends the discussion of these issues. Jones recommends that teachers use the following five strategies to enact positive discipline.

1. **Structure the classroom.** Teachers need to consider various rules, routines, and standards; seating arrangements; and student–teacher relationships when structuring the classroom. Rules, procedures, routines, and classroom standards need to be taught to students so they understand the standards and expectations in the classroom. Jones points out that the arrangement of the classroom furniture can maximize teacher mobility and allow greater physical proximity to students on a moment-to-moment basis.

2. **Maintain control by using appropriate instructional strategies.** Jones maintains that teachers lose control of their classes when they spend too much time with each student, such as during seatwork. Teachers commonly spend time to find out where a student is having difficulty, to explain further the part the student doesn't understand, and to supply students with additional explanations and examples. Instead, Jones recommends that teachers use the three-step sequence of praise, prompt, and leave.

VOICES FROM THE CLASSROOM Positive Recognition in Assertive Discipline

Cammie Fulk, fifth-grade teacher, Fulks Run, Virginia

To provide positive recognition in my assertive discipline plan, I post a personal calendar for each student each month. If a student has behaved well and completed all of the work for the day, a stamp is placed on that date. If not, then the reason for not receiving the stamp is written on that date. When a student receives five stamps in a row, a reward is given. For 10 stamps in a row, a free homework pass is provided. At the end of each month, the calendar is sent home to be signed by the parents and then returned to me. This personal calendar has become a strong motivator in my fifth-grade classroom.

In addition to the personal calendars, I have a gem jar on my desk as a reward for the entire class. It is simply a clear coffee cup with three permanent levels marked on the side to indicate 5, 10, and 15 minutes of free time earned. As I observe the entire class on task, I place several gems in the jar. Gems may be marbles, bubble gum, candy corn, jellybeans, or other small items. Gems can be earned for a variety of behaviors such as good hall behavior, the entire class on task, the entire class completing homework, or other valued actions. The sound of the gems hitting the glass cup brings smiles to my fifth graders.

3. **Maintain control with limit-setting techniques.** Jones proposed a series of specific actions that can be taken when a student is *getting off task*. These techniques primarily involve the use of body language to convince the students that the teacher is in control. These steps involve being aware of and monitoring the behavior of all students; terminating instruction when necessary to deal with a student; turning, looking, and saying the student's name; moving to the edge of the student's desk; moving away from the student's desk when the student gets back to work; placing your palms on the desk and giving a short, direct verbal prompt if the student does not get back to work; moving closer over the desk; and finally moving next to the student behind the student's desk.
4. **Build patterns of cooperation.** Jones proposed an incentive system called preferred activity time (PAT) that can be used so students can earn certain benefits if they behave and cooperate. The PAT may be a variety of activities and privileges that are given to the class as a whole at the start of a predetermined time (a week's worth).
5. **Develop appropriate backup systems in the event of misbehavior.** Backups are to be used systematically from lesser sanctions to more serious ones. Low-level sanctions involve issuing a warning; pulling a card with the student's name, address, and telephone number; and then sending a letter to the parents. Mid-level sanctions include time-out, detention, loss of privileges, and a parent conference. High-level sanctions include in-school suspension, Saturday school, delivering the student to a parent at work, asking a parent to accompany the student in school, suspension, police intervention, and expulsion.

Discipline Without Stress: Marvin Marshall

Discipline Without Stress promotes responsibility and learning using an approach that is totally noncoercive, but not permissive. Prior to becoming a staff developer and international speaker, Marvin Marshall was a classroom teacher, guidance counselor, principal, and college instructor. In *Discipline Without Stress, Punishments, or Rewards*, Marshall (2012) described a comprehensive system to guide and monitor student behavior and to promote responsibility and learning.

The following principles are incorporated into the Discipline Without Stress model (pp. 275–276): (a) being positive is a more constructive teacher than being negative, (b) choice empowers, (c) self-evaluation is essential for lasting improvement, (d) people choose their own behaviors, (e) self-correction is the most effective approach to change behavior, (f) acting responsibly is the most satisfying of rewards, and (g) growth is greater when authority is used without punishment. Although many of the program features blend into the interacting model of discipline, Marshall places his system into the intervening model of discipline, since there is a high degree of teacher control in directing the environment.

Marshall stresses the importance of teaching and practicing procedures and not assuming that students automatically know how to do what the teacher desires students to do. He identifies three principles to practice with students in a classroom:

1. **Positivity**. Practice changing negatives into positives ("No running" becomes "We walk in the hallways.").
2. **Choice.** Permit students to choose their responses to a situation so they become more self-controlled, responsible, and empowered.
3. **Reflection.** Ask questions that guide students to reflect and self-evaluate.

Another important aspect of Marshall's program is the Raise Responsibility System (RRS), which has three components: (a) teaching—teaching the hierarchy of social development to students; (b) asking—checking for understanding when students are irresponsible; and (c) eliciting—guiding choices when students continue to misbehave.

The hierarchy of social development has four levels, which Marshall codes with letters:

D for Democracy, where motivation is internal

C for Cooperation/Conformity, where motivation is external

B for Bossing/Bullying, where the student needs to be bossed to behave

A for Anarchy, where there is an absence of order

Only levels C and D are acceptable. When misbehaviors occur, students are led through a process of reflective questions related to the hierarchy, ultimately leading to choices and resolution of the problem. Guided choices stop the disruption by using authority, without being coercive or punitive. A consequence is elicited to help the student prevent repetition of the behaviors that he or she exhibited from level A or B.

Overall, this program is designed to influence students into making responsible decisions about their classroom behavior. *Discipline Without Stress* focuses on promoting responsibility rather than on obedience. When responsibility is promoted, obedience becomes a natural byproduct.

Determining Your Management Plan

How do you develop a philosophy of classroom management and a management plan for your classroom? Bosch (2007) maintains that classroom management must reflect the personality and teaching style of the individual teacher and is a skill that must be learned, practiced, and evaluated, and modified to fit the changing situations in classrooms. Further, teachers must be able to modify and adjust their management strategies as conditions warrant, just as they modify their teaching strategies to match students' needs and learning styles.

Developing Your Management Plan Examining Your Philosophical Beliefs

To help form your philosophy of classroom management, answer the following questions to reflect your current beliefs. You may modify your responses over time as you explore more information about classroom management and discipline.

- What is a good teacher, and what is good teaching?
- What should be the goals of a classroom management plan?
- What degree of control do I want to maintain in the classroom? Do I see myself as an autocratic or a democratic teacher, or somewhere in between?
- How do I want my degree of control to be evident in my instructional, management, and disciplinary practices in the classroom?
- Which model of discipline (shown in Table 2.1 and Table 2.2) appeals to me? Why?

Your goals, values, and beliefs about classroom management, discipline, instruction, and child development will affect your management philosophy, and your philosophy, in turn, will affect how you select and enact the particular aspects of your management plan.

Your Management Philosophy

Before you determine your management plan, you must select a philosophical model for classroom management and discipline. This chapter provided a brief orientation to various models of discipline, which went from low to high teacher control, representing a continuum of philosophical perspectives for control in the classroom. This discussion on control is a useful starting point as you consider your philosophical perspective on classroom management and discipline. Adapted from Manning and Bucher (2013), the chapter feature on "Developing Your Management Plan" lists several questions about additional educational issues to prompt your consideration of education, teaching and learning, management, and discipline to help you clarify your philosophical beliefs.

To what degree do you want to exercise control in your classroom? That is the fundamental question when deciding on your approach to classroom management and discipline. To answer that question, you will likely consider a number of factors, such as your views of educational philosophy, psychology, and child development. For example, when determining your approach to control, you will likely take into account your beliefs about what is the dominant influence on a child's development—inner forces, outer forces, or a combination of the two. You may want to review Table 2.1 on the characteristics of the discipline models and Table 2.2 on the proponents of various discipline models.

Your Management Plan

Your analysis of the philosophical views of classroom management and discipline will probably reveal whether you are inclined to use low-, medium-, or high-control approaches, each representing a different philosophical perspective. After determining your relative placement on the teacher control continuum, decide whether you want to use a particular discipline model shown in Table 2.2, synthesize two or more models, or create your own approach. Even if you choose one model, you may find that the context of the classroom and the actual events cause you to shift from that model and use elements of other approaches. You don't have to accept the entire set of actions proposed by a certain model. When determining the relative merits of the different discipline models, it may be useful to establish criteria to compare the relative characteristics, strengths, and weaknesses of each model.

There is more to developing your management plan than selecting a particular discipline model. To enact your philosophical view of classroom management and discipline, you will need to make decisions about the seven domains of responsibility in classroom management and