Charles, C.M. (2007). *Building Classroom Discipline*
Self-Assessment of Understanding

Here are possible responses to the Self-Assessments that would suggest understanding the concepts and approaches described in the chapters. Your actual responses will vary, depending upon the meanings and interpretations you make of the chapter ideas. A deeper level of understanding could result in more in-depth responses.

Chapter 1 Classroom Discipline

1. INTASC standards/principles 5 and 6 directly affect classroom discipline.
    5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
    6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
(pp. 2-6)

2. The three general strategies that help to minimize misbehavior and maximize a positive learning environment are:
    a. *Prevent* the occurrence of as much *misbehavior* as possible by identifying and reducing factors that cause misbehavior.
    b. *Introduce and support classroom conditions* that lead to student satisfaction, self-direction, sense of purpose and responsibility.
    c. *Deal* with misbehavior that does occur *in a positive manner*.
(p. 7)

3. *Behavior* refers to everything people do. *Misbehavior* is behavior that is not appropriate to the setting or situation in which it occurs. *Discipline* as used here are strategies, procedures, and structures that teachers use to support a positive learning environment. *Behavior management* as used here suggests what teachers do to prevent, suppress, and redirect misbehavior. It is rarely used in this book because emphasis is placed on working with students as individuals rather than focusing on "misbehavior."
(pp. 8-9)

4. Answers will vary. The five principles provide a framework for planning practices to use when students exhibit commonly occurring behaviors. A commitment to the principles helps teachers develop habits that address the needs, interests, talents, and social realities of the students they serve. (pp. 12-13)

Chapter 2 Potential Influences of Cultural and Economic Backgrounds on Student Behavior

1. It is important for teachers to understand their own values and how they are alike and different from others. Individuals and ethnic groups are influenced by traditions, demographic setting, economic resources, experiences, and more. Some value system categories that are held by individuals and groups are identified in the chapter:
   a. Time orientation
   b. Planning ahead or not
   c. Work
   d. Relations with others
   e. Personal achievement and competition or cooperation/collaboration
   f. Child-to-adult relations
   g. Adult-to-child relations
   h. Opportunity
   i. Verbal learning
   j. Success
   k. Personal behavior

(p. 21)

2. American Indian and Hispanic American students have the highest drop out rate. (pp. 22 and 26).

3. Learn as much as possible about students and their families. Ask for support from family members. Continue to investigate English as a Second Language (ESL), Bilingual Education, and Sheltered English strategies for learning and teaching. Use flexible approaches such as peer tutoring, mentoring from caring adults, home-school liaisons, and links with community agencies. See the list on page 28.

4. The values and driving forces of the three economic groups are summarized in the table below.

Economic Group	Values and Driving Forces
Poverty	Survival Personal Relationships Entertainment
Middle-Class	Work Achievement Material Possessions
Wealthy	Social Financial Political Connections Legacies Pedigrees

(p.29)

Chapter 3 The Special Challenges of Neurological-Based Behavior

1. Neurological-based behavior (NBB) is defined as behavior resulting from difficulties students experience in processing information due to cerebral functioning caused by chemical imbalances, congenital brain differences, brain injuries, or brain diseases. Characteristic behavior includes inconsistency and unpredictability. Three indicators may alert caregivers to the possibility of NBB: behavior difficulties, language difficulties, and academic difficulties that do not respond to regular classroom discipline procedures. (pp. 35-36)

2. Chapter 3 identifies the following mental health diagnoses: attention-deficit hyperactivity disorder, oppositional defiant disorder, bipolar disorder, learning disabilities, autism spectrum disorder, and fetal alcohol spectrum disorder. (pp. 40-46)

3. The decision to use medication or not is the responsibility of the parents or guardians. If they allow medication at school, established policies stipulate where the medication must be stored, who is responsible for administering it, and what teachers and other educators are allowed to say about the medication. Monitoring the effects of medication is usually a shared responsibility among the parents, school, and medical practitioners. Educators need to be informed about the medication policies at their school. (pp. 49-50)

4. When working with students who have NBB, keep calm and proactive by:
    a. Developing a positive and nurturing demeanor
    b. Modifying the classroom with the student's perspective in mind, such as removing distractions
    c. Providing a structure for developing responsible behavior, even for times that are usually unstructured (e.g. recess)
    d. Using and teaching warm humor
    e. Being careful of eye contact, which may stimulate brain activity for students with NBB
    f. Providing two alternatives you can live with and let the student choose
    (p. 50)

Chapter 4 Twentieth-Century Pioneers in Classroom Discipline

The following important contributions to classroom discipline were made between 1951 and 1976 by the following authorities:

1. Fritz Redl and William Wattenberg – (1951) explained what causes students to behave differently in groups than they do when they are by themselves (group dynamics). (p. 55)

2. B. F. Skinner – (1954) suggested that voluntary behavior can be "shaped" through the use of positive reinforcement. Rewards given soon after a desired behavior will result in repetition of the desired behavior. (p. 57)

3. Jacob Kounin – (1971) reported that appropriate student behavior can be maintained through classroom organization, lesson management, and attention to individual students. (p. 58)

4. Haim Ginott – (1971) described the use and value of teacher communication that relates to student perceptions and emotions. (p. 60)

5. Rudolf Dreikurs – (1972) emphasized the desire to belong as a primary need of students in school. He identified types of misbehavior and gave ideas about how to help students feel a part of the class or group. (p. 63)

6. Lee and Marlene Canter – (1976) developed Assertive Discipline, where teachers insist on their right to teach and students' right to learn in a safe and calm environment. When misbehavior occurs, there is a hierarchy of corrective actions which require record keeping and consequences that become more severe with more repetitions of misbehavior. (p. 65)

Chapter 5 Three Bridges to Twenty-First-Century Discipline

1. William Glasser – (1986) changed the name of his theory from *Control Theory* to *Choice Theory*, making a case that the behavior of someone else cannot be controlled. We can only control our own behavior. Key concepts are "quality teaching" by "lead teachers" (rather than "boss teachers") in "quality classrooms." Earlier Glasser advocated for classroom meetings so that teachers and students could discuss and jointly resolve problems in the class. (pp. 73-78)

2. Thomas Gordon – (1989) developed a model called *Self-Discipline* where teachers use noncontrolling influence, no-lose conflict resolution, and facilitative communication. Facilitative communication includes active listening and I-messages that do not make students defensive. (pp. 79-84)

3. Alfie Kohn – (2001) promotes organizing classes as communities of learners that involve students as partners with teachers in the process of supporting each other and resolving problems that arise. *Beyond Discipline* argues that students' questions and decisions should drive lessons to make learning meaningful. Students need to have choices in their learning for it to be effective. (pp. 84-89)

Chapter 6 Discipline through Belonging, Cooperation, and Self-Control

1. Linda Albert's *Cooperative Discipline* stresses "three C's, capable, connected, and contributing. Helping students feel capable is accomplished by teaching that mistakes are a part of learning, by building confidence through a process of improvement, by making tangible portfolios of accomplishments, and by recognizing achievement. The five A's of connecting are acceptance, attention, appreciation, affirmation, and affection. Students will feel like they are contributing when they are encouraged to share their ideas in class and in the community and to help others and the environment. (pp. 93-99)

2. Barbara Coloroso's *Inner Discipline* focuses on helping students develop self-control. Providing students with opportunities to be responsible and trustworthy will help them develop this self-control. With serious forms of misbehavior, the three R's of reconciliatory justice (restitution, resolution, and reconciliation) are advocated. (pp. 99-104)

3. Nelson and Lott's *Positive Discipline* focuses on relationships. There are five pairs of barriers and builders to relationships. 1. Assuming versus Checking, 2. Rescuing/Explaining versus Exploring, 3. Directing versus Inviting/Encouraging, 4. Expecting versus Celebrating, and 5. Adult-isms versus Respecting. (pp. 104-109)

Chapter 7 Discipline through Active Student Involvement

Skill Cluster 1. A *Classroom Structure to Discourage Misbehavior* depends upon room arrangement (with generous walkways), classroom rules (general and specific), classroom chores (to learn responsibility), and opening routines (bell work). (p. 117)

Skill Cluster 2. *Limit Setting through Class Agreements* involves having a discussion with students about what is desirable and undesirable behavior in the classroom. Students help to choose incentives for the desirable behavior. (p. 118)

Skill Cluster 3. *Limit Setting through Body Language* means that teachers use nonverbal language (proper breathing, eye contact, physical proximity, body carriage, and facial expressions) is more effective than talking, nagging, or shouting. (p. 118)

Skill Cluster 4. The *Say, See, Do* approach to teaching is "doing" oriented. Teachers briefly present information and quickly get students involved with doing something with it. Activities occur often at short intervals. (p. 119)

Skill Cluster 5. *Incentive Systems* include grandma's rule, student responsibility, genuine incentives, preferred activity time (PAT), educational value, group concern, ease of implementation, omission training, and backup systems. (pp. 120-124)

Skill Cluster 6. *Helpless handraising* can be prevented by *providing efficient help to individual students*. The interior loop seating arrangement and visual/graphic instruction plans will help with these kinds of situations. To reduce the amount of time spent giving individual student help, Jones provides a strategy of "Be positive, be brief, and be gone." (pp. 124-125)

Chapter 8 Discipline through Pragmatic Classroom Management

1. Good planning and organization are about keeping a schedule, knowing where things are, and making your time and space work for you. Having these skills eliminates chaos and helps to focus on learning time. The Wongs believe that students will conduct themselves satisfactorily if they are taught carefully planned procedures. (p. 135)

2. There are two things that help teachers decide on good procedures: (a) Decide what routines are needed for activities you will integrate, and (b) Make lists of the procedural steps students must follow to participate in and benefit from the activities. (p. 136)

3. The three steps that the Wongs recommend for teaching the procedures to students are:
   a. Explain and demonstrate the procedures
   b. Rehearse and practice the procedures under teacher supervision
   c. Reinforce and reteach the procedures until they become habits   (p. 137)

Chapter 9 Discipline through Same-Side Win-Win Strategies

1. The Three Pillars of Win-Win Discipline are (a) *same side* or students, teachers, and parents all working together on the same side to support a positive school environment, (b) *collaborative solutions* or students and teachers working together to identify problems and find solutions, and (c) *learned responsibility* practicing self-management and autonomous proactive life skills. (p. 153)

2. Kagan, Kyle, and Scott identify the ABCD of disruptive behavior: aggression, breaking rules, confrontations, and disengagement. Preventing disruptive behavior can be accomplished in three general ways: (a) having an interesting and challenging curriculum, (b) providing cooperative activities that require students to work together in meaningful ways, and (c) adapting the curriculum to student interests and needs by an interesting and stimulating teacher. (pp. 155, 157)

3. Win-win discipline requires the use of class rules as agreements worked out collaboratively by the students and teacher. They should be four or five simple guidelines that are specifically taught by the teacher. The class posts the agreements in the room for easy review. (p. 154)

4. Examples of important "life skills" for students to learn are: self-control, anger management, good judgment, impulse control, perseverance, and empathy. Teachers should look for ways to include life skills lesson within the curriculum and should respond respectfully to students at the moment of disruption as well as following up later. (p. 162)

Chapter 10 Discipline through Dignity and Hope for Challenging Youth

1. The four-phases in the plan to help students develop values-guided behavior are: (a) Identify the core values, (b) Create rules and consequences, (c) Model the values, and (d) Use no interventions that violate the core values. Core values show students the desired conduct in school. For example, a core value might be "School is a place where we protect and look out for one another, rather than hurt or attack one another." The rules should be based on the school's stated values. A rule that corresponds with the example of a core value might be, "No put-downs are allowed." The values and rules are practiced and modeled by the teachers, administrators, and staff. Interventions that violate the core values are not allowed. Following along with the given examples, educators would not use intimidation to deal with misbehavior. (pp. 170-171)

2. Students described as "behaviorally at risk of failure" may have a low self-concept in relation to school and little or no hope of feeling successful there. They often have a history of academic failure. Society has been rewarding and punishing students in school, home, and community rather than teaching them values. Their dignity has been repeatedly damaged in school and so they strike out at others and/or stop trying to learn. What these students need is to regain a sense of hope and opportunity to learn responsibility. (pp. 172-173)

3. Teachers need to teach strategies to students that help them calm down, make decisions, and take positive steps. There is a six-step solution (1. Stop and calm down, 2. Think of options, 3. Decide what you want to have happen, 4. Decide on a second solution in case the first doesn't work, 5. Carry out the solution you think is best, and 6. Evaluate the results. Additional strategies are to "wear an invisible shield" of protection against unkind words and deeds, develop more patience, use polite words, and plan for confrontations. (pp. 176-177)

4. There are many suggestions given on pages 179-181. For example, have regular classroom meetings where students and teachers discuss and role-play dealing with bullying and hate crimes. Establish classroom rules against bullying. Establish a confidential reporting system. Keep records of the incidents.

Chapter 11 Discipline through Self-Restitution and Moral Intelligence

1. Diane Gossen (Self-Restitution Theory) points out that research studies show that punishments and rewards are not effective in promoting desirable behavior because they do not encourage students to reflect on their personal behavior to develop moral and emotional intelligence. Rather rewards and punishments perpetuate the undesirable behavior. With Self-Restitution Theory students are encouraged to reflect on their behavior and identify the needs that contributed to it. Then they create a new way of responding that is more responsible. (p. 188)

2. The Restitution Triangle provides a graphic image of a three step process. The first step is helping a student who has offended others to *stabilize*. *Stabilize the Identity* is at the base of the triangle. On the left side of the triangle is phase two: *Validate the Need*. The step helps the student understand that people do things for a reason and usually have some need. The student may be asked, "Is this the worst thing you could have done?" The question helps the student see that it could have been worse. On the right side of the triangle is the third step: *Seek the Belief/Person*. The third step is to encourage the student to reflect on the behavior and what kind of person she or he wants to be. This is intended to help the student identify a way to meet the need. Focusing on needs helps reduce combativeness and to find solutions that work. (pp. 189-190)

3. The seven essential virtues are: empathy, conscience, self-control, respect, kindness, tolerance, and fairness. People with *empathy* are able to notice what others are feeling and experience what they feel. They try to comfort others who are in pain and mirror the facial expressions of people in distress. People with *conscience* act the way they know is right. They refuse to be influenced by others who are intent on doing wrong. They can be trusted to do what they say they will do. Individuals with *self-control* behave well even when no one is watching. They control themselves when angry or upset. Individuals who are *respectful* listen without interrupting, refrain from whining, sassing, or talking back. They take care of other people's belongings. *Kind* people offer to help someone in need, show concern when someone is treated badly, and refuse to ridicule others. *Tolerant* people refuse to make fun of others, include others in activities, and focus on commonalities over differences. *Fair* people keep an open mind and listen to all sides. They focus on creating and using guidelines that are fair to everyone. (pp. 196-200)

4. The four-step approach to discipline that develops moral intelligence is *respond, review, reflect,* and *make right*. Respond by calmly finding out what happened and why. Review why the behavior was wrong. Reflect on the effects of the behavior and possible impact on the other person or people. Help the student "make it right" in a way that builds character. (p. 204)

Chapter 12 Discipline through Raising Student Responsibility

1. The three principles that encourage responsible behavior are *positivity, choice, and reflection*. Positivity means being an encourager, mentor, and role model rather than a rule enforcer. Asking students to share choices they have for behavior helps them to think before they respond. Giving students choices empowers them to decide. Asking students questions that encourage them to reflect on their behavior can help them to change behavior. (p. 210)

2. The four levels are ABCD. Level A is Anarchy where students have no sense of order or purpose and seldom accomplish anything worthwhile in class. Level B is Bossing, Bullying, Bothering without considering the harmful effects of these actions. Students obey an authority but are not able or willing to control themselves. Level C is Cooperation and Conformity because of external motivation. Level D is Democracy which results from a sense of responsibility and internal motivation. Students can be asked to identify the level of their behavior. When they understand the meaning of the levels, the act of identifying the level will help them to change the behavior. (p. 211)

3. Internal motivation is behaving in ways that an individual believes will bring the desired result or satisfaction. External motivation is behaving in ways that are aimed at gaining approval or avoiding discomfort. Rewards and punishments are used for external motivation. (p. 213)

4. The six steps recommended by Marvin Marshall when intervention is needed for misbehavior are:

    a. Use an unobtrusive tactic such as a facial expression, eye contact, hand signal, or proximity.
    b. Check for understanding by calmly asking the student what level the behavior is.
    c. Guided choices should be adjusted in accordance with the grade level, individual student, and the class.
    d. A self-diagnostic referral may be completed by the student if the issue has not been resolved to this step (4).
    e. An additional self-diagnostic referral may be completed by the student and sent to the parents/guardians.
    f. A final self-diagnostic referral is completed by the student with a note from the teacher to the parents/guardians indicating that the next step will be dealt with by the administration.

Chapter 13 Discipline through Careful Teacher Guidance and Instruction

1. The three-phases of *Real Discipline* are:
   a. Training for Compliance
   b. Teaching Students How to Behave
   c. Managing Student Choice

Ronald Morrish believes that compliance helps students behave properly and provides a basis for later decision-making. Along with this, teachers need to make the rules and ensure that they are obeyed. Morrish says that insistence is the best strategy for enforcing the rules. The second phase focuses on teaching students the knowledge, skills, and attitudes needed for "proper behavior." When students do not comply, simply have them redo the behavior in an acceptable way. In phase three, students must learn to consider the needs and rights of other students and school personnel. Teachers have to make some choices, while students may be allowed to make others. (pp. 230-234)

2. The 11 steps that Ronald Morrish recommends for this discipline system are:
   a. Decide in advance how you want your students to behave.
   b. Design the supporting structure.
   c. Establish a threshold for behavior at school.
   d. Run a two-week training camp.
   e. Teach students how to behave appropriately.
   f. Teach self-discipline.
   g. Give practice in developing concentration.
   h. Teach students how to be part of the solution rather than part of the problem.
   i. Ask students to think about others.
   j. Teacher perseverance to students.
   k. Teach students to be a good role model for younger students.
   l. Teach students to be a good ambassador for the class and school.

Chapter 14 Discipline through Synergy and Reducing Causes of Misbehavior

1. *Synergetic Discipline* is the classroom management portion of *Synergetic Teaching*, which is a way of working with students that leads to quality learning and responsible behavior. The main characteristics are same-side cooperation between teacher and students, attending to known causes of misbehavior, focusing on student needs, energizing the class, and minimizing mistakes teachers make in relating with students. (p. 245)

2. C.M. Charles recommends the following conditions to elevate class spirit and energy:
    a. Discuss and take into account student needs (security, hope, dignity, belonging, power, enjoyment, and competence)
    b. Emphasize class conditions and activities students are known to like
    c. Work to develop class ethics and trust
    d. Emphasize and uses personal charisma
    e. Improve the quality of communication in the classroom (listen sensitively, show genuine interest, and speak encouragingly)
    f. Use "coopetition" where members of groups cooperate together in order to compete against other groups.
    g. Resolve class problems and conflicts amicably and productively
    (pp. 247-250)

3. The causes of misbehavior in schools can be categorized into four main groups:
    a. Causes that reside in individual students
    b. Causes that reside in class peers and groups
    c. Causes that reside in instructional environments
    d. Causes that reside in teachers and other school personnel
    There are many specific causes of misbehavior identified within each of the four main groups. Actions that teachers may take are also identified. (pp. 250-257)

4. Synergetic Discipline is established with students through six learning sessions.
    a. Session 1 – Begin to establish rapport by sharing and learning information about the students and teacher.
    b. Session 2 – Ask the students for ideas about matters that might make the school year more enjoyable. For example, What are the things they like best about school?
    c. Session 3 – Give feedback concerning the suggestions made in Session 2 and ask what kind of teacher they prefer.
    d. Session 4 – Share reactions to the kind of teacher they want and ask how they feel they should behave in class.
    e. Session 5 – Review the behaviors students suggested that they like and ask what behaviors they dislike fellow students doing in class.
    f. Session 6 – Summarize the students' suggestions and share an outline of the discipline plan, indicating where their suggestions fit into the plan. Get a commitment from the students to "live with the plan." Give a copy to each student and ask them to share it with their parents or guardians.
    (pp. 258-261)