Pioneers of Modern Discipline
Redl & Wattenberg – Group Dynamics and Behavior

Major Concepts/Theories/Principles

- People in groups behave differently than they do individually.
- Group Dynamics, defined as the generation of forces by and within groups, produce the group currents that strongly affect behavior.
- Students adopt identifiable roles in the classroom.
- Teachers are also cast into many different roles that affect student behavior.
- Teachers should give students a clear say in helping set class standards and deciding how transgressions should be handled.
- **Diagnostic thinking** is teachers’ best tool for resolving behavior problems.
  (a) Forming a hunch about the cause of the misbehavior
  (b) Quickly gathering facts about it
  (c) exploring hidden factors
  (d) taking action
  (e) evaluation
  (f) flexibility with other possibilities
- When teachers identify problems in class behavior, they should make use of positive influence techniques.
  (a) supporting student self-control
  (b) offering situational assistance
  (c) appraising reality
- **PUNISHMENT IS A LAST RESORT IN DEALING WITH MISBEHAVIOR.**
Pioneers of Modern Discipline
B. F. Skinner – Behavior Modification

Major Concepts/Theories/Principles

• Much if not most of our voluntary behavior is shaped as we receive reinforcement immediately after we perform an act.

• Most reinforcing stimuli, if they are to have an effect on behavior, must be received soon after the behavior occurs.

• **Behavior modification** (not a term Skinner used) refers to the overall procedure of **shaping** student **behavior** intentionally through reinforcement.

• Constant reinforcement, provided every time a student performs a desired act, helps new learnings become established.

• Intermittent reinforcement, in which rewards are supplied only occasionally, is sufficient to maintain desired behavior once it has become established.

• Behaviors that are not reinforced soon disappear or, as Skinner said, become **extinguished**.

• **Successive approximation** refers to a behavior-shaping progression in which behavior comes closer and closer to a preset goal.

• **Punishment** often has negative effects in behavior modification and hence is not used in the classroom.
Pioneers of Modern Discipline
William Glasser – Choice Theory

Major Concepts/Theories/Principles

• Students are rational beings who choose to behave as they do.

• Educators can think of behavior choices as good or bad, depending on their outcomes.

• The teacher’s role in discipline is to help students make good choices, continually, throughout the day.

• Every class should have an agreed-upon printed set of class rules.

• Teachers should accept no excuses for student misbehavior.

• Teachers must see to it that reasonable consequences follow student behavior, good or bad.
Pioneers of Modern Discipline
Jacob Kounin – Discipline and Lesson Management

Major Concepts/Theories/Principles

- Teachers need to know what is going on in all parts of the classroom at all times – withitness.

- Good lesson momentum helps keep students on track.

- Smoothness in lesson presentation helps keep students involved.

- Effective teachers have systems for gaining student attention and clarifying expectations – group alerting.

- Effective teachers keep students attentive and actively involved – student accountability.

- Teachers good in behavior management are able to attend to two or more events simultaneously – overlapping.

- Effective teachers see to it that students are not given overexposure to a particular topic – satiation.

- Effective teachers make instructional activities enjoyable and challenging.
Pioneers of Modern Discipline
Haim Ginott – Congruent Communication
Major Concepts/Theories/Principles

- Learning always takes place in the present tense.
- Learning is always a personal matter to the student.
- Teachers should always endeavor to use congruent communication – communication that is harmonious with students’ feelings about situations, etc.
- The cardinal principle of congruent communication is that it addresses situation – not students’ character or personality.
- **Teachers at their best** do not preach or moralize, impose guilt or demand promises.
- **Teachers at their worst** label students, belittle them, and denigrate their character.
- Effective teachers *invite cooperation* from their students by describing the situation and indicating what need to be done.
- Teachers have a *hidden asset* upon which they should always call, namely, “How can I be most helpful to my students right now?”
- Teacher should feel free to express their anger, but in doing so should use *I-messages* rather than *you-messages*.
- It is wise to use laconic language when responding to or redirecting student behavior.
- *Evaluative praise* is worse than none at all and should never be used.
- Teachers should use *appreciative praise* when responding to effort or improvement.
- Always respect students’ privacy.
- When correcting students, teachers should provide directions concerning the behavior desired.
- Sarcasm is almost always dangerous and should not be used.
- Punishment should not be used in the classroom.
- Teacher should strive for *self-discipline* in themselves and their students.
**Pioneers of Modern Discipline**
Rudolph Driekurs – Discipline through Democracy

**Major Concepts/Theories/Principles**

- Discipline at its best is defined as self-control, based on *social interest*.
- Good discipline occurs best in a *democratic* classroom.
- Good discipline cannot occur in autocratic or permissive classrooms.
  
  (a) Autocratic classroom – teacher makes all decisions and imposes them on students.
  
  (b) Permissive classroom – teacher fails to require that students comply with rules, conduct themselves humanely, or endure consequences for their misbehavior.
- Almost all students have a compelling desire to feel they are valued members of the class – that they belong.
- When students are unable to gain a sense of belonging in the class, they often turn to the *mistaken goals* of attention, power, revenge, and inadequacy.
- Teachers should learn how to identify mistaken goals and deal with them.
- Rules for governing class behavior should be formulated jointly by teacher and students. Tied to those rules should be the logical consequences of compliance or violation.
- *Punishment* should never be used in the classroom.