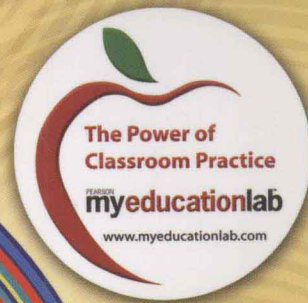# *Building* CLASSROOM DISCIPLINE

TENTH EDITION

C. M. CHARLES

Building Classroom Discipline

C. M. Charles
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Collaboration by:

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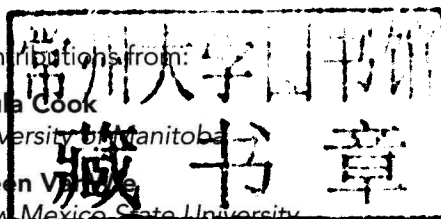*California State University San Marcos*

Contributions from:

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C. M. Charles was a public school teacher from 1953 to 1959, then moved into higher education and held positions at the University of New Mexico, Teachers College Columbia University, Pepperdine University, Universidade Federal do Maranhao (Brazil), and San Diego State University, where he is now professor emeritus. At San Diego State, Charles directed innovative programs in teacher education and five times received outstanding professor and distinguished teaching awards. He also served on several occasions as an advisor in teacher education and curriculum to the governments of Peru and Brazil. Charles has authored or co-authored numerous books that have attracted wide audiences in the United States and abroad, with translations into several foreign languages. Those dealing most directly with school discipline are *Teachers' Petit Piaget* (1972), *The Synergetic Classroom: Joyful Teaching and Gentle Discipline* (2000), *Essential Elements of Effective Discipline* (2002), *Classroom Management for Middle Grades Teachers* (2004), *Elementary Classroom Management* (5th edition, 2008), and *Today's Best Classroom Management Strategies: Paths to Positive Discipline* (2008). Charles, who resides in California and Australia, is married and has two children, both teachers.

PREFACE

A pleasant classroom environment where students behave responsibly is essential for high-quality teaching and learning. Teachers, in their efforts to maintain such environments, work to help students show initiative, accept responsibility, and interact positively with others. The influence they exert—referred to as *discipline*—consists of a number of different strategies and tactics. In the past, discipline was often demanding and sometimes harsh. Although it helped students behave civilly and stay on task, it produced undesirable side effects such as student fearfulness, loss of motivation, and dislike for school. That earlier discipline has progressively been replaced with discipline that promotes self-control; responsibility; and positive attitudes toward school, teachers, and learning. The new approach to discipline relies on positive influence from teachers, and this book is designed to help you learn to exert positive influence effectively.

NEW TO THIS EDITION

New and promising approaches to discipline are appearing regularly that help educators work with students more humanely and productively. The best of those newer approaches have been incorporated into this edition, in some cases replacing material that was no longer at the forefront. Readers should find the following additions especially interesting and helpful:

- **MyEducationLab for Classroom Management** is integrated throughout the new edition. This new website features interactive simulations, classroom video, videos of discipline experts, assignments, and activities for students.
- Chapter 11 describes Craig Seganti's discipline approach that uses clear rules and positive leverage to ensure a calm, safe, and respectful environment focused on learning. Mr. Seganti is a teacher in inner-city Los Angeles.
- Chapter 12 presents suggestions from eight highly respected authorities on how outstanding teachers establish personal influence with students who are difficult to manage—a new approach for obtaining cooperation from troublesome students.
- Chapter 14 presents suggestions from various sources on ways of energizing classes to encourage enthusiastic student participation.
- Chapter 15 describes Eileen Kalberg VanWie's research and recommendations in establishing democratic learning environments in technology-rich environments. This topic is new to discipline. Professor VanWie is head of Distance Education at New Mexico State University.
- As new chapters were added, outdated material was deleted to keep the size of the book constant. Thus, although the book remains the same size as

previously, the chapters in this edition differ considerably from those in previous editions because they present new material and have been restructured to facilitate understanding.

- Chapter formats have been changed throughout to enhance readability. More scenarios, vignettes, and reflection questions are interspersed in the chapters, and more helpful suggestions are provided for applying given discipline strategies in the classroom. All the while, the clear, friendly reading style of the book has been maintained.

- The extensive references and glossary of terms have been updated for maximum usefulness to readers.

- The book is now organized into four parts, a change that enables readers to acquire a more comprehensive understanding of the nature, purpose, and practice of classroom discipline. Part One provides needed background in professionalism, ability to anticipate student behavior within the broad range of student traits, and knowledge of the great contributions that have revolutionized the practice of discipline. Part Two takes readers into an exploration and analysis of seven of the most effective programs of discipline available today. Part Three presents a range of additional discipline strategies that can be used to enhance any system of discipline. Lastly, Part Four guides readers through the process of designing a personal system of discipline suited to their preferences and the needs of their students.

THE PRIMARY PURPOSE OF THIS BOOK

Beginning with the first edition of *Building Classroom Discipline* almost three decades ago and continuing to today, the overriding purpose of this book has remained constant—to help teachers develop personal systems of discipline tailored to their individual philosophies and personalities and to the needs, traits, and social realities of their students. Many excellent commercial models of discipline are described herein; however, none is likely to provide a perfect match for the realities of any given classroom. For that reason, readers are urged to select elements from those approaches that can be organized into discipline systems tailored to their needs. Guidance for doing so is presented in Chapters 1 and 16.

In recent years, many advances have been made in discipline, as outlined in the timeline of major contributions in discipline on page xxviii. Whereas earlier discipline was characterized by coercion, reward, and punishment, newer techniques encourage students to behave acceptably because they feel it is the right thing to do and see it as advantageous to themselves and their classmates. The tenth edition of *Building Classroom Discipline* describes a variety of such approaches set forth by leading authorities. These approaches show teachers how to work with students helpfully and respectfully to ensure learning while preserving student dignity and positive teacher–student relationships.

NATURE OF THIS BOOK AND PRIMARY AUDIENCES

The tenth edition of *Building Classroom Discipline* reviews and analyzes approaches to discipline that have been set forth by some of the most astute thinkers in the history of classroom discipline. Nine of those approaches, summarized in Chapter 4, review some of the best foundational contributions that underpin today's discipline. While no longer used in their entirety, those approaches provided groundbreaking strategies and their major components are still evident in today's finest models of discipline. Chapters 5 through 11 present seven prototypical approaches to discipline that can be used effectively in classrooms today. Although the seven approaches vary in nature, all are considered to be complete systems that give balanced attention to preventing misbehavior, supporting appropriate behavior, communicating effectively with students, and correcting misbehavior in a positive manner. Chapters 12 through 15 present a selection of concepts, strategies, and tactics that are at the cutting edge in discipline today and can help enhance virtually any system of discipline. Chapter 16 provides guidance to help readers formalize personal systems of discipline that meet their needs and those of their students.

This book, comprehensive enough to serve as a single or primary text yet compact enough for use with other texts, is designed for use in preservice courses in discipline and classroom management, learning and instruction, methods of teaching, and educational psychology. It is equally useful for teachers already in service who are seeking more effective and enjoyable ways of working with students. Instructors in school district training programs and teacher institutes will also find the book useful.

THE CHAPTERS AND HOW THEY ARE PRESENTED

Previous users of the book will notice that some changes in chapter structure have been made to involve readers more actively and present the material more clearly. As always, chapter organization and style of writing aim at maximum clarity, understanding, and applicability. Chapters 5 through 15, which describe various strategies and tactics of discipline, are structured as follows:

1. Brief biographical sketches of contributing authorities, including their principal publications
2. A preview of the chapter
3. Specific topics to look for in the chapter
4. A description of the particular authorities' views on discipline
5. Suggestions for implementing the approach in the classroom
6. Terms and concepts featured in the chapter

7. Application exercises that include one or more of the following: Activities, Concept Cases, and a "You Are the Teacher" scenario that calls on readers to consider how they would resolve real-life discipline situations
8. References

Following are the titles and contents of the 16 chapters that comprise this book.

Part One: How Do I Begin Organizing a System of Discipline That Meets My Needs?

Chapter 1: What Is Classroom Discipline and How Do I Encourage Productive Efforts in My Classroom?

This restructured chapter provides information to increase your sense of professionalism in teaching and discipline. It explains the nature of professionalism, indicates what is required of professional teachers, introduces an organizing structure to help you work toward a personalized system of discipline, and poses a number of questions about student behavior to expand your thinking about classroom behavior and how it is best managed.

Chapter 2: How Can I Anticipate My Students' Behavior and Deal with Factors That Promote Misbehavior?

This restructured chapter explores student behavior as influenced by maturation and socio-cultural experiences. Behavior is depicted as a product of inborn proclivities that are shaped by the social realities in students' lives. Several factors that tend to promote misbehavior in classrooms are described, along with suggestions for softening or otherwise dealing with those factors.

Chapter 3: How Do I Recognize and Deal with Atypical Behavior That Is Neurological-Based?

This updated chapter examines the sometimes baffling behavior of students with neurological-based behavior (NBB) and helps you understand why those students at times cannot control what they say or do. Authorities estimate that about 10 percent of students in school have NBB. This chapter provides information to help teachers work with these students more productively.

Chapter 4: What Are the Foundations That Underlie Today's Best Systems of Discipline?

This restructured chapter pinpoints the beginning of modern classroom discipline and traces its development up to the present day. The term *modern discipline* refers to comprehensive approaches that are designed to prevent misbehavior and to correct it through helpful tactics that do not treat students harshly. The chapter reviews some of the lasting contributions of great innovators in discipline whose influence is still evident in today's most advanced approaches to discipline.

Part Two: What Are Some of Today's Most Outstanding Approaches to Classroom Discipline?

Chapter 5: How Does Ronald Morrish Use Purposeful Teacher Guidance to Establish Class Discipline?

Morrish, a former teacher, calls his approach *Real Discipline,* which he describes as an organized set of tactics that good teachers have used for generations in helping students become well-mannered and self-directing.

Chapter 6: How Do Harry and Rosemary Wong Use Responsibilities and Procedures to Establish Class Discipline?

Harry and Rosemary Wong, authors of the all-time best-selling book in education, explain why and how students should be informed of classroom responsibilities and trained to follow procedures quickly and correctly. Their approach enhances learning and efficiency in all class activities and markedly reduces the incidence of misbehavior.

Chapter 7: How Does Fred Jones Establish Class Discipline by Keeping Students Responsibly Involved?

Jones, a psychologist, shows how to organize the classroom to enable teachers to "work the crowd," teach in a manner that keeps students actively involved in lessons, and use body language and incentive systems to help students conduct themselves responsibly.

Chapter 8: How Does William Glasser Use Choice Theory and Quality Education to Establish Class Discipline?

Glasser, a psychiatrist, emphasizes that we cannot successfully make students do anything—we must instead use legitimate influence that prompts students to choose to do the right thing. He explains how to exert such influence through quality communication and quality teaching.

Chapter 9: How Does Spencer Kagan Use Structures and Teacher–Student Same-Side Collaboration to Establish Class Discipline?

Kagan, a psychologist, shows teachers how to involve students in making collaborative decisions about classroom behavior and other matters, thus promoting calm, purposeful classrooms. He provides a number of *structures,* or sets of procedures, for teachers to use when students disrupt. The structures halt the disruption and provide acceptable ways for students to meet their needs in the classroom.

Chapter 10: How Does Marvin Marshall Establish Discipline by Activating Internal Motivation and Raising Student Responsibility?

Marshall, a former teacher and administrator, calls his approach *Discipline without Stress.* It uses four levels of social development to influence students to conduct

themselves properly. At the highest level, students conduct themselves in accordance with what they believe to be the right thing to do.

Chapter 11: How Does Craig Seganti Use Positive Teacher Leverage and Realistic Student Accountability to Establish Class Discipline?

Seganti, a classroom teacher in inner-city Los Angeles, explains how to keep students actively engaged in lessons while conducting themselves in a courteous manner. In this new chapter Seganti describes the teaching style he has found effective and his system of benign leverage that keeps students well-mannered and on track.

Part Three: What Additional Strategies Might I Use to Enhance My Personal System of Discipline?

Chapter 12: How Do Top Teachers Establish Personal Influence with Students Who Are Difficult to Manage?

This new chapter describes the most effective tactics available for teachers to interact with students who are especially difficult to manage, thus establishing personal relationships that foster higher achievement and better behavior in the classroom. It includes the input of several highly respected authorities: Dave Hingsburger (on the use of power), Stephen R. Covey (on finding common frames of reference for empathetic listening), Haim Ginott (on congruent communication), Jane Nelsen and Lynn Lott (on relationship builders and barriers), William Glasser (on deadly habits and connecting habits), Tom Daly (on befriending students who are difficult to manage), Richard Curwin and Allen Mendler (on conferring dignity and restoring hope), and Ed Ford (on using the Responsible Thinking Process).

Chapter 13: How Do Leading Experts Engender Respect and Civility in the Classroom?

This reorganized chapter presents contributions from P. M. Forni, head of the Civility Initiative at Johns Hopkins University, Michele Borba, international author and consultant on building moral intelligence, and Diane Gossen, international authority on the role of restitution in bringing about long-term improvement in behavior.

Chapter 14: How Do C. M. Charles and Others Energize Their Classes?

This chapter presents strategies for increasing the levels of student involvement and classroom energy through activities that emphasize group spirit and sense of purpose. The chapter features the contributions of C. M. Charles, author of *The Synergetic Classroom,* and five teachers at various levels who share efforts they have found effective in energizing their classes.

Chapter 15: How Does Eileen Kalberg VanWie Build and Maintain Democratic Learning Communities in Technology-Rich Environments?

This new chapter focuses on procedures for promoting democratic relations among learners in classrooms that are richly endowed with technology, a topic new to discipline. The lead author, researcher and professor Eileen Kalberg VanWie, is one of the first to become thoroughly conversant with the process of establishing group purpose and camaraderie in classes that feature high levels of technology.

Part Four: What Remains to Be Done?

Chapter 16: How Do I Finalize a System of Discipline Designed Especially for Me and My Students?

This expanded chapter provides detailed guidance to help readers finalize an approach to discipline that is especially suited to their personal preferences and to the needs and realities of the students they teach.

SUPPLEMENTS AND LEARNING AIDS

The following supplements provide an outstanding array of resources that facilitate learning about classroom discipline. For more information, ask your local Pearson Education representative or contact the Pearson Faculty Field Support Department at 1-800-526-0485. For technology support, contact technical support directly at 1-800-677-6337 or http://247.pearsoned.com. Instructor supplements can be downloaded from the Instructor Resource Center at www.pearsonhighered.com/irc.

Resources for Instructors

Instructor's Manual

The Instructor's Manual includes a wealth of interesting ideas, activities, and test items designed to help instructors teach the course. The Instructor's Manual is available for download from the Instructor Resource Center at www.pearsonhighered .com/irc.

Resources for Students

MyEducationLab for Classroom Management

"Teacher educators who are developing pedagogies for the analysis of teaching and learning contend that analyzing teaching artifacts has three advantages: it enables new teachers time for reflection while still using the real materials of practice; it provides new teachers with experience thinking about and approaching the complexity of the classroom; and in some cases, it can help new teachers and

teacher educators develop a shared understanding and common language about teaching. . . ."[1]

PEARSON
myeducationlab
The Power of Classroom Practice
www.myeducationlab.com

As Linda Darling-Hammond and her colleagues point out, grounding teacher education in real classrooms—among real teachers and students and among actual examples of students' and teachers' work—is an important, and perhaps even an essential, part of training teachers for the complexities of teaching in today's classrooms. For this reason, we have created a valuable, time-saving website—MyEducationLab—that provides the context of real classrooms and artifacts that research on teacher education tells us is so important. The authentic in-class video footage, interactive skill-building exercises, and other resources available on MyEducationLab offer a uniquely valuable teacher education tool.

MyEducationLab is easy to use and integrate into assignments and courses. Whenever the MyEducationLab logo appears in the text, follow the simple instructions to access the interactive assignments, activities, and learning units on MyEducationLab. For each topic covered in the course you will find most or all of the following resources:

Connection to National Standards.   Now it is easier than ever to see how coursework is connected to national standards. Each topic on MyEducationLab lists intended learning outcomes connected to the appropriate national standards. And all of the Assignments and Activities and all of the Building Teaching Skills and Dispositions in MyEducationLab are mapped to the appropriate national standards and learning outcomes as well.

Assignments and Activities.   Designed to save instructors preparation time and enhance student understanding, these assignable exercises show concepts in action (through video, cases, and/or student and teacher artifacts). They help students synthesize and apply concepts and strategies they read about in the book.

Building Teaching Skills and Dispositions.   These learning units help students practice and strengthen skills that are essential to quality teaching. They are presented with the core skill or concept and then given an opportunity to practice their understanding of this concept multiple times by watching video footage (or interacting with other media) and then critically analyzing the strategy or skill presented.

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[1] Darling-Hammond, L., & Bransford, J., Eds. (2005). *Preparing Teachers for a Changing World.* San Francisco: John Wiley & Sons.

IRIS Center Resources. The IRIS Center at Vanderbilt University (http://iris .peabody.vanderbilt.edu), funded by the U.S. Department of Education's Office of Special Education Programs (OSEP), develops training enhancement materials for preservice and in-service teachers. The Center works with experts from across the country to create challenge-based interactive modules, case study units, and podcasts that provide research-validated information about working with students in inclusive settings. In your MyEducationLab course we have integrated this content where appropriate.

General Resources on Your MyEducationLab Course. The Resources section on MyEducationLab is designed to help students pass their licensure exams; put together effective portfolios and lesson plans; prepare for and navigate the first year of their teaching careers; and understand key educational standards, policies, and laws. This section includes:

- *Licensure Exams.* Contains guidelines for passing the Praxis exam. The *Practice Test Exam* includes practice multiple-choice questions, case study questions, and video case studies with sample questions.
- *Lesson Plan Builder.* Helps students create and share lesson plans.
- *Licensure and Standards.* Provides links to state licensure standards and national standards.
- *Beginning Your Career.* Offers tips, advice, and valuable information on:
    - Resume Writing and Interviewing. Expert advice on how to write impressive resumes and prepare for job interviews.
    - Your First Year of Teaching. Practical tips on setting up a classroom, managing student behavior, and planning for instruction and assessment.
    - Law and Public Policies. Includes specific directives and requirements educators need to understand under the No Child Left Behind Act and the Individuals with Disabilities Education Improvement Act of 2004.

Visit www.myeducationlab.com for a demonstration of this exciting new online teaching resource.

REVIEW AND FEEDBACK FROM AUTHORITIES

Authorities whose work is featured in Chapters 5 through 15 have been invited to interact with the author to ensure accurate depiction of their concepts, approaches, and terminology. The ongoing cooperative liaison between discipline authorities and the author ensures that the information you read is accurate and up to date.

TIMELINE OF MAJOR CONTRIBUTIONS IN DISCIPLINE

The following sequence shows when certain approaches were introduced that became important themes in classroom discipline. Included are the names of originating authorities and the titles of publications in which they set forth their contentions.

1951   *Understanding Group Dynamics*—Fritz Redl (psychiatrist) and William Wattenberg (educational psychologist)

In their book *Mental Hygiene in Teaching,* Redl and Wattenberg explain forces that cause students to behave differently in groups than they do when by themselves. Indicated are roles students assume and roles they expect of teachers. This work was the first systematic theory-based approach to discipline and inaugurated the movement toward modern discipline.

1954   *Applying Reinforcement Theory in Teaching*—B. F. Skinner (behavioral psychologist)

In his article entitled "The Science of Learning and the Art of Teaching," Skinner explains how behavior can be shaped through the process of reinforcement. Skinner set forth principles of reinforcement for teachers and provided the paradigm for positive reinforcement and behavior modification, both widely used today.

1969   *Understanding Behavior as Student Choice*—William Glasser (psychiatrist and educational consultant)

In his book *Schools without Failure,* Glasser makes two major contributions of lasting influence in classroom discipline:

- *Behavior as choice.* Glasser contends that students choose their behavior; they are not forced by circumstances to behave in particular ways. A major role of the teacher is therefore to help students make better choices.
- *Classroom meetings.* He advocates regularly scheduled meetings in which teachers and students discuss and jointly resolve behavior problems and other matters of concern to the class.

1971   *Using Congruent Communication*—Haim Ginott (teacher and psychologist)

In his book *Teacher and Child,* Ginott describes the use and value of teacher communication that is harmonious with student perceptions and emotions. This work, which urges teachers to address situations rather than the character of offending students, established a style of

communication that is now advocated in all programs of classroom discipline.

1971

Managing Students during Lessons—Jacob Kounin (educational psychologist)

In his book *Discipline and Group Management in Classrooms,* Kounin reports his research into what teachers do to maintain proper student behavior. He concludes that management of classroom organization, lesson delivery, and attention to individual students were more effective than punishment or other known sanctions used to enforce proper behavior.

1972

Emphasizing the Value of Democratic Classrooms—Rudolf Dreikurs (psychiatrist and family counselor)

In a book entitled *Discipline without Tears,* co-authored with Pearl Cassel, Dreikurs explains the nature and value of classrooms operated in accordance with democratic principles, such as student involvement in making decisions about class matters, engaging in give and take with classmates and teachers, and having the opportunity to express personal ideas about class matters. He also identifies "gaining a sense of belonging" as a prime motive behind student behavior at school.

1976

Assertively Taking Charge—Lee Canter and Marlene Canter (teachers and consultants)

In their book *Assertive Discipline: A Take-Charge Approach for Today's Educator,* the Canters show teachers how to take charge of student behavior in their classrooms in a firm, yet kindly manner in which teachers' right to teach and students' right to learn are maintained without unnecessary disruptions. This approach revolutionized discipline in classrooms and was hugely popular for more than 20 years.

1986

Applying the Principles of Choice Theory—William Glasser (psychiatrist and educational consultant)

In his books *Control Theory in the Classroom* (1986) and *Choice Theory in the Classroom* (1990, 1998), Glasser strongly makes the points that we cannot control anyone's behavior except our own, and that teachers cannot successfully force students to do anything they don't want to do. What teachers can do is help students envision a quality existence in school and plan the choices that lead to it.

1987

Keeping Students Actively Involved—Fred Jones (psychologist and educational consultant)

In his books *Positive Discipline in the Classroom* and *Tools for Teaching,* Jones asserts that students seldom misbehave if they are kept actively

involved in lessons. He shows teachers how to engage with students through body language; frequent personal interactions; working the crowd; and using Say, See, Do Teaching.

1988

Discipline with Dignity—Richard Curwin (teacher educator) and Allen Mendler (school psychologist)

In their book *Discipline with Dignity,* Curwin and Mendler establish that a key principle in effective discipline is maintaining student dignity (allowing students to maintain self-respect), which reduces student defensiveness and helps promote positive relations between teacher and student.

1994

Building Inner Discipline—Barbara Coloroso (educator and consultant)

In her book *Kids Are Worth It!: Giving Your Child the Gift of Inner Discipline,* Coloroso provides tactics for helping students develop self-control. Her plan urges teachers to establish classrooms that provide a climate of trust and responsibility, in which students are given power to make decisions about many of the problems they encounter and are required to manage the outcomes of their decisions.

1998

The Value and Use of Classroom Roles and Procedures—Harry Wong and Rosemary Wong (teachers and consultants)

In their book *The First Days of School: How to Be an Effective Teacher,* the Wongs firmly state that the main problem in teaching is not poor discipline, but poor classroom management. They urge teachers to use all the time necessary to teach students how to fulfill their classroom roles, follow routines, and complete work assignments. They add that the most effective teachers spend most of the first two weeks teaching students those crucial matters.

2000

Building Synergy in the Classroom—C. M. Charles (teacher educator)

In his book *The Synergetic Classroom: Joyful Teaching and Gentle Discipline,* Charles describes how teachers can energize their classes through conditions and activities that interest and motivate students—as seen in athletic competitions, artistic productions, and displays of student work. Factors that tend to promote synergy include teacher charisma, topics and activities of high interest, competition, cooperative work with give and take, and recognition of accomplishment. During periods of synergy, little misbehavior occurs and students maintain a positive attitude toward school.

2000

Implementing Realistic Discipline—Ronald Morrish (behavior specialist and consultant)

In his book *With All Due Respect,* Morrish describes three things he urges teachers to do in order to establish good discipline in the class: (1) train students through clear expectations and insistence on compliance to accept adult authority and automatically follow teacher directions; (2) teach students the skills, attitudes, and knowledge needed for cooperation, proper behavior, and responsibility; and (3) increasingly offer students opportunities to make choices that take into account the needs and rights of other students and school personnel. When students misbehave, they are asked to correct their misbehavior by redoing it properly.

2001   *Building Moral Intelligence*—Michele Borba (educator and consultant)

In her book *Building Moral Intelligence: The Seven Essential Virtues That Teach Kids to Do the Right Thing,* Borba describes moral intelligence as comprised of (1) the ability to distinguish right from wrong; (2) the establishment and maintenance of strong ethical convictions; and (3) the willingness to act on those convictions in an honorable way. Borba's program provides suggestions to strengthen students in these three areas, thus promoting better behavior in school.

2001   *Organizing Classrooms as Communities of Learners*—Alfie Kohn (educator and consultant)

In his book *Beyond Discipline: From Compliance to Community,* Kohn made the case for organizing classes to function as communities of learners. Kohn has soundly criticized teaching and discipline approaches that *do things to* students rather than involving them as partners in the process, where they can work cooperatively, support each other, and participate fully in resolving class problems.

2001   *Raising the Level of Student Responsibility*—Marvin Marshall (educator and consultant)

In his book *Discipline without Stress, Punishments, or Rewards: How Teachers and Parents Promote Responsibility & Learning,* Marshall describes his approach, called *Discipline without Stress,* in which students are taught, without coercion, to (1) understand four levels of social development and relate the levels to behavior and learning; (2) identify the level of their personal behavior at any given time; and (3) select better courses of action, when necessary, from self-perceptions or from *guided choices* the teacher provides if disruptions continue.

2001   *Understanding the Hidden Rules of Various Social Groups*—Ruby Payne (educator and consultant)

In her book *A Framework for Understanding Poverty,* Payne contends that each economic class has its own set of hidden rules that help it survive,