

PIONEERS OF CLASSROOM DISCIPLINE

Redl and Wattenberg's contributions to Classroom Discipline

Provided insight into group dynamics, group behaviour, and roles of students and teachers.

Gave teachers the first well organized, systematic approach to improving student behaviour in the classroom.

Devised procedures of “diagnostic thinking” to help teachers better deal with misbehaviour.

Championed involving students in decision making regarding discipline.

Advocated a more humane discipline approach by avoiding punishment and maintaining positive feelings.

Redl and Wattenberg on Group Behaviour

Students behave differently in groups compared to individually.

Groups assign roles to teachers and students and produce dynamics that affect the class's behaviour positively and negatively.

To be effective in discipline, teachers must assess those roles and dynamics and learn to deal appropriately with the behaviour they engender.

B F Skinner's contributions to Classroom Discipline

Skinner is the father of behaviour modification, the procedure of shaping student behaviour through the use of reinforcements.

Key features of behaviour modification include:

- Constant reinforcement
- Intermittent reinforcement
- Extinction
- Successive approximation
- Punishment

William Glasser's contributions to Classroom Discipline

He contended that students choose to behave as they do; nothing forces them.

He described misbehaviour as a bad choice and appropriate behaviour as a good choice.

He urged teachers to formulate class rules and consequences and involve students in the process.

Glasser insisted that teachers never accept excuses for misbehaviour and always see that students experience the reasonable consequences of the choices they make.

He also maintained that the teacher's role in discipline consists of continually helping students to make better behaviour choices.

Popularized classroom meetings as a regular part of the curriculum.

Jacob Kounin's contributions to today's Classroom Discipline

Kounin's contributions to classroom discipline are, he emphasized how teachers could manage students, lessons, and classrooms so as to reduce the incidence of behaviour.

Identified specific teaching techniques that help, and hinder, classroom discipline.

Kounin showed that technique, not teacher's personality, is really the most crucial in classroom management of student behaviour.

Key features of classroom and lesson management according to Kounin are:

→ Withitness

→ Momentum

- Smoothness
- Group alerting
- Accountability
- Overlapping
- Satiation
- Fun and challenge

Haim Ginott's contributions to modern Classroom Discipline

Ginott's contribution to classroom discipline are, he provided the first coherent strategies for building classroom discipline through communication.

Clarified his contentions by describing teachers at their best and teachers at their worst.

He also explained the nature of congruent communication and detailed the techniques for its use.

He showed how effective discipline is gained through small, gentle steps rather than rough and strong tactics.

Explained how teachers can show genuine emotion without hurting relations with students

According to Ginott, key features of Congruent Communication are:

- Address situations rather than character
- Invites cooperation
- Accepts and acknowledges feelings
- Expresses anger appropriately
- Uses brevity in correcting misbehaviour
- Uses appreciative rather than evaluative praise

And according to him, key features of Non-Congruent Communication include:

- Labels students and name-calls
- Asks rhetorical “whys” and gives moralistic lectures
- Invades students’ privacy
- Makes caustic or sarcastic remarks to students
- Attacks students’ character
- Demands rather than invites cooperation
- Denies students’ feelings

- Shows loss of temper
- Uses evaluative praise to manipulate students

Ginott's Special Techniques for good classroom management are as follows:

→ To correct student misbehaviour, use laconic language and show students how to behave.

→ To express anger do so genuinely, but with no sarcasm or hostility.

→ To praise students, show appreciation for what students DO, not what they are.

→ To invite cooperation, indicate what needs to be done, without bossing.

→ To use their hidden assets, ask "How can I be helpful to my students right now?"

Rudolf Dreikurs's contributions to Classroom Discipline

Dreikur's contribution to classroom discipline are, he identified true discipline as synonymous with self-discipline, and based his discipline scheme on the premise of social interest.

He also clarified how democratic teachers and classrooms promote sound discipline.

He pinpointed a prime goal (belonging) as an underlying motivator of student behaviour.

Identified and offered techniques for giving positive redirection to students' mistaken goals of attention, power, revenge, and inadequacy.

Urged teachers and students to jointly formulate rules and logical consequences for compliance or violation.

Finally, Rudolf Dreikurs outlined three ideal types of teachers and classrooms:

→ Autocratic

→ Permissive

→ Democratic