Consequences Models

Focus Point

A Consequence approach to classroom management is based on the understanding that teachers must exert strong control over children to create an environment in which learning can occur.

Assertive Discipline

Analyze your typical behavior management style.

- Do you set firm, consistent limits for all students?
- Do you respond to misconduct in a non-hostile, assertive manner?
- Do you use a firm, calm, confident voice?
- Do you use eye contact, gestures, and the student's name?
- Do you have a sequential listing of responses (e.g., warning, detention, send to office) so that you are prepared to administer a negative consequence, and do the students know that you will respond in a consistent manner?
- Do you "catch the students being good" (e.g., answering questions, doing requested assignments)?

Consequences Models

- **Assertive Discipline**
  - Lee and Marlene Canter
- **Positive Discipline Model**
  - Fred Jones
- **Effective Momentum Model**
  - Jacob Kounin
- **Logical Consequences**
  - Rudolf Dreikurs
- **Traditional Model**
- **Behavior Modification**
  - B. F. Skinner

Consequences Models

- Marlene and Lee Canter (1976, 2001) have developed a discipline model based on thousands of hours observing teachers in the classroom.
- What they have included in their model is based on what the **successful** teachers do.
- **Assertive Discipline** is a direct and positive approach to make it possible for the teacher to teach and the students to learn.
Assertive Discipline

- Most Teacher Control
- Authoritarian Management Style
- Teacher is, at all times, attentive to what is in the best interests of the students.
- Teachers’ rights include establishing an optimal learning environment and expecting appropriate behavior from students.
- Students’ rights include a safe and productive learning environment.

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Assertive Discipline Five Basic Procedures

1. Determine negative consequences for noncompliance and positive consequences for appropriate behaviors.
2. Identify your expectations
   - Draw a clear line between appropriate and inappropriate behaviors.
3. Stress why positive behavior is necessary.
4. Persist in reinforcing expectations using a firm tone of voice and maintaining eye contact
   - Use nonverbal gestures to clearly convey intentions.
5. Be assertive in confrontations with students over behavior, reminding them of expectations and consequences without hostility or threats.
   - Make sure the established consequences are consistently enforced.

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Assertive Discipline Strengths

- Simple to use and straightforward
- Teachers have the power – this gives them a feeling of security and instills a sense of confidence in their abilities.
- Involves parents and administration in the discipline process – TEAM WORK
- Expectations are clear.
- Consequences are consistently applied.

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Assertive Discipline Weaknesses

- Power inequity
   - students are not invited into the management process.
- Rules are nonnegotiable.
- Students are punished or rewarded depending on their ability to conform to the rules established by the teacher.
- Goal of self-discipline is secondary to the models’ aims.
  - Control is externally imposed on students.
- Fails to deal with the underlying causes of discipline problems.
- Extreme misbehavior results in student suspension.

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Examples

- HILLSBOROUGH COUNTY PUBLIC SCHOOLS TRANSPORTATION DEPARTMENT
  - http://www.sdhc.k12.fl.us/transportation/assertive_discipline.asp
- USD of Cherokee, Kansas - Weir Assertive Discipline Policy
Weblinks

- [http://maxweber.hunter.cuny.edu/pub/eres/EDS PC715_MCINTYRE/AssertiveDiscipline.html](http://maxweber.hunter.cuny.edu/pub/eres/EDS PC715_MCINTYRE/AssertiveDiscipline.html)

Resources


Positive Discipline

- Fredric Jones (1987)
- The use of proximity and physical presence

Positive Discipline Model

- Weblinks
  - Canter and Jones Models
    - [http://www.humboldt.edu/~tha1/canter.html](http://www.humboldt.edu/~tha1/canter.html)
    - [http://wik.ed.uiuc.edu/index.php/Positive_Discipline](http://wik.ed.uiuc.edu/index.php/Positive_Discipline)
    - [http://faculty.msmc.edu/frm6763/pdf/positive_discipline.pdf](http://faculty.msmc.edu/frm6763/pdf/positive_discipline.pdf)

Effective Momentum Model

- Jacob Kounin (1977)
  - [http://wik.ed.uiuc.edu/index.php/Kounin_ Jacob](http://wik.ed.uiuc.edu/index.php/Kounin_ Jacob)
- With-it-ness
  - [http://www.pecentral.org/climate/april99article.htm](http://www.pecentral.org/climate/april99article.htm)
  - [http://www.educ.uvic.ca/epls/faculty/rowles/kounin1.htm](http://www.educ.uvic.ca/epls/faculty/rowles/kounin1.htm)

Logical Consequences

- Rudolf Dreikurs
- This model is based on the assumption that inappropriate behavior is motivated by the desire to gain attention, exercise power, exact revenge, or display inadequacy
Traditional Model
- Traditional or Instructional-eclectic (cookbook approach)
- Most-teacher-control approach
- Reactive rather than proactive approach
- Uses positive reinforcement, rewards, honor rolls, special privileges for well-performing students.
- Figure 4.2 page 57

Behavior Modification
- B. F. Skinner
  - "The consequences of behavior determine the probability that the behavior will occur again"
- http://wik.ed.uiuc.edu/index.php/Behavior_Analysis
- http://www.behavior.org/

Journal Response #3
- How can you justify the use of behavior modification in a democratic society? – Provide examples

True and False
1. Discipline according to Jones is creating time on task in the most unobtrusive fashion.
2. The main strength of the neo-Skinnerian model is that behavior modification works.
3. Many traditional approaches use behavior modification.
4. Teachers who rely on the traditional model tend to enforce rules after critically analyzing each situation.
5. Behavior modification advances the theory that discipline is not punishment; it is an attempt to instill in students self-control.
6. Canter believes that maintaining momentum in the classroom is key to successful teaching.
7. The Jones model draws theoretically and conceptually from the knowledge base of behavior modification.
8. Jones believes that teachers should offer incentives, such as "preferred activity time to keep students on task.
9. Assertive discipline uses negative and positive consequences rather than to logical consequences as recommended by Dreikurs.
10. All teachers use behavior modification to some extent, but few do so systematically, as advocated by Bandura.

IOSIE Case Study
- Assertive Discipline – 2, 7, 19
- Jones Model – 3, 15, 22
- The Kounin Effective Momentum Model – 11, 18, 25, 26
- Logical Consequences – 1, 15, 19
- Traditional Model – 8, 12, 22
- Behavior Modification – 1, 9, 10

Code of Ethics-Cases from the Field
- Students will write a paper that compares their responses to those of a practicing teacher about approaches that would be used when confronted with the situations found on pages 22-23 in the Scarpaci text.
- Students must include their personal response to the importance of having and adhering to a code of ethics.
- The paper must also include how the responses (student and interviewee) adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
- NOTE: Be sure to relate the responses to the specific components of the Code of Ethics.
- The ethics assignment will be assessed using the attached Adhering to the Code of Ethics Scoring Criteria.