

Introduction: Classroom Management Theory

Assertiveness and insistence are at the focus of Canter's model. If, at first, these do not elicit the desired behavior from students, well organized follow up procedures are brought into play. This model provides a very powerful system of corrective discipline. (Teacher Matters, 2012)

Sources: <http://assertivedisciplineclassroommanagement.pbworks.com/w/page/54424891/Canter%27s%20Assertive%20Discipline%20Model>

Understanding the Discipline

- Catch the students doing GOOD
- Recognize and reinforce appropriate behavior
- Let the students know when you approve of the behavior
- Let students know when you disapprove of the behavior
- Guide them through their choices and teach them good behavior
- Students obey the rules because they understand the consequences

The Teacher

- No student will stop the teacher from teaching
- No student will prevent another student from learning
- No student will engage in behavior that is not in the best interest of the learning environment
- A student who chooses to behave appropriately, will be immediately recognize for such behavior
- Assertive teachers are "In Charge" of the classroom
- Assertive teachers have the skills and confidence necessary to "take charge" in their classroom

(Canter Principal Teachings – Ayoub, 2011)

Using Assertive Discipline

- Dismiss the thought that there is any acceptable reason for misbehavior
- Implement the program immediately
- Keep the classroom organized and maintain a positive environment
- Select four or five rules that are specific, easy to understand and implement them in the classroom
- Determine negative consequences for misbehavior
- Determine positive consequences for appropriate behavior
- List the rules on the board
- Put positive and negative consequences in writing
- Send rules and expectations home and explain the program to parents/guardian

Canter said it best:

Assertive Discipline Overview

1. Organized, Teacher-in-Charge classroom environment
2. Start beginning of the school year insuring that all students know what to expect in the classroom.
3. Establish a set of classroom rules, four or five that are specific and easy to understand.
 - i. Display the rules in the classroom, so everyone can see what they are.
 - ii. A handout of rules for high school students maybe more appropriate than posting them in the classroom
4. Create a Systematic Discipline Plan that explains exactly what will happen when students choose to misbehave. Remember an effective discipline plan is applied to all students fairly and is based around positive reinforcement.
 - i. The Discipline Plan is created by the teacher to fit the grade and the classroom needs.
 - ii. Establish a maximum of "Five Consequences for Misbehavior" (examples):
 - a. First time student breaks rule: student is warned
 - b. Second time: student has 5 minute timeout
 - c. Third time: student has a 10 minute timeout
 - d. Fourth time: teacher calls the parent
 - e. Fifth time: the student goes to the principal
 - iii. Some teachers write names on the chalkboard (Canter suggests a clipboard) and use check marks, where others have students in a time out at the second infraction. The use of proximity and moving misbehaving student are very effective tools. When working with high school students, the teacher needs to develop age appropriate consequences.
 - iv. Put the Discipline plan in writing
 - a. Send written discipline plan home to parents.
 - a. Eliminates surprises if the teacher has to call home about a student who chooses to misbehave
 - b. Have the students and parents sign the plan
 - a Encourage parents to be active in their child's education
5. Remain Assertive (Gurcan and Tekin, n.d.)
 - i. Identify wants and feeling in interpersonal situations
 - ii. Verbalize wants and feelings in a straight forward manner
 - iii. Persist in stating wants and feelings
 - iv. Use firm tone of voice
 - v. Maintain eye contact when speaking
 - vi. Reinforce verbal statements with nonverbal gestures
6. Use Positive Reinforcement
 - i. Teach students desired behavior through modeling and positive verbal explanations
 - ii. Determine positive consequences for appropriate behavior
 - iii. Encourage students to take responsibility for their choices and behavior
 - a. Use verbal praise and positive repetition techniques
 - b. Incentive reward system (examples)
 - c. Send home notes of praise to show parents
 - d. Incentives for individual or group rewards

Students need teachers who can create classroom environments in which teaching and learning can take place. Every student has the right to a learning environment that is free from disruption. Students also need teachers who help them learn how to behave appropriately in school. Many students who are categorized as behavior problems would not be so labeled if their teachers had taught them how to behave appropriately in the classroom and had raised their self-esteem.



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