

## Management and Discipline in a Constructivist Classroom

Slide 1	<p>In the past several decades there has been a movement to a more learner-centered approach to classroom practice with a de-emphasis on teacher-led instruction. Fortunately, there has been a corresponding development of a more learner-centered approach to classroom management and discipline. This presentation will provide a brief overview of such approaches. My name is Bill Huitt and I am Professor Emeritus at Valdosta State University and Adjunct Professor at Capella University. The presentation is narrated by Geoff Huitt who is assisting me with the production of these videos.</p>
Slide 2	<p>Establishing a classroom environment that is supportive of learning is a challenge in the modern classroom in the USA. While this has always been an issue, especially for new teachers, there are increasing numbers of learners with</p>
Slide 3	<p>not only intellectual, cognitive, or visual processing disabilities in the regular classroom, but also</p>
Slide 4	<p>learners with behavioral and emotional disabilities as well as</p>
Slide 5	<p>learners on the autism spectrum.</p>
Slide 6	<p>In the past, many children with these disabilities would have been placed in special education classrooms with 5 to 10 learners,</p>
Slide 7	<p>they are now in regular classrooms of 20 to 30 learners.</p>
Slide 8	<p>Educators are now required to perform a Response to Intervention (RTI) before learners can be referred to a special education class (Mesmer &amp; Mesmer, 2008). This process can take months to complete which means that classroom teachers have extra challenges in establishing a quality learning environment.</p>
Slide 9	<p>Where the educator uses a teacher-lead instructional model, this is somewhat easier as children are mainly either listening to the teacher or working independently.</p>
Slide 10	<p>However, the use of learner-centered instruction with more emphasis on active inquiry and group work provides additional challenges.</p>

Slide 11	Fortunately, there are a number of classroom management approaches that address the increased student interactions among learners in a learner-centered classroom. The reference section includes some resources that are worthy of exploration.
Slide 12	There are a number of theory-based alternatives.
Slide 13	For example, Jerome Freiberg and Stacey Lamb describe the fundamentals of applying Carl Roger's person-centered approach to creating positive teacher-student relationships.
Slide 14	Likewise, Bill Purkey and John Novak describe Purkey's invitational approach, which is based on self-concept theory and also has decades of implementation.
Slide 15	Suzy Edwards provides an overview of an alternative approach developed by a group of educators in Australia using Vygotsky's socio-cultural theory.
Slide 16	And Eileen Flicker and Janet Hoffman describe the Developmental Discipline program that was developed as part of the Child Development Project. This program has a focus on the social-moral development of children with a foundation in John Bowlby's attachment theory.
Slide 17	Alternatively, a number of researchers re-interpreted research findings to highlight those components that are most relevant to learner-centered classrooms.
Slide 18	Examples include work completed by Jere Brophy,
Slide 19	and Catherine Randolph and Carolyn Evertson.
Slide 20	All of these approaches to classroom management focus on what William Glasser called management without coercion.
Slide 21	However, most of the classroom management alternatives developed over the last two decades rely heavily on social-emotional learning (SEL) research that show a positive impact on school learning when schools implement these approaches.

Slide 22	It appears that the key component of successful implementation is a change in mindset from control to empowerment as educators focus on connecting emotionally with learners and encouraging development of self-regulation.
Slide 23	Two of the programs whose developers used the work in SEL as a foundation for creating methods and techniques with a specific focus on classroom management and discipline deserve special attention:
Slide 24	Responsive Classroom and
Slide 25	Conscious Discipline.
Slide 26	There are several commonalities between these two programs.
Slide 27	Both recommend school-wide adoption of their programs,
Slide 28	have extensive professional development resources available, and
Slide 29	have empirical data to support their effectiveness.
Slide 30	The Responsive Classroom approach
Slide 31	focuses on developing learners' self-regulatory and social skills as they simultaneously develop academic skills.
Slide 32	The intention is to change how teachers interact with learners rather than modifying the content of what is taught. It is therefore applicable for any curriculum.
Slide 33	The classroom interventions include such activities as
Slide 34	the use of positive language,

Slide 35	interactive modeling,
Slide 36	reflecting on logical consequences,
Slide 37	engaging in conflict resolution using activities such as
Slide 38	guided discovery, and
Slide 39	group-based collaborative problem-solving.
Slide 40	Conscious discipline is explained in detail
Slide 41	in a book written by Becky Baily titled <i>Conscious Discipline</i>
Slide 42	as well as extensive videos.
Slide 43	There is a focus on
Slide 44	facilitating a sense of safety,
Slide 45	creating empathetic connections with others, and
Slide 46	engaging in reflective problem-solving.
Slide 47	There are seven skills associated with these three goals. For each of the skills, there is an identified personal power that must be developed. Educators must develop these powers as well as learners.
Slide 48	For the goal of safety, there are two skills: Composure and Assertiveness.

Slide 49	The skill of composure is developed through the personal power of perception. When people perceive the world through a helpful perception, it enhances the ability to maintain one's composure.
Slide 50	The skill of assertiveness is developed through the personal power of attention. Attending to how we are respectful of others and how we want to be treated allows one to explicitly set boundaries and is essential for setting limits and achievement goals.
Slide 51	For the goal of connections there are three associated skills: encouragement, choices, and empathy.
Slide 52	The skill of encouragement of others is enhanced through the personal power of unity; this occurs as the individual begins to recognize that enhancing the group facilitates the individual's own development.
Slide 53	The skill of making choices that are enhancing to one's life rather than creating obstacles is developed through the individual power of free will. Strengthening this power is an essential component of developing self-regulation.
Slide 54	The skill of empathy is developed through the power of acceptance. As children accept their own situations and mistakes as well as those of others, they can relax and realize that choices are not permanent and neither are the consequences.
Slide 55	Finally, the goal of reflective problem solving is enhanced through the development of the skills of positive intent and consequences. It is important to recognize that problem solving is dependent on developing a safe environment and making connections with others.
Slide 56	The skill of positive intent is developed through the individual power of love in which educators and learners are encouraged to see the best in themselves and others. That means to see the positive intent as much as possible.
Slide 57	Finally, the skill of considering consequences is enhanced through the individual power of intention. This occurs as individuals develop the self-awareness that every choice has a consequence that results from the action itself. Adults establish intermediate consequences, both pleasant and aversive to guide learners and protect them from the natural consequences that may come later.

Slide 58	An important additional component of Conscious Discipline is its extension to parental education. Parents who participated in this set of activities reported
Slide 59	they changed both their perceptions and their behavior and
Slide 60	enjoyed an enhanced parent-child relationship
Slide 61	with a resulting decrease in challenges with their child's behavior.
Slide 62	Educators implementing a constructivistic approach to instruction should become familiar with this literature as they design their classroom and school discipline systems. Special consideration should be given to
Slide 63	the Responsive Classroom and the Conscious Discipline programs, as they have solid empirical evidence to support their effectiveness.
Slide 64	Additionally, consideration should be given to a parent education component, as many of the discipline challenges in classrooms occur because of a discrepancy between home and school expectations for behavior and the skills used to actualize those expectations.
Slide 65	This is especially a concern when a parent finds the child's behavior acceptable at home when dealing with the child one-on-one, but the child's disruption of the entire class with the same behavior detracts from the individual's as well as other children's learning experiences.
Slide 66	<p>Akar, H., &amp; Yiuldirim, A. (2009). Change in teacher candidates' metaphorical images about classroom management in a social constructivist learning environment. <i>Teaching in Higher Education, 14</i>(4), 401-415. doi:10.1080/13562510903050152</p> <p>Baily, B. (2009). <i>Conscious discipline skills</i>. (Videos). Available at <a href="https://consciousdiscipline.com/video-categories/conscious-discipline-skills/">https://consciousdiscipline.com/video-categories/conscious-discipline-skills/</a></p> <p>Baily, B. (2015). <i>Conscious discipline: Building resilient classrooms</i> (2nd ed.). Oviedo, FL: Conscious Discipline.</p> <p>Battistich, V. (2008). The Child Development Project: Creating caring school communities. In L. Nucci &amp; D. Narvaez (Eds.), <i>Handbook of moral and character education</i> (pp. 328–351). New York, NY: Routledge.</p> <p>Bowlby, J. (1969). <i>Attachment and loss: Vol. 1. Attachment</i>. New York, NY: Basic Books</p>

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<p>Slide 68</p>	<p>Flicker, E. S., &amp; Hoffman, J. A. (2002). Developmental Discipline in the early childhood classroom. <i>Young Children</i>, 57(5), 82-89.</p> <p>Freiberg, H. J., &amp; Lamb, S. (2009). Dimensions of person-centered classroom management. <i>Theory Into Practice</i>, 48, 99-105. doi:10.1080/00405840902776228</p> <p>Glasser, W. (1990). <i>The quality school: Managing students without coercion</i>. Toronto, ON: Perrenial Library.</p> <p>Hardman, E., &amp; Smith, S. (2013). Analysis of classroom discipline-related content in elementary school journals. <i>Behavioral Disorders</i>, 28(2), 173-186.</p> <p>Huitt, W. (2009). Constructivism. <i>Educational Psychology Interactive</i>. Valdosta, GA: Valdosta State University. Retrieved from <a href="http://www.edpsycinteractive.org/topics/cognition/construct.html">http://www.edpsycinteractive.org/topics/cognition/construct.html</a></p>
<p>Slide 69</p>	<p>Jones, S., Brush, K., Bailey, R., Brion-Miesels, G., McIntyre, J., Kahn, J., Nelson, B., &amp; Stickle, L. (2017). Conscious Discipline. In <i>Navigating SEL from the inside out: Looking inside and across 25 leading SEL programs: A practical resource for schools and OST providers</i> (pp. 221-230). Cambridge, MA: Harvard Graduate School of Education, Retrieved from <a href="https://www.wallacefoundation.org/knowledge-center/pages/navigating-social-and-emotional-learning-from-the-inside-out.aspx">https://www.wallacefoundation.org/knowledge-center/pages/navigating-social-and-emotional-learning-from-the-inside-out.aspx</a></p> <p>Marshall, H. H. (2001). Beyond the workplace metaphor: The classroom as a learning setting. <i>Theory into Practice</i> 29(2), 94-101.</p> <p>Mesmer, E., &amp; Mesmer, H. (2008). Response to Intervention: What teachers of reading need to know: Clear definitions, details of relevant legislation, and examples of RTI in action help explain this approach to identifying and supporting learners who may be struggling. <i>The Reading Teacher</i>, 62(4), 280-290.</p>

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Slide 71	<p>Slide 2: <a href="https://gdb.voanews.com/0E014742-BC9F-4BFF-BADC-93D274648CC5_w1597_n_r1_st.jpg">https://gdb.voanews.com/0E014742-BC9F-4BFF-BADC-93D274648CC5_w1597_n_r1_st.jpg</a></p> <p>Slide 6: <a href="https://home.edweb.net/wp-content/uploads/20160414-inclusiveeducation-event.jpg">https://home.edweb.net/wp-content/uploads/20160414-inclusiveeducation-event.jpg</a></p> <p>Slide 7: <a href="https://tltc.umd.edu/sites/tltc.umd.edu/files/collaborative.jpg">https://tltc.umd.edu/sites/tltc.umd.edu/files/collaborative.jpg</a></p> <p>Slide 9: <a href="https://gdb.voanews.com/0E014742-BC9F-4BFF-BADC-93D274648CC5_w1023_r1_s.jpg">https://gdb.voanews.com/0E014742-BC9F-4BFF-BADC-93D274648CC5_w1023_r1_s.jpg</a></p> <p>Slide 10: <a href="https://pbs.twimg.com/media/DX4yOvUX4AMfsMl.jpg">https://pbs.twimg.com/media/DX4yOvUX4AMfsMl.jpg</a></p>

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