Gian Torres

Internship Seminar

Action Research Annotated Bibliography

*“How can one improve classroom management and does personal or group level discipline work best?”*

**1)**

**Babad, E. Y. (2009). *The social psychology of the classroom*. New York: Routledge.**

In this book, it talks about how there are two sides when it comes to punishments and that the best and ideal situation is to not give them, but that won’t always be the case. Punishments are needed but the correct ones will be effective. If a punishment isn’t working, throw it away and find a new one as such punishments could affect the classroom environment and the tone of it. It mentions how collective punishment could be detrimental, but also states that scenarios will dictate when to use it and when to do individual discipline. The pages that I will be looking at closely in this book are pages 144-150.

**2)**

**Curwin, R. L., & Mendler, A. N. (1988). *Discipline with dignity.* Alexandria, Va.: Association for Supervision and Curriculum Development.**

In *Discipline with Dignity*, it hits the topic of how to deal with a student or group of students in the correct manner. When we are teachers, we sometimes tend to forget that we must show respect to get it in return, not saying that we don't do that but at times it could be the last thing on our minds while we are trying to manage a class. This book, by Richard Curwin and Allen Mendler, states that "Group punishments are almost always ineffective. They generate resentment in the innocent students who learn to think that they might as well break the rules because they will be punished anyway, and they teach the rule violators that they will not have to take responsibility for their actions." I will look more into the book to see what other insights I can get that could aid me and support my research.

**3)**

**Jones, F. H. (1987). Positive classroom discipline. New York: McGraw-Hill.**

In *Positive Classroom Discipline*, Frederic H. Jones starts this book off stating it is a first half of a two-volume work that “describes the fundamental skills of classroom management as they are integrated into the day-to-day functioning of a classroom teacher.” Jones provides a “Positive Discipline Model” where he states that there are three systems that must be implemented correctively so discipline could be effective. Those four systems are limit setting, responsibility training, omission training, and a back-up system. It also mentions what are appropriate and inappropriate sanctions, and I’ve seen the ones that are correct, according to Jones, implemented in the classrooms and gyms I’ve observed so that tells me that these methods have passed the test of time. He also states the myths of rules of discipline, and in my eyes I agree with. I’m intrigued on what it states on collaborative discipline as it has strong views towards it. What made me enjoy this book was the message of positivity it gives to teachers, which lessens the old command style to a new teacher-student integrative discipline, which is what administrators, are favoring and leaning more towards to nowadays.

**4)**

**Dickson, S. Eric. On the (In)effectiveness of Collective Punishment: An Experimental Investigation.** [**http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.296.9155&rep=rep1&type=pdf**](http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.296.9155&rep=rep1&type=pdf)

I decided to try to find a source that was outside the education world, as collective and individual punishment occurs in more places than you think: team sports, work place, This Is a very detailed study that supports the notion that collective punishment is ineffective, and as the school year has gone by, I’m starting to see that. I wanted a different perspective and I think this study has given it to me because if you think about it, collective punishment had to be an idea that either one, was created in schools or two, was implemented elsewhere and made its way into schools, it just didn’t appear on its own. Collective punishment is not fair to the ones not involved and creates tension between others, and will lead to division within a group.

**5)**

**Khalsa, S. S. (2007). *Teaching discipline & self-respect : Effective strategies, anecdotes, and lessons for successful classroom management.* Thousand Oaks, CA: Corwiess.** [**http://catdir.loc.gov/catdir/toc/ecip071/2006031547.html**](http://catdir.loc.gov/catdir/toc/ecip071/2006031547.html)

In this book written by SiriNam S. Khalsa, he starts by giving a scenario to her readers about how a teacher plans a lesson. Everything is set up, equipment and other materials needed for the lesson to be a dynamic one. Couple of minutes into it, you realize that the lesson is not what you have pictured it into your head and you adapt to save it but now you, as the teacher, are now into an argument with a student about chewing gum in the classroom. Time flies and the class period is almost over and little is accomplished. This scenario has happened to every teacher simply because he believe teaching is one of the most difficult profession because of one thing: human behavior.

The book has chapters on how to build community, how to create procedure, how to develop rapport, how to teach discipline and self-respect, and strategies that can be implemented in all types of classrooms. The book also hits on diverse students and as more integration is now implemented into the classroom. It is a great chapter to look into, as teachers must teach to all effectively. The two chapters that have stuck with me the most has been ‘Creating Classroom Procedures and Routines’ and ‘Teaching Discipline and Self-Respect’ because those two are the ones that I’m working on to improve. In a gym, many students tend to go a little wild due to the nature and setting that a gym gives to any student. I enjoy the charts that provide appropriate responses with everyday situations, as they are relatable to what I have already faced over the year.

**6)**

**Campbell, D. (2012). Discipline without anger: A new style of classroom management. Lanham, Md: Rowman & Littlefield Education.**

This book naturally grabs the attention of all teachers just because of the titles. If the teacher can discipline without getting angry, then stress levels drop and the chances of burnout and leaving the career in the first few years lessen greatly. He bases his plan on his experiences within the classroom and they weren’t necessarily drastic, the problems arising in those classes were minor ones but that continued to add up. He tried intimidation and meanness but that didn’t work. He would come up with a plan that worked so well that his peers encouraged him to write a book on it.

Teachers everywhere at every level have difficulty with classroom management and the severity of the problem will vary. In each chapter in his book, he includes a feature called “old school/new school” This feature compares what the traditional strategy (old school) that is outdated and what the new and improved approach is (new school). He encourages that each decision should be based on the personality of the teacher and that not one teacher will be molded into a perfect teacher. Many tips are in each chapter and others sprinkled into sidebars that are very realistic to any teacher of any grade and subject. A road map is essentially built into this book so the new school approach can be adopted and implemented effectively.

**7)**

**Evertson, C. M. (1994). Classroom management for elementary teachers. Emigsville, PA: Allyn and Bacon.**

Even though this book is meant more for a traditional classroom as I’m a specialist teacher, it has some good insight for any classroom setting that can crossover into the gym for me. For example, the first chapter hits on organization and any class that is organized will set the tone and expectations for the students. Chapter 2, 4, and 6 would be the ones that I’d hit on the most as they pertain to procedures, teaching procedures, and maintaining student behavior. Some of the ways that the book states to deal with inappropriate behavior correlate with some from other books (eye contact, naming the name while instruction).

**8)**

**Albert, L., Roy, W., & LePage, A. (1989). A teacher's guide to cooperative discipline: How to manage your classroom and promote self-esteem. Circle Pines, Minn: American Guidance Service.**

This book outlines the style of classroom management that one must take when it comes to discipline. In the beginning of the book, she states that each teacher has one of three general approaches when it comes to discipline: hands off, hand on, or hands joined. She outlines a map for teachers young and old on how to manage discipline at a positive manner. The Quality of teacher-student interaction in her eyes is the key while the overall goal is to establish cooperative relationships in and out of the classroom with students and to support those thoughts she provide theories that can become easily implemented into practice.

As reading through some of those practices, I have noticed that I have used some of them and they have worked for the most part for me. This book also tells us about concepts that behaviors coincide with and at the end of the book, shows its readers how to cooperatively take action to control the classroom without having power struggles within students.

**9)**

**Phelan, T. W., & Schonour, S. J. (2004). 1-2-3 magic for teachers. Glyn Ellyn, IL: ParentMagic.**

In this book, the first chapter is titled “Start Behavior and Stop Behavior” and in the beginning of the chapter, it states that there are 2 basic problems that teachers deal with. Those 2 problems are that you either have a situation and you want them to stop or that you want them to do something that is relevant to the lesson objective. These 2 situations are referred to “stop” and “start” behaviors and they are extremely important to identify the differences between the two. Other chapters include mistakes that most teachers make when it comes to discipline, “silence often speaks louder than words.” This book provides strategies that can be used to deal with the everyday scenarios that may cause discipline problems between student and teacher. If the problem can be resolved immediately, then problems don’t arise. This book is split into 9 parts and each has its specific chapters, some relevant to my situation in the gym and some not so relevant but it is great to see other options as they can crossover or I can make them crossover into the gym. The student-teacher relationship is something that is very important in this book and my past sources has also stated that so it is great to see that authors from different backgrounds, education, and age all have that mindset in common.

**10)**

**Kohn, A. (1996). Beyond discipline: From compliance to community. Alexandria, Va: ASCD.**

This book takes on a different approach than my last sources. This book challenges the idea of classroom management and flips it to see if the teachers are at fault at this. He questions the idea of discipline, challenging the notion that teachers must tell them what to do and instead promotes an approach that teachers work with students in a collaborative matter by creating communities where decisions are made together. This is a style that has been adopted by Van Buren and seems to work well as this community is allow to express freely and solve any issues together, leaving nobody isolated.

Stories from classrooms from all over are included in this book and are added with a bit of humor, this book shows how students are likely to flourish in this system of community. This books leads more towards collaborative problem solving and by seeing this done at Van Buren, I can relate to it and see that it is a different and effective approach of done correctly.