

Quality Educational Programs, Inc.

1891 North Gaffey Street #228

San Pedro CA 90731

800-486-8650

# **Classroom Management: Dealing with Discipline Problems**

**A Distance Learning Graduate Course  
Based on the Work of Dr. William Glasser**

**Course Syllabus**

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## Rationale

Discipline problems decrease the time available for teachers to do what they are trained to do: teach. An effective way to deal with discipline problems is to teach students to control their own behavior.

Historically, teachers have sought to “make” their students behave in a manner consistent with their view of how a classroom should be. With this approach, teachers sought to coerce their students to behave in a manner that they saw as appropriate.

Dr. William Glasser (*Choice Theory, Choice Theory in the Classroom, The Quality School*) states that there is a more effective way to manage student behavior and deal effectively with discipline problems. This course applies Dr. Glasser’s concepts to specific classroom problems.

This course also recognizes that students present unique problems and challenges. Therefore, it is not the objective of this course to present the “right” way to deal with discipline problems. Rather, its goal is to give teachers a process that they can use to help students solve their own problems.

When dealing with discipline problems, teachers should have two goals: first, to stop the unwanted or disruptive behavior; second, and more importantly, to teach students how to control their own behavior. This course is designed to help teachers reach both goals.

This course will first present Dr. Glasser’s theory of behavior and then explain how that theory relates to student behavior. Then, participants in the course will be challenged to apply that theory to classroom situations to help them understand how theory relates to problems they may encounter in their own classrooms.

It is the goal of this course to bring theory and practice together to help educators teach students how to take control of their own lives.

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## Course Design

This course has been designed for school professionals as a distance learning experience that features an interactive learning process in a guided-study format. The basic design of the course, a solid mix of study and application, was first utilized by Dr. William Glasser's Educator Training Center in the early 1970's. The design has been accepted by over 100 colleges and universities enrolling over 100,000 teachers across the nation and around the world.

"Classroom Management: Dealing With Discipline Problems" gives teachers a unique opportunity to observe discipline situations objectively and then discuss them with fellow teachers. By analyzing discipline problems and the responses of teachers in the video situations, participants can develop their own approach to dealing with discipline problems.

The course is composed of 15 instructional units, requiring 50 hours of learning activities and 100 hours of planning, implementing and evaluating classroom assignments: Total course work hours equal 150.

1. Fifty (50) course work hours in which teachers will work in learning teams to process and organize information gained through video tapes, audio tapes, and readings.
2. One hundred (100) course work hours in implementation time with students either in their classrooms or in co-curricular or extra-curricular activities.

The distance learning model of this course provides a program of study that guides participants through a series of learning team activities. As learning means gaining information, organizing it for use, and then putting it into action, the course of study is designed to produce focused interaction in a learning team setting. Every participant, therefore, must be part of a learning team.

There is a definite advantage accruing to schools from which a large number of teachers participate. Each team amplifies the work of another and leads toward positive schoolwide outcomes.

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## Course Title

"Classroom Management:  
Dealing With Discipline Problems"

## Course Description

"Classroom Management: Dealing With Discipline Problems" is a three semester (five quarter) hour graduate course designed to help teachers apply Dr. William Glasser's Choice Theory to everyday classroom problems. This course focuses on helping teachers understand what motivates students to misbehave in the classroom. It then challenges participants to analyze various discipline situations and apply Dr. Glasser's theories to discipline problems they are likely to encounter in their own classrooms. Participants will be presented with twelve different classroom discipline problems in the following format:

1. The situation will first be presented showing the teacher dealing with the problem in a less effective manner.
2. A panel of teachers and administrators will then comment on how the teacher handled the problem and suggest alternative solutions.
3. Participants will then analyze the problem themselves and consider the comments of the panel.
4. The discipline situation will again be presented with the teacher dealing with the problem in a manner more consistent with Dr. Glasser's concepts.
5. The teacher/administrator panel will then analyze the teacher's response to the problem.
6. Participants will then analyze, compare, and contrast, the teacher's different responses to the same problem, consider the comments of the panel and then determine what they believe would be the most effective response should this same problem occur in their own classrooms.

## Course Goal

The goal of this course is to have participants develop an understanding of Dr. Glasser's Choice Theory, as it applies to specific classroom problems. Participants will learn the value of not only stopping unwanted behavior but also of teaching students the skills needed to be in charge of their own behavior. Participants will learn a seven-step approach to effectively dealing with discipline problems:

1. Calm down, prepare to deal with the problem rationally.
2. Talk with the student to determine the real problem? what need is driving the student's behavior? Lead student to a value judgment?

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3. Help student set a goal to get what he or she wants in a manner that is in accord with the class agreement.
  4. Help student make a plan to reach the goal.
  5. Put the plan into action.
  6. Meet with the student to help him or her evaluate the results of the plan.
  7. Ask yourself what can be done to improve the results attained so far and help the student achieve a higher level of success either academically or behaviorally.

## **Course Outline**

In the following outline, the term "Course of Study" refers to a study plan that includes required reading, video viewing, discussion questions, study team activities, worksheets, application assignments, and progress reports.

### **Session #1: Dealing With Discipline Problems: An Introduction**

Objective: To have participants reflect on the causes of behavior problems in their classrooms.

Instructional Materials: Text, Course of Study, Video..

### **Session #2: Theory and Practice**

Objective: To have participants understand how Dr. Glasser's Choice Theory concepts relate to solving classroom discipline problems and how these concepts can be translated into a seven step approach to deal with classroom discipline problem.

Instructional Materials: Text, Additional readings, Course of Study.

### **Session #3: The Classroom Agreement**

Objective: To have participants understand and be prepared to implement a classroom agreement that prescribes appropriate student behaviors and forms the foundation for effective classroom discipline.

Instructional Materials: Text, Course of Study, Video

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**Session #4: Classroom Problem #1: Cheating, Sixth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on the first step of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

**Session #5: Classroom Problem #2: Cutting Classes, Ninth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on the second step of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

**Session #6: Classroom Problem #3: Off-task behavior, Second Grade**

Objective: To have participants analyze a classroom discipline problem focusing on the third step of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

**Session #7: Classroom Problem #4: Defiant Student, Seventh Grade**

Objective: To have participants analyze a classroom discipline problem focusing on the fourth step of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

**Session #8: Classroom Problem #5: Refusing to Work, Fourth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on the fifth step of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

**Session #9: Classroom Problem #6: Off-Task Behavior, Sixth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on the sixth step of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

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**Session #10: Classroom Problem #7: Put-Downs, Tenth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on the third and fourth steps of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

**Session #11: Classroom Problem #8: Problem on the Playground, Fifth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on the third and fourth steps of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

**Session #12: Classroom Problem #9: Bad Attitude, Ninth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on the fifth, sixth and seventh steps of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

**Session #13: Classroom Problem #10: Refusing to Work, Fourth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on steps one, two, three and four of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

**Session #14: Classroom Problem #11: Fighting, Fifth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on steps four, five, six and seven of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

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**Session #15: Classroom Problem #12: Cheating, Tenth Grade**

Objective: To have participants analyze a classroom discipline problem focusing on all seven steps of this course's approach to discipline.

Instructional Materials: Text, Course of Study, Video.

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## Participant Characteristics

This course is designed for teachers and administrators in grades kindergarten through twelve. Participants will have a bachelor's degree and a valid teacher credential (if applicable). There are no other prerequisites.

## Instructional Materials

Instructional materials for this course include:

a.) Basic text:

Bluestein, Jane. *21st Century Discipline*, New Mexico: I.S.S. Publications, 1998.

b.) Course Media:

- Video: "Dealing With Discipline Problems: An Introduction."
- Video: "The Classroom Agreement."
- Video: "Classroom Problem #1: Cheating, Sixth Grade."
- Video: "Classroom Problem #2: Cutting Classes, Ninth Grade."
- Video: "Classroom Problem #3: Off-task behavior, Second Grade."
- Video: "Classroom Problem #4: Defiant student, Seventh Grade."
- Video: "Classroom Problem #5: Refusing to work, Fourth Grade."
- Video: "Classroom Problem #6: Off-task behavior, Sixth Grade."
- Video: "Classroom Problem #7: Put-Downs, Tenth Grade."
- Video: "Classroom Problem #8: Playground Problems, Fifth Grade."
- Video: "Classroom Problem #9: Bad Attitude, Ninth Grade."
- Video: "Classroom Problem #10: Refusing to Work, Fourth Grade."
- Video: "Classroom Problem #11: Fighting , Fifth Grade."
- Video: "Classroom Problem #12: Cheating, Tenth Grade."

c.) Course of Study.

This book contains summaries of course content, pre-video viewing activities, discussion questions, group activities, individual activities, worksheets, classroom application assignments, and learning reports.

d.) Bibliography.

e) Recommended Reading.

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## Learning Activities

1. For each of the fifteen (15) sections of this course, participants will complete the following activities:

- a.) Read the assigned chapters of the course text.
- b.) Read supplemental articles in the course of study book.
- c.) Participate in a study/preparation activity with a colleague.

NOTE: While benefits are greatest when participants take this course as a part of a study team, participants can successfully complete course requirements by working with a friend or colleague who is not enrolled in the course; or, by reflecting upon the material and considering how they might use it in their teaching situations.

- d.) View instructional videos.
- e.) Discuss (see above note) course material in terms of participants' own students.
- f.) Record summary of discussion activities in progress report
- g.) Design, implement, and evaluate an application of course content in their teaching situation.

NOTE: If participants are taking this course during the summer or at a time when they do not have access to a classroom, they follow these directions with respect to classroom application projects.

1. If they choose to design a classroom lesson or activity for their project, they design it for a class that you have had in the past.
2. Instead of implementing their activity in a classroom, they share their activity design with a colleague and ask for their input.
3. Based on the input received from their colleagues, they make whatever changes they feel are appropriate to improve their activity design.

- h.) Summarize classroom application design, application experience, and evaluation in progress report.

2. Submit a final paper.

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## Course Outcomes

Our courses been designed to provide a learning environment in which participants' individual and collaborative efforts result in positive change in the classroom. The courses are designed to promote a quality graduate educational experience through the attainment of the following outcomes:

To successfully complete the program, participants will:

1. Analyze classroom discipline problem in terms of students' basic needs.
2. Prescribe appropriate interventions to redirect students to more appropriate behavior.
3. Develop, implement, and demonstrate proficiency in applying a seven-step approach to solving discipline problems.
4. Develop, implement, and demonstrate proficiency in strategies to help students take responsibility for changing their behavior.
5. Develop, implement, and evaluate strategies for creating a need-fulfilling classroom atmosphere that prevents discipline problems.
6. Develop, utilize, and demonstrate evaluative skills to critically analyze, adapt and continually improve managerial skills.
7. Develop and demonstrate skills to help students become effective problem solvers.
8. Acquire and utilize the skills in building learning networks that they may continue to utilize as lifelong learners.

## Course Assessment

Participant achievement will be measured by a combination of the following:

- A. An evaluation of participant's 15 progress reports. (Outcomes 1, 2, 3, 4, and 5.)

Each progress report will be evaluated for:

- Completeness and quality of responses.
- Accuracy of information.
- Appropriateness of classroom application.
- Quality of reflection.

- B. An evaluation of participant's professional paper. (Outcomes 6, 7, and 8.)

The professional paper will be evaluated for:

- Inclusion of required components.
- Synthesis and analysis of course concepts.
- Presentation in an organized, professional manner.

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### Books:

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- Floyd, Carleen, *My Quality World*. Chapel Hill, North Carolina: New View Publications, 1990.
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- Wolf, Anthony E., *Get Out Of My Life, but first could you drive me and Cheryl to the mall?* New York: The Noonday Press, 1991.
- Wubbolding, Robert E., *Understanding Reality Therapy*. New York: HarperCollins, 1991.

### Periodicals:

- Glasser, W. "The Quality School." *Phi Delta Kappan* 71, 424-435.
- Glasser, W. "Self-Importance Boosts Learning." *The School Administrator* 45, 1: 16-18.

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## Recommended Reading

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- DeVries D., and Edwards, K. "Learning Games and Student Teams: Their Effects on Classroom Process." *American Educational Research Journal*, 10, 307-318.
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- Kidder, T. *Among Schoolchildren*. New York: Houghton-Mifflin, 1989.
- Matthews, Jay. *Escalante: The Best Teacher in America*, New York: Henry Holt, 1988.
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