Glasser and Gordon

- **William Glasser** — Was a psychiatrist and an education consultant.
  - Wrote his first book on education in 1969 (*Schools without Failure*).
  - Has spoken extensively on issues related to education and discipline.

- **Thomas Gordon** — Was a clinical psychologist.
  - Founder of one of the largest human relations training organizations in the world (Gordon Training International).
  - Over two million people have taken advantage of his training programs.
Glasser

- **Student Needs**
  - **Survival** - basic needs such as a safe environment or safe from personal threats
  - **Belonging** - met by involving students in class matters and seeing they receive attention and recognition
  - **Power** - met by giving students responsible tasks to carry out in the class and allowing them to participate in making decisions about curriculum, activities, and class procedures
  - **Fun** - met by allowing students to work and talk with others, engage in interesting activities
  - **Freedom** - met by allowing students to make choices concerning what they will study and how they will demonstrate their accomplishments.
Glasser

- **Choice Theory** - is the way to genuinely motivate students
  - This acknowledges that we cannot control anyone’s behavior except our own and cannot successfully make a student do anything.
  - By using the five student needs this can be accomplished
Glasser

- **Quality Curriculum** - consists of topics students find enjoyable and useful.
  - Two main flaws with curriculum today
    - Too high of an emphasis on memorization
    - Judging quality on retention

- **Quality Teaching** - can be reached through…
  - Warm, supportive classroom climate
  - “Lead teaching” rather than “boss teaching”
  - School work that is useful
  - Encouragement for students to do the best they can
  - Opportunity for students to evaluate work they have done and improve it
Glasser

- **Boss Teaching - These teachers...**
  - Talk rather than demonstrate
  - Rarely ask for student input
  - Grade students work without involving the students in the evaluation
  - Use coercion (bribery/trickery) to try and comply with expectations

- **Lead Teaching - These teachers...**
  - Motivate in the form of looking at needs and interests
  - Use most of their time for organizing interesting activities
  - Provide assistance to students in need
  - Discuss the curriculum with the class
Scenarios (Glasser)

- **Group 1**: Austin, Nicole, Charlene
- **Group 2**: Michelle, Adam
- **Group 3**: Kyler, Deana
- **Group 4**: Sam, Kelley
Negatives of Glasser

- If the 5 basic needs are not met, the student can not learn
  - If a student is an outcast among his/her peers, a feeling of belonging may not happen
  - If a teacher allows students to have total freedom, then the teacher may not have the power to teach them. They will do what they want to do with freedom.
Gordon

- Self-Control
  - The best way to create a good sense of classroom discipline is by helping the students acquire an inner sense of self control.
  - Traditional intervention techniques of power based authority, reward and punishment, and win-lose conflict resolution DO NOT WORK!
I-messages and You-messages
- I-messages: state how teachers personally think or feel about situations and behavior.
- You-messages: are statements of blame leveled at students’ behavior.

Plan for Discipline
- Influence rather than control
- Preventive skills
- Determining who owns the problem
- Confrontive skills
- Helping skills
- No-lose conflict resolution
Influence Rather than Control
- The more you try and control students, the more they use their coping mechanisms
  - Fighting
  - Taking flight
  - Submitting

Preventive Skills
- Preventive I-messages: influences students future actions by not putting blame on anybody
- Collaborative rule setting: setting rules as a whole class
- Participatory classroom management: teachers share power with students in making decisions about class matters.
Gordon

- Confrontive Skills
  - Modifying the physical environment
  - Sending I-messages regularly
  - Shifting gears

- No-Lose Conflict Resolution
  - A conflict between two parties were both parties feel like they have been treated justly
    - A discussion between both parties that is trying to reach a solution rather than putting the blame on someone
Gordon

- Helping Skills
  - Listening
    - Passive listening
    - Door openers
    - Active listening
  - Communication Roadblocks
    - ACTIVITY
Activity

- Turn to pages 82-83 in the book
- With your group, read through your assigned communication roadblock (ex: *giving orders* or *preaching*)
- Each group should give a two short skits over a roadblock
  - The first skit should be an ineffective teacher
  - The second skit should be what Gordon would do.
Negatives of Gordon

○ Self-Control
  • What about emotional disability students?
    ○ Some of these students may not be able to control themselves due to a emotional disability, it is not their fault if they do not learn self-control.

○ No-Lose Conflict Resolution
  • Sometimes one student is to blame for a conflict.
    ○ A student attacking another student because of a dirty look