

[Note: this paragraph contains a mark-up (in red) with suggested questions the instructor can put to the students regarding the theory, if prompting is required for the students]

Assertive discipline is a classroom management technique that relies on the teacher taking effective control of the classroom through a positive, assertive approach rather than a vengeful or hostile manner. [Why is a positive approach more productive than a hostile approach? How does it impact the students and the learning environment?] Teachers must establish rules and directions that clearly stipulate the limits of acceptable and unacceptable student behaviour. [How are these rules established? Who gets to decide and why? How does the teacher ensure these rules are appropriate for the level?] These rules and directions must: be clear to and understood by the students; involve positive recognition that the students will receive for good behaviour; and include appropriate (and escalating) consequences when students disobey. [Does positive recognition foster external motivations for good behaviour? How far can the disciplinary consequences reasonably go? Will this always work in a given classroom? What if there are children with special needs, or with behavioural issues caused by the home environment?]

The reinforcement of positive behaviour gives students a model to work toward, and exemplifies the rewards associated with that behaviour [Does this assume that all students are working towards behaving well? Does this punish students who may be trying to behave but are unable to? Does it punish students who are having a bad day or cannot express themselves effectively?]. The escalation of consequences should only be conducted on a lesson or daily basis. [Why? What are the benefits and risks to doing this?] Under normal circumstances, students are given a clean slate each day. [What counts as 'normal circumstances' and why?] Teachers need support for this programme from school officials, administrators, and parents in order

to reinforce this positive learning environment. [What happens if this support isn't available, or is only partially available (e.g., from the school but not the parents)? Why is this support necessary? How can this behaviour management theory be applied when that support is lacking?]

Source:

Canter, L. (2010). *Assertive Discipline: Positive Behavior Management for Today's Classroom*. 4th edn. Bloomington: Solution Tree Press.