

GUIDELINES FOR THE PRESENTATION ON THE THEORIES OF DISCIPLINE

Please note that as a self-directed learner, you are required to engage in personal research in relation to each theory highlighted.

Canter & Canter: Assertive Discipline

(Please see accompanying document on stceddepart.weebly.com)

1. Explain the central focus of the theory being explored.
2. Discuss the nine (9) central teachings/tenets of the theory.
3. Explore the types of teachers suggested by the theory and analyse their possible effects on the classroom.
4. Explain one way in which a teacher could directly teach a lesson about an acceptable behaviour?
5. Explain the concept of 'discipline hierarchy'?
6. What are the strengths and weaknesses of the theory?

<http://faculty.washington.edu/dcheney/EDSPE503ClassroomManagement/Readings/CanterChapter.pdf>

Williams Glasser: Choice Theory/Reality Therapy

(Please see accompanying document on stceddepart.weebly.com)

1. Explain the central focus of the theory.
2. Discuss the five (5) central teachings/tenets of the theory.
3. How can the difference between the "quality world" and the reality of the classroom result in misbehaviours?
4. Explore eight principles in the creation of a quality classroom.
5. Discuss the three ultimate goals of The Choice Theory.
6. What are the strengths and weaknesses of the theory?

Please note: This group task is to be supported by a document comparing the Learning Team Model and the Traditional Approach.

<http://circle.adventist.org/files/jae/en/jae201173032003.pdf>

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Rudolf Dreikurs: Logical Consequences

(Please see accompanying document on stceddepart.weebly.com)

1. Discuss the three points teachers need to consider in relation to the use of Logical Consequences.
2. Critically assess the four mistaken goals that cause students' misbehaviours.
3. Differentiate between natural and logical consequences.
4. Explain six (6) features of logical consequences.
5. Explain the five (5) 'Rs' in relation to logical consequences.
6. What are the strengths and weaknesses of the theory?

Please note: This group task is to be supported by a document containing 'The Mistaken Goals Chart'.

<https://www2.bc.edu/~peck/Dreikurs>

B.F. Skinner: Behaviour Modification/Operant Conditioning

(Please see accompanying document on stceddepart.weebly.com)

1. Explain the central focus of the theory.
2. Discuss the relationship between the antecedent, the behaviour and the consequences.
3. Differentiate among the concepts: negative reinforcement, positive reinforcement, positive punishment and negative punishment.
4. Explains the following types of rewards: concrete, activity, exemption and social.
5. Explore the term reinforcement schedule as indicated by the theory. Differentiate among the following concepts: **fixed interval reinforcement, variable interval reinforcement, fixed ratio reinforcement and variable ratio reinforcement.**
6. What are the strengths and weaknesses of the theory?

<http://www.cehd.umn.edu/CEED/publications/tipsheets/preschoolbehavior/behmod.pdf>

<http://www.cehd.umn.edu/CEED/publications/tipsheets/preschoolbehavior/schedule.pdf>

Other supporting articles:

http://www.sagepub.com/sites/default/files/upm-binaries/40497_1.pdf