CHAPTER 8

The Glasser Model:

*Good Behavior Comes from Meeting Needs Without Coercion*
William Glasser (1925- ) is a Los Angeles psychiatrist who for many years has consulted and spoken extensively on issues related to quality education. Born in Cleveland, Ohio, he first trained to be a chemical engineer, but later turned to psychology and then to psychiatry. Glasser first achieved national acclaim in psychiatry for the theories expressed in his book *Reality Therapy: A New Approach to Psychiatry* (1965), which shifted a long-standing focus in treating behavior problems. Instead of seeking to uncover the conditions in one's past that contributed to inappropriate behavior (the traditional approach in psychoanalysis), Glasser directed attention to the present, to the reality of the situation, contending that it is what one does in the present to work out problems that matters.

Glasser soon extended his ideas from reality therapy to the school arena. His work with juvenile offenders further convinced him that teachers could help students make better choices about their school behavior. Glasser insisted that teachers should never excuse bad student behavior. Poor background or undesirable living conditions do not exempt students from their responsibility to learn and to behave properly in school. This point of view, together with practical advice for carrying it out, was set forth in Glasser's book *Schools Without Failure* (1969), acknowledged to be one of the century's most influential books in education.

In 1985, Glasser published a book entitled *Control Theory in the Classroom*, in which he gave a new emphasis to his contentions concerning discipline, encapsulated in the following pronouncement: If students are to continue working and behaving properly, they must "believe that if they do some work, they will be able to satisfy their needs enough so that it makes sense to keep working." Glasser thus has put much greater emphasis than before on the school's role in meeting basic student needs, as a prime factor in discipline and work output. This theme is furthered in Glasser's 1990 book, *The Quality School: Managing Students Without Coercion*. Because of the different emphases in Glasser's earlier and later works, together with the historical importance of his earlier work, his model of discipline is presented in two parts—pre-1985 and post-1985. The pre-1985 model, as it does not represent Glasser's current thinking, is presented in condensed form.

**GLASSER: PRE-1985**

**Main Focus**

Prior to 1985, Glasser's focus was on helping students make good behavioral choices that led ultimately to personal success.

**Key Ideas**

1. Students are rational beings. They can control their behavior. They choose to act the way they do.
2. Good choices produce good behavior. Bad choices produce bad behavior.
3. Teachers must alway
4. Teachers who truly c
5. Reasonable conse
6. Class rules are esser
7. Classroom meetings

[Note: You have seen many models of discipline.]

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3. Teachers must always try to help students make good choices.
4. Teachers who truly care about their students accept no excuses for bad behavior.
5. Reasonable consequences should always follow student behavior, good or bad.
6. Class rules are essential and they must be enforced.
7. Classroom meetings are effective vehicles for attending to matters of class rules, behavior, and discipline.

[Note: You have seen many of these points incorporated into the Jones and Canter models of discipline.]

WHAT SCHOOL OFFERS

Prior to 1985, Glasser contended that schools offer students a good chance to be successful and to be recognized. Indeed, for many students schools offered the only opportunities to meet those needs. Success in school produces a sense of self-worth and a success identity, which mitigate deviant behavior. The road to a success identity begins with a good relationship with people who care. For students who come from atrocious backgrounds, school may be the only place to find a person genuinely interested in them.

Yet students often resist entering into quality relationships with their teachers. They may fear teachers, distrust adults in general, or obtain peer rewards by disdaining teachers. Teachers must therefore be very persistent, never waning in their efforts to help students. Glasser maintains that students cannot begin to make better, more responsible choices until they become deeply involved emotionally with people who can make such choices, people such as teachers.

WHAT TEACHERS SHOULD DO

Glasser has always maintained that teachers hold the key to good discipline. In 1978 he described their responsibilities as follows:

1. Stress student responsibility in making good choices, showing that they must live with the choices they make. Keep this in the forefront.
2. Establish class rules that lead to success. Glasser considered class rules essential and wrote disparagingly of teachers who tried to function without them, in the mistaken belief that rules stifle initiative, self-direction, and responsibility. Rules were to be formulated jointly by teachers and students, always reinforcing the point that students are in school to study and learn.
3. Accept no excuses. Glasser used the "no excuse" dictum with regard both to conditions outside the school and to students' failure to live up to commitments. Conditions outside the school, however bad, do not excuse misbehavior in school. Glasser also said teachers should accept no excuses when students fail to live up to commitments they have made. A teacher who
accepts an excuse says, in effect, that it is all right to break a commitment, that it is all right for students to harm themselves. Teachers who care about their students accept no excuses.

4. Call for value judgments. When students misbehave, they should make value judgments about it. Glasser (1977) suggested the following procedure:

TEACHER: What are you doing? (Asked in nonthreatening tone of voice.)
STUDENT: (Will usually give an honest answer if not threatened.)
TEACHER: Is that helping you or the class?
STUDENT: No.
TEACHER: What could you do that would help?
STUDENT: (Names better behavior; if student can think of none, teacher suggests appropriate alternatives and lets student choose.)

5. Suggest suitable alternatives. When students misbehave, teachers should call on students to identify suitable alternatives. If unable to think of any, two or three should be suggested to them, from which they are expected to select.

6. Invoke reasonable consequences. Glasser stressed that reasonable consequences should follow any behavior the student chooses—desirable consequences when good behavior is chosen and undesirable when poor behavior is chosen. Teachers must see to it consistently. The knowledge that behavior always brings consequences and that individuals can largely choose behavior that brings pleasant as opposed to unpleasant consequences builds the sense that people are in charge of their own lives and in control of their own behavior.

7. Be persistent. Caring teachers work toward one major goal—getting students to commit themselves to desirable courses of behavior. They must always help students make choices and have them make value judgments about their bad choices.

8. Carry out continual review. Glasser insisted that any discipline system be reviewed periodically and revised as necessary. This was to involve students and be done through classroom meetings, which as mentioned earlier were not for the purpose of finding fault, but of finding solutions to problems.

The classroom meeting was to be conducted with teacher and students sitting together in a closed circle, an arrangement that came to be known as the Glasser Circle.

Sometimes the student does not respond in an acceptable way, but instead replies hostilely or caustically. For that eventuality, Glasser presents the following scenario:

1. Student is misbehaving.

TEACHER: What are you doing? Is it against the rules? What should you be doing?
STUDENT: (Responds negatively, unacceptably.)
TEACHER: I would like to talk with you privately at (specifies time).

2. Private conference between teacher and student.

TEACHER: What were you doing? Was it against the rules? What should you have been doing?
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1. Student first repeats misbehavior. Teacher asks, "What should you be doing?" (Agrees to proper course of behavior.)

2. Student later repeats the misbehavior. Teacher calls for another private conference.

TEACHER: We have to work this out. What kind of plan can you make so you can follow the rules?

STUDENT: I'll stop doing it.

TEACHER: No, we need a plan that says exactly what you will do. Let's make a simple plan you can follow. I'll help you.

4. Student later repeats misbehavior; does not abide by own plan. Teacher assigns "time out." This is isolation from the group. Student is not allowed to participate with the group again until making a commitment to the teacher to adhere to the plan. If student disrupts during time out, he is excluded from the classroom. (A contingency plan should be set up in advance with the principal.)

5. Student, after returning to the group, disrupts again.

TEACHER: Things are not working out here for you and me. We have tried hard. You must leave the class. As soon as you have a plan you are sure will allow you to follow the rules of the class, let me know. We can try again. But for now, please report to the principal's office. (Principal was informed in advance of this possibility.)

6. If student is out of control, principal notifies parents and asks them to pick up student at school immediately.

7. Students who are repeatedly sent home are referred to a special school or class, or to a different community agency.

By following this procedure consistently, teachers can cause students to doubt the value of their misbehavior, make responsible and better choices, and thus gradually make a commitment to choosing behaviors that bring personal success instead of failure.

COMMENTS ON GLASSER: PRE-1985

In Glasser's earlier work, he depicted the school in a positive light. While acknowledging that problems existed for some students, he steadfastly maintained that schools afforded students the best—often the only—opportunity to associate with quality adults who genuinely cared about them. Schools therefore offered students the best opportunity many would ever have for finding belonging, success, and positive self-identity. In order to take advantage of this crucial opportunity, students were continually asked to make value judgments about their misbehavior and urged to make good choices and plans that improved the chances for good choices. Meanwhile, they were consistently made to confront the consequences of whatever behavior they chose, good or bad.
GLASSER: POST-1985

Major Focus
If schools are to survive, they must be refocused to emphasize quality in all student work. They must no longer attempt to coerce students, but must lead them deeply into learning activities that meet basic needs for belonging, power, fun, and freedom.

Key Ideas

1. All of our behavior is our best attempt to control ourselves to meet five basic needs—survival, belonging, power, fun, and freedom. The school experience is intimately associated with all but survival.
2. We feel pleasure when these needs are met, frustration when they are not.
3. Today’s schools must create quality conditions in which fewer students and teachers are frustrated. Students must feel they belong, have some power, have fun in learning, and enjoy a sense of freedom in the process.
4. Few students in today’s schools do their best work. The overwhelming majority is apathetic. Many do no school work at all.
5. What is needed is a commitment to quality education, brought about through quality schools, in which students are encouraged, supported, and helped by the teacher.
6. In quality teaching, teachers do not scold, punish, or coerce. Instead they befriend students, provide encouragement and stimulation, and show an unending willingness to help.

THE REFOCUSE ON STUDENT NEEDS

For one who long and staunchly maintained that it was a student’s responsibility to make choices that brought success, Glasser has taken an interesting new tack. What could have prompted so important a redirecting, a refocusing on the nexus of classroom discipline?

Glasser’s newer views have grown from his conclusions that the majority of students are quite satisfied to do low quality work or even no work at all. He maintains that “no more than half of our secondary school students are willing to make an effort to learn, and therefore cannot be taught” (1985, p. 3), and further, “I believe (in light of student apathy) that we have gone as far as we can go with the traditional structure of our secondary schools”(1985, p. 6).

What we must find, he says, is a way to improve instruction which now sees no more than 15% of high school students doing quality work (1990, p. 5). This can be done by managing students “so that a substantial majority do high-quality schoolwork: Nothing less will solve the problems of our schools” (1990, p. 1). The solution he proposes involves stimulating students to work while providing encouragement and assistance, done so as to meet students’ needs. This would require little change in curricula, materials, or physical work with students.

Glasser contends that teachers (p. 14) and expresses sympathy with dedicated, high-achieving majority who make little effort. Discipline problems are not defiance but benign unwillingness to particip for their part, tell Glasser that problem is that it is too boring does not meet students’ prime.

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Quality Work

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Glasser contends that teaching effectively is the hardest job in the world (1990, p. 14) and expresses sympathy for beleaguered secondary teachers who yearn to work with dedicated, high-achieving students, but who are continually frustrated by the majority who make little effort to learn. Those teachers report that their main discipline problems are not defiance or disruption, but students' overwhelming apathy and benign unwillingness to participate in classroom activities and assignments. Students, for their part, tell Glasser that the problem with school work is not its difficulty; the problem is that it is too boring (1990, p. 7). For Glasser, this means that school work does not meet students' primary psychological needs.

He has a remedy for this problem, which he puts forth in three fundamental propositions:

1. Schools must be organized to meet students' needs for belonging, power, fun, and freedom.
2. Quality school work and self-evaluation (of quality) by students must replace the fragmented and boring requirements on which students are typically tested and evaluated.
3. Teachers must stop functioning as "boss-managers" (who dictate) and begin functioning as "lead-managers" (who stimulate and help).

Let us examine what Glasser means by these three points.

Students' Needs

Glasser is very plain about needs. Students, like all of us, have genetic needs for (1) survival (food, shelter, freedom from harm), (2) belonging (security, comfort, legitimate membership in the group), (3) power (sense of importance, of stature, of being considered by others), (4) fun (having a good time, emotionally and intellectually), and (5) freedom (exercise in choice, self-direction, and responsibility).

Glasser is adamant in his contention that education that does not give those needs top priority is bound to fail.

Quality Work

Glasser says that present-day education is defined in terms of how many fragments of information students can retain long enough to be measured on standardized achievement tests (1990, p. 22). Students agree, and they resist education of that sort. Most critics of education want to change the curriculum, but Glasser finds little fault with curriculum contents. He finds much fault, however, with the way material is presented and learning evaluated. School, he says, should be a place where students learn interesting things well. Plenty of interesting topics are in the curriculum. Glasser suggests that teachers discuss the curriculum contents with students and ask them to identify what they would like to explore in depth. Adequate time should then be spent
on those topics, and students should regularly do written self-evaluations concerning the quality of their own work.

**Boss-Teachers and Lead-Teachers**

Teachers typically function as bosses, Glasser contends, not realizing that motivation cannot be furnished to students; it must come from within. Boss-teachers, as Glasser describes them, do the following:

1. Set the task and standards.
2. Talk rather than demonstrate, rarely asking for student input.
3. Grade the work without involving students in evaluation.
4. Use coercion when students resist.

To illustrate how a boss-teacher functions, consider the example of Mr. Marquez, who introduces his unit of study on South American geography in this way:

Class, today we are going to begin our study of the geography of South America. You are expected to do the following things:

1. Learn the names of the South American countries.
2. Be able to locate those countries on a blank map.
3. Describe the types of terrain typical of each country.
4. Name two products associated with each country.
5. Describe the population of each country in terms of ethnic origin and economic well being.
6. Name and locate the most important rivers that drain to the north, east, and southeast.

We will learn this information from our textbooks plus encyclopedias. You will have two tests, one at ... [and so forth].

Mr. Marquez’s boss approach limits both productivity and quality of work. Most students will probably find the work boring and will do only enough, and only well enough, to get by.

Glasser would have teachers forego Mr. Marquez’ style and function not as boss-teachers but as lead-teachers. Lead-teachers realize that genuine motivation to learn must arise within students. They also realize that their task in teaching is to help students learn, in any way they can. Glasser says teachers should spend most of their time on two things: organizing interesting activities and providing assistance to students. Such lead teachers would:

1. Discuss the curriculum with the class in such a way that many topics of interest are identified.
2. Encourage students to identify topics they would like to explore in depth.
3. Discuss with students the nature of the school work that might ensue, emphasizing quality and asking for input on criteria of quality.

4. Explore with students amount of time spent on each topic.
5. Demonstrate ways of improving quality.
6. Emphasize the importance of their own work in demonstration.
7. Make evident to students their own progress.

To illustrate how lead-teacher Garcia’s introduction to a unit on Peru would function, consider the example of Mr. Garcia, who introduces his unit of study on South American geography in this way:

Class, have any of you been to Peru? Fantastic! What a country! Amazon quite a bit and its diversity has amazed me! But not now. Samuel, did you enjoy the way we travel into the Andes? They are fascinating, aren’t they? “Chariots of the Gods” graphs or slides you could tell us a lot! Class, Samuel lived it. He has a lot of knowledge about that country. What would you like to know about that country, what kind of information you are interested in? [Class discusses, identify]

We have the opportunity to learn about the amazing people who live in the Amazon, the mountains and grasslands, and strange animals. Did you know there are still those mysterious tribes of people who live in the Amazon and have not been in contact with the outside world? In the Amazon basin, they still have my legs and German-style cooking! Speaking of the Amazon basin, you can’t see either way cut and placed between the two. Samuel knows about the ways, but very different from those amazing people. [Discussion continues]

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4. Explore with students resources that might be needed for quality work and the amount of time such work might require.

5. Demonstrate ways in which the work can be done, with models that reflect quality.

6. Emphasize the importance of students' continually inspecting and evaluating their own work in terms of quality.

7. Make evident to students that everything possible will be done to provide them with good tools and a good workplace that is noncoercive and nonadversarial.

To illustrate how lead-teaching might proceed, consider the example of Mr. Garcia's introduction to a unit of study on the geography of South America:

Class, have any of you ever lived in South America? You did, Samuel? Which country? Peru? Fantastic! What an interesting country! I used to live in Brazil. I traveled in the Amazon quite a bit and lived for a while with Indians. Supposedly they were head hunters at one time. But not now. Tomorrow I’ll show you a bow and arrow I brought from that tribe. Samuel, did you ever taste monkey? I think Peru and Brazil are very alike in some ways, but very different in others. What was Peru like compared to here? Did you get up into the Andes? They have fabulous ruins all over Peru, I hear, and those fantastic "Chariots of the Gods" lines and drawings on the landscape. Do you have any photographs or slides you could bring for us to see? What a resource you could be for us! You could teach us a lot!

Class, Samuel lived in Peru and traveled in the Andes. If we could get him to teach us about that country, what do you think you would most like to learn?

[Class discusses, identifies topics]

We have the opportunity in our class to learn a great deal about South America, its mountains and grasslands and dense rain forests and huge rivers and interesting people and strange animals. Did you know there were colonies of English and Welsh and Italians and Germans living in many parts of South America, especially in Argentina? Did you know there are still thought to be tribes of Indians in the jungles that have no contact with the outside world? Did you know that almost half of all the river water in the world is in the Amazon basin, that in some places the Amazon river is so wide that from the middle you can’t see either shore?

Speaking of the Amazon, I swam in a lake there that contained piranhas, and look, I still have my legs and arms. Surprised about that? If you wanted to learn more about living in the Amazon jungle, what would you be interested in knowing?

[Discuss]

How about people of the high Andes? Those Incas for example, who in some mysterious way cut and placed enormous boulders into gigantic, perfectly fitting fortress walls? Samuel knows about them. They were very civilized and powerful, with an empire that stretched for three thousand miles. Yet they were conquered by a few Spaniards on horseback. How in the world could that have happened? If you could learn more about those amazing people, what would you like to know?

[Discussion continues in this manner, identifying topics about which students would be willing to make an effort to learn]

Now let me see what you think of this idea: I have written down the topics you said you were interested in, and I can help you with resources and materials. I have lots of my
own, including slides, South American music, and many artifacts I have collected. I know two other people who lived in Argentina and Colombia that we could invite to talk with us. We can concentrate on what you have said you would like to learn about. But if we decide to do so, I want to see if we can make this deal: We explore what interests you; I help you all I can; and you, for your part, agree to do quality work—to do some of the best work you are capable of. We would need to discuss that, to get some ideas of what you might do that would show the quality of your learning. In addition, I would want each of you regularly to evaluate yourselves as to how well you believe you are doing. Understand, this would not be me evaluating you—it would be you evaluating yourself, not for a grade, but for you to decide what you are doing very well and what you think you might be able to do better.

What do you think of that idea? Want to give it a try?

HOW DOES THIS RELATE TO DISCIPLINE?

Glasser believes that teachers who learn to function as lead-managers will avoid the trap of becoming adversaries of their students, a trap that destroys both incentive to learn and pleasure in teaching. If they can stay out of that trap, teachers will not only foster quality learning but in so doing will reduce discipline problems to a minimum.

That notion, whether correct or not, appeals to teachers, at least at first glance. However, Glasser has found that when it comes time to change their style of teaching, teachers become nervous and reticent. Glasser maintains that the change is not nearly so difficult as one might imagine.

Glasser does admit that no approach to teaching can eliminate all behavior problems. He continues to say that it is, therefore, necessary to work with students to establish standards of conduct in the classroom. He makes the following suggestions.

Rules

The teacher should begin with a discussion of the importance of quality work, which is to be given priority in the class, and of how the teacher will do all possible to help students while not forcing them. That discussion should lead naturally into asking students about class rules they believe will help them get their work done, truly help them learn. Glasser says that if teachers can get students to see the importance of courtesy, no other rules may be necessary.

Mrs. Bentley’s second graders decided they needed only two rules in order to do their work well:

1. Be kind to others.
2. Do our best work.

Mr. Jason’s physical education class decided on these:

1. Be on time.
2. Play safely.

3. Show good sportsmanship.
4. Take care of the equipment.

Teachers should also solve problems by looking for ways to improve the relationship. Glasser urges teachers to ask the students if they would try—within the teacher’s established rules—what they think might work. They should explain the situation as follows (1990, p. 96):

You: Jonathan, I want to talk to you. Whatever the problem is, you are calm, come back later, at an opportune moment. As follows (1990, p. 96):

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Teachers should also solicit student advice on what should happen when rules are
broken. Glasser says students will suggest punishment, though they know punishment
is not effective. If asked further, they will agree that behavior problems are best
solved by looking for ways to remedy whatever is causing the rule to be broken.
Glasser urges teachers to ask, “What could I do to help?”

Once the rules and consequences are agreed to, they should be written down. All
students sign, attesting that they understand the rules and that, if they break them,
they will try—with the teacher’s help—to correct the underlying problem.

Rules established and dealt with in this way, says Glasser, show that the teacher’s
main concern lies in quality, not power, recognizing that power struggles are the main
enemy of quality education.

When Rules Are Broken

Every teacher knows that rules will invariably be broken, even in the best classes.
Glasser acknowledges that fact and provides specific guidance for teacher
intervention—nonpunitive intervention that will stop the misbehavior and refocus the
student’s mind on class work (1990, p. 138). Applied to angry Jonathan, Glasser’s
advice would suggest the following:

Jonathan has come into the room angry. As the lesson begins, he turns heatedly
and throws something at Michael.

**TEACHER:** It looks like you have a problem, Jonathan. How can I help you solve it?
(Jonathan frowns, still obviously upset).

**TEACHER:** If you will calm down, I will discuss it with you in a little while. I think we

Glasser says you should make it clear that you will not help Jonathan until he
calms down. You are to speak without emotion, recognizing that your anger will only
put Jonathan on the defensive.

If Jonathan doesn’t calm down, there is no good way to deal with the problem.
Glasser says to allow him 20 seconds, and if he isn’t calm by then, admit that there is
no way to solve the problem at that time. Give Jonathan “time out” from the lesson,
but don’t threaten or warn:

**YOU:** Jonathan, I want to help you work this out. I am not interested in punishing you.
Whatever the problem is, let’s solve it. But for now you must go sit at the table. When
you are calm, come back to your seat.

Later, at an opportune time, you discuss the situation with Jonathan, approxi-
mately as follows (1990, p. 141):

**YOU:** What were you doing when the problem started? Was it against the rules? Can we
work things out so it won’t happen again? What could you and I do to keep it from
happening?
If the problem involves hostilities between Jonathan and Michael, the discussion should involve both boys and proceed along these lines (1990, p. 141):

YOU: What were you doing, Jonathan? What were you doing, Michael? How can the three of us work things out so this won’t happen any more?

It is important to note that no blame is assigned to either Jonathan or Michael. No time is spent on trying to find out whose fault it was. You remind the boys that all you are looking for is a solution, so that the problem won’t occur again.

Glasser contends that if you treat Jonathan and Michael with respect and courtesy, if you show you don’t want to punish them or throw your weight around, and if you talk to them as a problem solver, both their classroom behavior and the quality of their work will gradually improve.

COMMENTS ON GLASSER’S MODEL

In the preceding illustration, teachers are advised to talk with misbehaving students “at an appropriate time,” meaning later in the period or day. Arranging times and places for these talks can be awkward. Here is how it is done by Maureen Lewnes, who teaches a fourth- and fifth-grade combination class:

For conferencing with students I use a “consultation corner,” which in my room is not a corner at all but rather four feet of wall space to the rear of my desk between a table and file cabinet. A small kindergarten chair is there for students to sit in, which they love to do as I bend down low to converse with them, out of sight of the rest of the class, which creates an impression of closeness between the two of us.

I introduce the consultation corner at the beginning of the year, telling my students I may request them to join me there to discuss matters of class work or behavior, or to tell them how much I appreciate their help and good work, which I make sure to emphasize.

Several benefits have come from use of the corner. When the need arises, I say to the student, “May I see you in the consultation corner at study time?” The chat there gives me insights into matters that might be troubling the students and it encourages shy students to share feelings, interests, and problems.

Most students react well to the talks, appreciating the privacy, and I find that problems of misbehavior are more easily resolved there. When I ask their opinions, my students say that every room should have a consultation corner because it makes them more comfortable about talking with the teacher.

As you have seen, Glasser no longer blames students for poor classroom behavior, pointing out that schools expect students to do boring work while sitting and waiting, against which their inherent natures rebel. In his eloquent way, Glasser in 1985 wrote that what we expect students to do in school “... is like asking someone who is sitting on a hot stove to sit still and stop complaining” (1985, p. 53, italics added).

At that time, he insisted that “teachers should not depend on any discipline program that demands that they do something to or for students to get them to stop behaving badly in unsatisfying classes. Only a discipline program that is also concerned with classroom satisfaction will work” (1985, p. 56).

Glasser expanded on this by describing how schools can position as “lead-managers” not coerce, throw their weight around, or keep students in line by giving them “quality” easily resolved. In changing his emphasis less attention than before keeping with his “quality” easily resolved.

The difficulty for teachers in the transition to the scheme of time, for the present it is commented information of the situation.

Can teachers then, make an answer yes. Like Jones’ system and set into place as problem solvers without teachers. His procedures contribute the effect on classroom didn’t imply that his quality are human beings, and even work assignments, and his behavior occurs, any teacher assigning blame, enlist the.

In the commentary Dreikurs’ approach, while teachers a good procedure responsible. Glasser’s 1996 pendent on special skills.

Concept Cases: Kris, Sarah

CASE #1. KRIS WILL NOT DO HIS HOMEWORK

Kris, a student in Ms and never disrupts the teacher. She rarely tlogged, putting forth no effort. How would Glasser deal carefully about the class obstacles that prevent K freedom. He would then
Glasser expanded on that theme in his 1990 work, *The Quality School*, by describing how schools can emphasize quality work. This depends on teachers functioning as “lead-managers” who provide great support and encouragement but who do not coerce, throw their weight around, or punish. In such schools, students find their genetic needs met sufficiently that they will stay in school and do better quality work.

In changing his emphasis, Glasser now gives discipline, our main concern here, much less attention than before, insisting that if schools and classes are conducted in keeping with his “quality” concept, discipline problems will be few and relatively easily resolved.

The difficulty for teachers is that schools are not likely to make a sudden transition to the scheme Glasser proposes. Though such a change may well occur over time, for the present it is certain that most classes will continue to emphasize fragmented information of the type that enables students to perform better on achievement tests.

Can teachers, then, make any use of Glasser’s newest model of discipline? The answer is yes. Like Jones’s model, Glasser’s does not have to be taken as a total system and set into place lock, stock, and barrel. His suggestions for teachers’ acting as problem solvers without arguing or punishing should be seriously considered by all teachers. His procedures can be practiced, allowing teachers to evaluate for themselves the effect on classroom climate and morale. Let’s remember too that Glasser didn’t imply that his quality school would forestall all discipline problems. Students are human beings, and even the best-intentioned sometimes violate rules, short-change work assignments, and have conflict with others, including teachers. When such behavior occurs, any teacher can calmly try to identify the problem and then, without assigning blame, enlist the help of everyone in correcting its cause.

In the commentary on Dreikurs’ model, Chapter 5, it was suggested that Dreikurs’ approach, while time-consuming and requiring counseling skills, offered teachers a good procedure for helping students become genuinely self-directing and responsible. Glasser’s 1990 model, less time-consuming than Dreikurs’ and less dependent on special skills, may well possess the same potential.

**Application Exercises**

**Concept Cases: Kris, Sara, Joshua, and Tom.**

**CASE #1. KRIS WILL NOT WORK:**

Kris, a student in Mr. Jake’s class, is quite docile. She socializes little with other students and never disrupts class. However, despite Mr. Jake’s best efforts, Kris never does her work. She rarely completes an assignment. She is simply there, like a bump on a log, putting forth no effort.

How would Glasser deal with Kris? Glasser would first suggest that Mr. Jake think carefully about the classroom and the program to try to determine whether they contain obstacles that prevent Kris from meeting her needs for belonging, power, fun, and freedom. He would then have Mr. Jake discuss the matter with Kris, not blaming her,
but noting the problem of nonproductivity asking what the problem is and what he might be able to do to help. In that discussion, Mr. Jake might ask Kris questions such as:

- You have a problem with this work, don’t you? Is there anything I can do to help you with it?
- Is there anything I could do to make the class more interesting for you?
- Is there anything in this class that you enjoy doing?
- Do you think that, for a while, you might like to do only those things?
- Is there anything we have discussed that you would like to learn very, very well?
- How could I help you do that?
- What could I do differently that would help you want to learn?

Mr. Jake would not punish Kris nor would he use a disapproving tone of voice. Meanwhile, every day he would make a point of talking with her in a friendly and courteous way about non-school matters—trips, pets, movies, and so forth—casually, but often, showing he is interested in her, willing to be her friend.

Glasser would remind Mr. Jake that there is no magic formula for success with all students. Mr. Jake can only encourage and support Kris. Scolding and coercion are likely to make matters worse, but as Mr. Jake befriends Kris she is likely to begin to do more work, of better quality.

CASE #2. SARA CANNOT STOP TALKING:

Sara is a pleasant girl who participates in class activities and does most, though not all, of her assigned work. She cannot seem to refrain from talking to classmates, however. Her teacher, Mr. Gonzales, has to speak to her repeatedly during lessons, to the point that he often becomes exasperated and loses his temper.

What suggestions would Glasser give Mr. Gonzales for dealing with Sara?

CASE #3. JOSHUA CLOWNS AND INTIMIDATES:

Joshua, larger and louder than his classmates, always wants to be the center of attention, which he accomplishes through a combination of clowning and intimidation. He makes wise remarks, talks back (smilingly) to the teacher, utters a variety of sound effect noises such as automobile crashes and gunshots, and makes limitless sarcastic comments and put-downs of his classmates. Other students will not stand up to him, apparently fearing his size and verbal aggression. His teacher, Miss Pearl, has come to her wits’ end.

How do you think Glasser would have Miss Pearl deal with Joshua?

CASE #4. TOM IS HOSTILE AND DEFIANT:

Tom has appeared to be in his usual foul mood ever since arriving in class. He gets up and on his way to sharpen his pencil he bumps into Frank. Frank complains. Tom tells him loudly to shut up. Miss Baines, the teacher, says, “Tom, go back to your seat.” Tom wheels around, swears loudly and says heatedly, “I’ll go when I’m damned good and ready!”

How would Glasser have Miss Baines deal with Tom?

REFERENCES

m is and what he might ris questions such as:

- Anything I can do to help resting for you?
- Y those things?
- Learn very, very well?
- Learning tone of voice.
- Her in a friendly and and so forth—casually, and.
- Ula for success with all and coercion are likely

- Does most, though not talking to classmates, ly during lessons, to the

- With Sara?

- Nts to be the center of winning and intimidation. Itters a variety of sound makes limitless sarcastic ll not stand up to him, Miss Pearl, has come to

- Howa?

- Riving in class. He gets . Frank complains. Tom i, go back to your seat.” when I’m damned good

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**ACTIVITIES:**

1. Select a preferred grade level and/or subject. As the teacher, outline what you would consider and do, along the lines of Glasser’s suggestions, concerning:
   a) Organizing the classroom, class, curriculum, and activities so as better to meet your students’ needs for belonging, fun, power, and freedom.
   b) Your continual efforts to help students improve the quality of their work.

2. Do a comparative analysis of Glasser’s and Canter’s systems of discipline, in terms of:
   a) Effectiveness in suppressing inappropriate behavior;
   b) Effectiveness in improving long-term behavior;
   c) Ease of implementation;
   d) Effect on student self-concept;
   e) Effect on bonds of trust between teacher and student.
   f) The degree to which each model accurately depicts realities of student attitude and behavior.

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**FURTHER ANALYSIS AND APPLICATION:**

Examine scenario #9 (secondary) or #10 (elementary) in Chapter 13. What advice would Glasser give Mr. Wong or Miss Thorpe in order to improve learning conditions in the classroom?

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**REFERENCES**

People are internally motivated. SUCCESS is moving the world in the way I want it to be. FAILURE is failing to get the world to be the way I would like it to be.

All persons live at some time at one of the five places. We are born at SECURITY PERSON. We search out for things beyond this basic security - belonging, worth and recognition, Fun, freedom. Having developed the behaviour to get these needs strength is gained to be a fulfilled person. The difference between ACTUALITY and PERCEPTION will drive behaviour - but will also be painful. If we can't find the behaviour to cope with this, we choose other behaviours - we give up - so pain goes.

We find other ways to get attention, disruption always works! The more pain the more inadequate the misbehaviour chosen. External application of pain (punishment) will not work) because pain is already there. Behaviour is chosen - depression, mental illness, psychosomatic illness. Finally, because of the pain, a negative addiction to something makes it more endurable. Drugs, food, gambling, work numbs the pain - and because there is no more pain the person can give up completely on all other needs. These are the weakest people. They are the hardest to work with. There are some of these people in our classrooms today. There is a need therefore, to go back and develop a sense of belonging.

A fulfilled person can see that he can make choices in the world. The negatively addicted person sees the world controlling him and is unable to choose behaviours because of these controlling external forces. Optimism is replaced by pessimism.

Think of the sparrow who is trapped in the classroom on a sunny day. It flies at the window to get out. (Usually choosing the window that won't open). Stunned, it drops to the floor, then recovering, tries again, with the same headache consequences. In panic, it flaps, bangs and finally gives in, unconscious on the floor. Humans are not twits or birdbrains. We have the capacity to experience pain from an action, and then stop, and choose not to repeat that hurtful behaviour, but to explore other means of achieving the same end. We can sit and look to find the open window, a door, some other way to influence the environment. Thus, we can be SUCCESSFUL, we develop a success identity able to withstand some failures, some pain, but still keeping our self concept intact.
REALITY THERAPY AND THE SCHOOLS

"When I started to work with the schools, I found that every child who was brought to see me was failing in school. They were labelled as failures, and they were behaving the way failures behave. At school children are really labelled failures." (Glasser, 1961)

In Schools without Failure Glasser outlines the factors in schools which contribute to the development of the "failure identity" and suggests alternative approaches in education by which all children may experience success:-

1. in involvement with others
2. in feeling worthwhile
3. in the achievement of a success identity.

It is important to note that the suggestions made are applicable to all children: Therefore, Reality Therapy applied to the school, is more than an individual therapeutic procedure - rather, it is an approach to teaching by which the emphasis on failure may be changed to an emphasis on success.

HOW SCHOOLS CONTRIBUTE TO FAILURE.

1. Glasser claimed that the child, prior to entering school, is successful and optimistic. Successful because he used his brain to solve problems relevant to his life; he was optimistic because he had a lot of fun. He discovered that, although reality may be harsh, he could find ways to cope with it, ways that for the most part were successful. Most important however, even when he failed, he was not labelled a failure; one way or another, harshly or lovingly he was shown a better way. Very few children come to school failures.... none come labelled failures; it is school which pins the labels of failure on children.

2. Children discover that in school they must use their brains mostly for committing facts to memory rather than expressing their interests or solving problems. Thinking is less valuable than memorizing for success. Many fragile children, children with less parental and community support, are asked to memorize facts, they fail and they continue to fail.

3. Most of what they are asked to memorize is irrelevant to their world. Where it is relevant, the relevance is taught either poorly or not at all. "smart" children soon learn that what is important in school is one thing and what is important in life is another. Our failure to teach relevance is a major cause of failure in school. As our society becomes more complex, it is more difficult for children to understand this relevance. More and more they are asked to have faith, to learn material that makes no sense to them and often little sense to their teachers. For increasing numbers in our schools, whatever faith they may have had is running out and, with nothing to replace it, the only path is failure. When relevance is absent from the School curriculum, children do not gain the motivation to learn.

On the other hand, children do not consider that what they have to learn in their world is relevant to the school.

4. Education does not emphasize thinking and is so memory-orientated because almost all schools and colleges are dominated by the certainty principle. According to the certainty principle, there is a right and a wrong answer to every question; the function of education is then to ensure that each student knows the right answers to a series of questions that educators have decided are important.
Although it feels good to be right, if our correctness is based on memory alone, we have little lasting satisfaction. We gain more lasting satisfaction when being right is a product of thinking, judgement, or decision-making.

5. In addition to the certainty principle, education, like much of our society, is dominated by the measurement principle. The measurement principle can be defined as 'nothing is really worthwhile unless it can be measured and assigned a numerical value.' Numerical values are necessary for comparison against another value or standard. The facts one student remembers as compared to others are the backbone of educational measurement. There is little satisfaction in being right unless thought or judgement go into the procedure or unless there is a great extrinsic payoff, usually money. The student who is unsuccessful in using his brain to memorize and has no opportunity to use it in any other way (such as thinking) will feel bad indeed.

6. Many young people avoid intellectual issues because they do not understand that these issues have no easy answers. When easy answers don't work or don't fit, they avoid the issue altogether. To counter the avoidance of intellectual challenge and responsibility we must reduce the domination of certainty in education.

7. Probably the school practice that most produces failure in students is grading. In primary school, grades set the stage for early failure in schools. The only acceptable grades (marks) are good ones and these good grades divide the school successes from the school failures. Grades have become moral equivalents. A good grade is correlated with good behaviour; a bad grade with bad behaviour.

Moreover no-one believes the formal definition of a satisfactory mark. The system says that C is a satisfactory average, or passing level. The only passing grades are B and A. Thus, the grading system sets the stage for failure, frustration and lack of motivation.

Marks are limiting, and may be damning for life.

Marks are also bad because they encourage cheating. There is good evidence that grades lower academic standards. Grades can become the substitute for learning, and when they become more important than what is learned, few students will study any course material that will not be covered on a test and thus lead directly to a mark. The counter argument that if it weren't for marks they wouldn't listen at all, is part and parcel of our use of grades to force irrelevant material on students.

8. Objective tests, which by their nature deal only with the known, frustrate effort toward more thinking in school. All emphasis is on correct answers as opposed to reflecting upon important problems for which there are no right answers. Objective tests discourage research, discourage thoughtful reading, discourage listening to anything but fact.

9. The normal curve has been used to justify the accuracy and objectivity of the grading system. It actually underscores its inadequacy by making the A's and B's minority of the grades and that categorizing more people as failures than as successes.

10. Another poor educational practice, closed-book examination is based on that fallacy that knowledge remembered is better than knowledge looked up.

11. Another important contribution to education failure is the assignment of excessive, tedious and often irrelevant homework.
EDUCATORS complain that many children in their schools are hard to get along with, and in desperation some are asking psychiatrists to come in. And so I, a psychiatrist, am now trying to become a school teacher in order to help all the school teachers who are trying to become psychiatrists.

"FAILURE" and IDENTITY

When I started to work with schools, I found that every child who was brought to see me was failing in school. They were labelled as failures and they were behaving the way failures behave. At school, children are really labelled failures. We throw a report card at a child and we say, "You failed! Take this report home to your parents and let them verify what a miserable student you are." Just think - a lot of children convinced that they are failures - convinced by the time they are 7, 8, 9, 10, 11 years old - it's hard it's very hard, on these children. Yes this is the kind of philosophy that seems to prevail in our schools; that somehow or other we can teach children how to succeed by failing them. Supposedly, if you fail a child that will cause him to buckle down and work hard; it will make a new man of him. It just doesn't work that way. All you learn from failing is how to fail. And in our schools we are teaching many, many children how to fail. If a child has had four or five years of solid failure by the time he's ten or eleven years old, he has established his relationship to school, and it isn't good. He says, in effect, "I am not going to succeed in this school. I am not going to have any chance to succeed."

The way in which people - adults, children, everybody - identify themselves is critical. Identity is the basic human need. All of us have this basic need to identify ourselves as somebody, as a separate, unique, distinct human being. Some of us are able to gain and to maintain a successful identity. Others - many with whom you are concerned in school - identify themselves quite differently; "I am not successful; I am failing; I am a failure."

We spend a great deal of time and money identifying the pupils who are succeeding and those who are failing. Here is a child. The teacher says, "He isn't doing well." The counsellor tests him and says, "That's right. He isn't doing very well." Then he looks for a label and pins it on the child, and the label is usually a euphemism for failure.

Actually, it's not important for us to spend a great deal of time evaluating other people. What's very necessary is that we spend time evaluating ourselves, and that we set up our schools so that children can spend a great deal of time evaluating themselves. It's not what other people say of you that's terribly important; it's your impression of yourself, relative to others and to everything else.

SUCCESS - FAILURE PATHWAYS.

Two basic pathways - which I call success-need pathways - lead a person to be able to identify himself as a success. The upper pathway is the pathway of love. Practically everyone whose identity is success has someone who cares for him. Equally important, he has an ability to care for someone else. Also, if we are on the success pathway, we believe that what we are doing in the world is worthwhile and we have some confidence that others also believe that what we are doing is worth while - not everybody and not all the time, but generally.
When we examine the pupils who are not doing well, we usually find that they are unable, in the school situation, to discover that they can care for someone, and that others care for them, and that they can do something worthwhile while themselves and in terms of what others believe is worthwhile also. These pathways are critical. All our educational programs, no matter how we analyse it and separate it and organise it, has to follow these pathways so that the child, when in school, can identify himself as a success. If he can't, he is forced to find other pathways, because he must have an identity; he has no choice in this.

People who feel they are failures behave as failures. They follow failure pathways, that solidify their failure identity. They say, "I'm going to be antagonistic and go against the regulations of this school." They don't do it haphazardly; they do it because they need to keep fulfilling this identity, to keep saying, "At least, I'm someone; at least I'm a failure. And as a failure, I'll say 'to hell with everybody else; I'll do what I want to do at any time.'"

You cannot stop this unless you can help them toward a successful identification. As long as they feel failure, anything that you try to do with them or to them or for them will be futile. They will continue to follow the pathway of delinquency, or the pathway of withdrawal - which is the other optional route. Those who do not wish to be delinquent say, "I'll just quietly check out of this situation." They have a tacit understanding with the teacher. "You don't hassle me; I won't hassle you." Most teachers are quite ready to accept this kind of agreement.

Why don't these failing students - those who follow the pathways of delinquency or withdrawal - work hard instead, and develop some worthwhile association with the teacher and other students? One thing I hear continually from teachers is, "It's hard to teach these kids because they come from inadequate homes." I refuse to accept this.

We have to get over the idea that you have to take the whole child into account. You are much better off to take the child as he comes to school, without worrying about the kind of home he comes from, and say "At least for the six or seven hours a day, he's in my school, we are going to care for him, and we are going to see that he learns something worthwhile.

There is one basic psychological difference between those who succeed and those who don't, and it operates in school and everywhere else. My private patients have exactly the same problems as the children who are failing in school. They are lonely.

People in charge don't like to use that word; they prefer words like alienated, isolated, culturally deprived, disadvantaged. Well, anyone who is lonely is alienated, isolated, disadvantaged, culturally deprived; but his basic problem is that he is lonely, and he needs to gain a relationship with somebody else. The pathways of love and worthwhileness are closed to lonely people; they can only check out or fight back.

**INVOLVEMENT**

Basic, then, to the whole process of education is getting human involvement as a major part of the educational procedure. Without that, there isn't any education; there has to be failure. It doesn't cost any more to run schools that children enjoy, schools with a warm and human environment where people care about one another. But it does require us to develop our capacities to deal with little
children as human beings, not as vessels to be filled full of knowledge. They'll get plenty of knowledge if we are warm and friendly with them, if we see them as people who have to learn to relate with others.

We talk a lot about motivation, but the basis of motivation is involvement. In this world, we do things because we care for others, and we care for ourselves in relationship to these others. Teachers have to get emotionally involved with students: it's critical for the whole procedure. Teachers have to care for the children, and they have to show that they care.

We also have to deal with children as they are now, and with what's going on today. All humans seem to have a desire to be historians especially administrators. When a child in trouble comes into the office, the Principal says, "Here you are, thirteenth time this semester you've been in the office." The child says to himself, "I'm making points: this guy is beginning to understand what I'm really doing here in this school." He is establishing his identity, but we must not allow him to identify himself in this negative way. We have to suspend history, and simply say, "What did you do?" Nothing else. Then he begins to think "Well, I guess I must be responsible for what I did. He's asking what I did. He's not saying I'm no good because I did it, he's approaching me as a worthwhile person."

RESPONSIBILITY

Another human tendency is to be not only a historian but also a preacher. "That's sinful, the way you behave." But the child has little dials in his head and he turns them right off when you tell him he's no good. He's heard it a thousand times before. What we have to do is get the child to become his own preacher. You can get a lot of attention from many kids by asking "Is what you are doing helping you, really?"

Suppose you say this to a ten year old who has been cutting school. His reply may be, "Well I don't think school's any good. It's not helping me to come here."

And then you say, "Okay, that's it. Goodbye." This is very hard to do - almost impossible - but you have to let him take the responsibility for his own decision. He won't want this responsibility. He will expect you to preach at him, beg him to come to school, tell him he won't get a good job unless he makes the fifth grade. Don't do it. Say, "We have a school here, and if you think it isn't helping you, maybe you ought to go home for a few days." He won't like this at all. You destroy his whole identity as a failure when you put it that way. Then he has to start living by his values and he almost never wants to.

COMMITMENT

Fortunately, when elementary school children are allowed to make the decision, most of them will decide to come to school. Then you go on to the next step. The child is not cutting school now, but let's say he's upsetting the class, and the teacher sends him to the office. Be friendly, let him cool down, and then say, "What have you been doing in class?" He usually tells the truth; in a way he's proud of it. When you ask if it is helping him, he'll probably say, "No, it's not helping me, but it's what I do." As you talk, stress the fact that it is possible for him to do better, and when he agrees you go to the next step - you work out a plan with the child. The plan must lead the child toward becoming more worthwhile while and more involved with responsible
people in a warm, friendly way. Take time, work with the teacher and come up with a plan so that this child will succeed in school. Then get a commitment from the child to follow the plan. Get a contract made out that says what he is going to do, and let him sign it. You keep a copy — on your desk, on the wall, on a commitment board. Kids love these commitments.

Many children, of course, won't follow through on the plan. Then you have to be tough enough not excuse any behaviour that the child has already said was bad for him. It doesn't make any difference whether his excuses are valid or invalid; don't take any of them. But don't use any punishment whatsoever. This doesn't mean giving up rules or regulations or discipline; it just means not being punitive. I define punitive as causing children physical or mental pain for certain kinds of behaviour — hitting them, ridiculing them, using sarcasm downing them — any of the punitive things we do. These things won't work. If you have a child who is absolutely out of control in your school, you may have to say, "We want you in school. But we haven't been able to discover, you and I, how you can behave so that you can remain. So go home and think about it for a day. Come back tomorrow and we'll try again." This is not punitive. Have rules and regulations — whatever you think are fair, and your community will stand for all wants. But don't have any that you don't enforce.

To illustrate this matter of punishment more clearly, suppose you are out on the highway and the patrolman pulls you over and says, "Look you are doing ninety, and it's been my experience that people who go ninety get themselves killed in large quantities. I'm going to give you a ticket." You knew you were breaking the rule, and he is saying you will have to pay the small consequence in order to learn to heed the rule. This is no punishment, in a certain sense.

But suppose that he then pulls out his revolver and puts a hole through your accelerator foot. Pow! "It has also been my experience", he says that people with a sore right foot don't press the accelerator so hard," You will consider this to be excessive, even though he adds, "I'm just trying to help you." It doesn't help you; it makes you antagonistic.

Well, when we put holes through our children's feet, we get antagonism and nothing else. To exclude them from school or from class for a time until they can make a better decision is one thing. To be punitive, to be in any way mean and nasty, to pour sarcasm and criticism and ridicule on a child, these things are unnecessary. They don't help anybody, and they separate you from the child, breaking the involvement you are desperately trying to make.
1. **Become Involved.** Spend a minute with the child every day in informal contact.

2. **Confront the Behaviour** - What are you doing? (Be specific, only behaviour can be changed. Do not accept labels for behaviour - do not be misled by emotion).

3. **Evaluate the Behaviour** - How has this helped you? (... the class, group, school, family)

4. **Make a plan for responsible behaviour** - When in a similar situation again, what can you do that is different? (The child may need your help to draw up a list of alternatives and to devise another plan of behaviour).

5. **Make a commitment to the plan** - We will try this plan for ... (Minutes/hours/days/weeks, and then review the progress)

6. **Accept no excuses** - for failure to follow through with the plan. (It is the child's responsibility to be confronted with that failure, but not criticised for the failure)

7. **Impose no punishment** - but discipline through the consequences of the child's behaviour (i.e. if a school has been broken, the consequence must be applied but then go back to stage 2 and work through the stages again).

8. **Hang in** - don't give up on the child - even though his behaviour may force you to feel what is the use. A failing child will try to make you fail with him too.

9. **Refer on** - Try not to see yourself as the saviour of all children and the answer to all their problems. Some children may need to be passed onto a more expert for treatment. (This is also true of professionals)

ch. 2 'Reality Therapy and Failure' p.12-24 "Schools Without Failure" W. Glasser
GLASSER’S APPROACH TO DISCIPLINE.

The ten-step approach can really be divided into three parts. In the first three steps, you use the process of Reality Therapy to look at how you are dealing with disruptive students. Steps Four through Seven are used by you with the student who is having difficulty. And, the eight, ninth and tenth steps bring in other resources within the school and/or community.

Step One.

Set aside some quiet thinking time for yourself. During this time, choose a student who is an on-going discipline problem. In this initial stage of learning the technique, try not to focus on the worst student in your class. Build in a chance for success by choosing someone you think you could be successful in helping. Make a list of the things you currently do when this child is disruptive. In other words, ask yourself this question, "What am I doing?" Your list may surprise you because we often are not as aware of our behaviour as we think we are. Regardless of any surprise, be honest and list the things you usually do even if they are things like yelling, threatening, ignoring, being sarcastic and/or hitting.

Step Two.

Analyse your list carefully and ask yourself, "Are these techniques working?" Probably your answer will be, "No, they are not. The student's behaviour keeps repeating itself and often things get worse." If your answer parallels the above in any way, you should seriously consider stopping these behaviours. You are spinning your wheels and digging a deeper hole which will become increasingly more difficult to get out of. So, make a commitment that you will not use any of the responses on your list the next time a problem develops unless these things correspond to the procedures suggested in Steps Three through Seven.

Step Three.

Make a small, practical plan that will help your student have a better day tomorrow. This step is founded on the old adage that "an ounce of prevention is worth a pound of cure." When you initiate your plan it should positively say to the student, "You are special, I care about you." The plan can be a pat on the back, a special errand, a homemade cookie or any other thing that gives the student an indication of your personal concern for him. Continue these little plans, but don't expect to be repaid immediately. Your student didn't become "nasty" overnight nor will become a model of responsibility in one or two days. In fact, in some extreme cases, the student may reject you even more strongly than before. You must stay calm and be persistent. Treating your most difficult students well, will eventually lead to their behaving better.

Step Four.

When a problem occurs, and you have done Steps One, Two and Three - especially Step Three - then just say to the student 'please stop it.'

This is the same thing you have done before, but you have not done it in conjunction with Step Three. The improved relationship you have with your student will now help him to do as you ask.
Step Five

Step Four isn't working. Now, ask the student two questions, "What are you doing?" and, "Is what you are doing against the rules?" If the student says nothing or refuses to answer the questions, shift slightly and say, "This is what I saw you doing, and it is against the rules." Again, in conjunction with Steps One, Two and Three, asking these simple questions may be all you need to ask. These questions are especially effective with younger children, but they are also powerful when used with older students.

Step Six.

Repeat Step Five briefly, and then when that doesn't work tell the student very firmly, "We have to work this out. We've got to come up with a plan for you to follow our rules."

At this point you have to make some time available to talk with the student about this brief simple plan. It may be that your student will stop the behaviour if you say, "We will work it out later." But, some time has to be made available.

Even though this takes time it is our experience that the time expended is usually much less than the time teachers now spend with procedures that don't work. The plan has to be more than just "I'll stop it." It has to be a positive action plan that helps the student move toward responsible behaviour. In order to work, the plan should be short term, specific and simple. In the beginning you may have to put many of your ideas into the plan because this process will be unusual to the student. Gradually as the student gains strength, he will make more contributions to the plan. The more the student considers the plan his own, the better it will work.

Step Seven.

The student disrupts again, and because of repeated use of all of the previous steps, you are sure that their further use will not work. It is now time for the student to be isolated or "timed out". This decision to "time out" may be entirely made by you or else it may have been established as a reasoned/natural consequence at the conclusion of your planning conference. From step Six. "Timing Out" is done right in the immediate classroom in elementary schools or the immediate classroom area in junior or senior high schools. In the elementary classroom, you need to create a place where students can sit comfortably. Perhaps an overstuffed chair or a cushioned area on the floor or the corner of a loft. This place should be a place where other students who are not having a hard time would choose to visit during spare time activities. In secondary schools a table and chair arrangement is often set up in an unused portion of an open space area, or a desk is set up in the hallway within viewing distance of the door.

In either situation, the student knows that he or she is no longer involved in active participation in the class. Students may listen, but may not take part in classroom activities until they have devised a plan for following the rules, informed you of the plan and made a commitment to follow the plan if it is mutually agreed upon by you and the student. The other rule that is mandatory at this point is that if the student disrupts while he is in isolation, his only alternative is to be excluded from the classroom or quiet area.
Step Eight

In-school suspension is the next step. You have been patient, you have bent over backwards, but you can't continue to teach with a constantly disruptive student; it's not fair to you or the other students, and for that matter, it's not really fair to the disruptive student either because he is not learning and is not gaining success identity. At this step, there are no questions to be asked. Make this statement, 'things are not working out for you here. You and I have tried hard to work out the problem but now it's time for you to spend some time outside of the class and perhaps talk with some other people. Please report to the Principal's office.' (or councillor's office, or in-school suspension room, or whatever name you have for your place).

The in-school suspension place should be set up along the same lines as the in-class "time-out" place. That is, it should be a not uncomfortable, non-punitive place which is staffed by someone who communicates the basic ideas to the students that, "We want you to be in the school. We want you to be in class, but we expect you to follow our reasonable rules. As soon as you have a plan as to how you can return to class and follow the rules, let me know and we'll help you to return to your room. If you need help with your plan, let me know and I'll help you." Helping out on the plan usually means asking more questions. First, you have to ask, "What did you do?" next, "What kind of a plan can you make to do better?" At this stage, you should be prepared for a lot of excuses and blaming and talking about making a plan, but be patient, even if it takes a day or two or three. If the student says, "But, I'm getting behind in my work," you should respond, "Yes, I see that, and that does present a problem for you. Please feel free to do your school work right here. But, you cannot go back to the class until you have a plan." You have to help the student understand that there are really only two alternatives: return to class and follow reasonable rules - or continue to sit here and be outside of class. Most problems can be worked out in a day or less. If more than one day is required, the parents should be notified that their son or daughter is not in class.

Sometimes a week or more is required. In one high school in Texas, a student sat for two months, but when he finally decided to return to class, it was a decision that he did not go back on. And, although his work suffered, he perhaps learned one of the most important things we all have to learn: We need to be responsible for our behaviour and we all have the power to behave in a way which is beneficial for us and those we live and work and learn with.

Step Nine

If any student is totally out of control and cannot be contained in an in-school suspension room or office, the parents must be notified and asked to take their child home. Further, both the parents and the students should be told that tomorrow is a new day. You can do this by saying, "We would like your son to return and to stay with us as long as he maintains reasonable behaviour. When his behaviour goes beyond reasonableness, your son will again be asked to go home." If every teacher and administrator in your school follows these steps consistently, and if you have a good school, a place where students enjoy being, then less than one percent of your students should ever get to Step Ten.
Any student who continually is unsuccessful in Step Nine, must stay home permanently or be referred to some other community agency. Even juvenile hall is a possibility as a last resort. Though it sounds harsh, remember that sometimes this will finally jolt the student awake, and he will then be ready to plan a way to return to school. If the student is in juvenile hall perhaps the judge can be persuaded to try letting him come back to school on a tolerance day. The student should always be welcome to return to school from home, the juvenile hall, or any other agency, but not unless a specific plan and commitment has been made to follow reasonable rules. Remember that Step Ten is for a very rare student but when a student can no longer make it in school, this step must be used.
GLASSER DISCIPLINE SYSTEM - TEACHER'S GUIDE

for dealing with UNSATISFACTORY CLASSROOM BEHAVIOUR and leading to SELF DISCIPLINE. Not for TEACHING AND LEARNING PROBLEMS.

REMEMBER:

(a) be COURTEOUS.
(b) Avoid CONFRONTATION - COOL IT.
(c) ACCEPT THE PERSON. Reject the behaviour.
(d) Make STUDENT ACCEPT what happens as a CONSEQUENCE OF MISBEHAVIOUR.
(e) Students are NEVER ALLOWED to HAMPER others 'RIGHT TO LEARN'.
(f) Keep trying - DON'T GIVE UP - USE STEPS REPEATEDLY.

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1. Student breaks 'rules'
   Ask yourself
   WHAT am I DOING? IS IT WORKING?

   If not
   STOP DOING IT

   Repeatedly - when in 'neutral' -
   SHOW CONCERN for STUDENT
   make it hard for him to hate you.

2. Say
   PLEASE STOP IT

3. Say
   WHAT ARE YOU DOING?
   IS IT AGAINST THE RULES?

   No response
   Say
   THIS IS WHAT YOU WERE DOING -
   IT IS AGAINST THE RULES

   PLEASE STOP IT

4. Say
   WE HAVE TO WORK THIS OUT
   Help student make a commitment

5. Say
   Things are not working out for you
   GO TO TIME OUT ROOM
   no dramatics - keep it 'cool'

6. Student sent home
A sample behavioural program developed for one child in one school prone to explosive outbursts.

This program is intended to provide a consistent approach to .... by all teachers having contact with him/her.

From teacher reports it would appear that ..... has been behaving well in many classes. To maintain this pattern of positive behaviour, it would be helpful if all teachers could use any opportunity that arises to give .... encouragement. We want to avoid taking....'s good behaviour for granted. Wherever possible, we also want to indicate to .....'s parents the positive things that are occurring at school. To do this a 'communication book' will be sent home with ..... each week/daily which will include positive statements on .....'s behaviour. Please let (class teacher) know of any comments you would like sent home in the book.

Some suggestions of other ways you might assist ..... are attached. "How to develop a relationship with underachieving student" There will be occasions when ..... may misbehave and be disruptive and the following steps should be used. (They could also be used with other students too if necessary).

1. If it has not already been done, work out rules for classroom behaviour with the class.

2. If ..... is breaking the rules say 'What are you doing?' This is to remind ..... to think about the rules and what she/he is doing and may be sufficient to stop the behaviour.

3. If this statement does not stop the behaviour or if he/she argues with you or denies the behaviour say 'This is what I saw you doing and it is against the rules.'

4. Say firmly 'We've got to work this out. We've got to come up with a plan for you to follow our rules'. You may be able to work out something on the spot (e.g. moving to another seat) or you may need to see him at the end of class.

5. If the behavior continues send ..... to the office area to Mr/Mrs ..... with a note giving the reason. Do this calmly and matter-of-factly, not as a punishment. Treat it as a time for .... to calm down and sort things out.

6. On arrival in the time out area ..... should be told that this is a time to calm down, and that he/she can return to class when he/she is ready to make a plan to change his/her behaviour. There should be no prolonged discussion at this point. Leave him/her to think for a while.

N.B. If ..... will not obey an instruction to leave a class or the yard, do not provoke a confrontation, do not try to physically remove ..... Wait and apply consequences or get Mr/Mrs..... to apply consequences when ..... has calmed down. There should always be a follow up if ..... has broken a rule even if it can't be followed up immediately.
7. ..... should be asked to write down (1) what he/she was doing to be sent out of class (2) what plans to behave better he/she will follow when he/she goes back to class ..... should not return to class until this is completed and discussed with the supervising person.

8. If ........ is out of control, he should be 'suspended' for 1 or 2 days and parents be asked to take him/her home.

9. A time out procedure may have to be used many times to allow .... to cool off and settle down. He/she will need to get used to the idea that we expect him/her to take responsibility for his/her behaviour - it is a training process.
1. Become involved.............came to see me on.............
at .................. am/pm.

2. Confront the Current Behaviour  What are you doing?
(Be specific, only behaviour can be changed - don't be misled by emotion).

3. Evaluate the behaviour: How has this helped you (the class, group school, family)

4. Make a plan for responsible behaviour: What can you do that is different? (Child may need your help to devise another plan of behaviour).

5. Make a commitment to the plan:
We will try this plan for.........................days or
..........................weeks, and then review progress.

6. Accept no excuses for failure to follow through with the plan

7. Impose no punishment - but discipline through the consequences of misbehaviour.

ch. 2 Reality Therapy and Failure p.12-24 "Schools Without Failure"
W. Glasser