

Constructing a Disciplinary Model for Schools through the Lee Canter and Fred Jones Models

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ABSTRACT:

This opinion article aims at enlightening on the classroom discipline, an essential part in the class management and the learning environment, through two approaches, the assertive and the positive discipline approaches. The assertive approach of Lee Canter helps the teachers successfully maintaining order in class and influencing their students' appropriate or inappropriate behavior through praising or setting up consequences. In addition, the positive discipline approach by Fred Jones because it develops and improves teachers' effectiveness in classes, and establishes a safe classroom learning environment. Moreover this opinion article also aims at presenting a new disciplinary model for classroom management based on the two previously mentioned approaches.

KEYWORDS: classroom management, classroom discipline, assertive approach, students' behavior, learning environment, positive discipline approach.

I. INTRODUCTION

Introducing classroom management: Managing classrooms is an important set of skills that leads to artistry in teaching and pleasure in learning, usually learned quickly or by some overtime. Class management signals the growth of a teacher and his developing classroom skills, and for a successful teaching experience, every teacher has to prepare for a class, motivate his students and be fair with them, build a positive and professional relation with them, provide a safe and comfortable learning environment, establish a positive classroom environment like greeting students at the door everyday with a smile, build student's self-confidence and be creative in his daily lessons, and model the positive behaviors and attitude he desires in his students. In addition a teacher has to be organized, on time prepared for changes to his plans even with what some might call the "best laid plans" and be able to deal with different mentalities, levels and cultures. In other, words surrendering to obstacles is not an option (Dunbar, 2004).

Moreover, the most important characteristic of a good class, for any teacher, is not how hard his students work, but how well they work together because class atmosphere is hugely important to teachers' sense of job satisfaction. Classroom



ISSN: 2350-0328

International Journal of Advanced Research in Science, Engineering and Technology

Vol. 11, Issue 5, May 2024

dynamics is all about the ways people within a class interact with each other, how they talk, how they act, how they show their feelings and opinions, and certainly how they behave as a group. Furthermore, managing classroom dynamics is about managing behaviors, reacting to tensions, looking at the issues in a more structured way, and generating interests; in other word, in addition to our competencies and content knowledge, managing classroom dynamics is about acquiring new skills, attitudes and strategies that can help us generating a psychological climate to reach high quality learning (Dunbar, 2004).

Finally, and to a large extent, classroom dynamic has no one size that fits all; on the contrary, it is a product of its own context, thus it is affected internally by the uniqueness of its members and externally in the culture settings of its educational institution and the society in which it is located (Allen, 2010).

One of the biggest problems in schools is teachers' lack of ability to manage their students' undesirable behavior, something that disrupts the learning experience and creates an unproductive classroom atmosphere. The teaching experience does not simply involve "teachers teach, students learn", it's more complicated (Allen, 2010).

It's not enough for a teacher to be knowledgeable in the matter he teaches. Teachers should not only know what to teach but also to know how to teach and how to control a class full of students; this is critical for any teacher especially new ones, if not given the proper training they might be struck with the number of problems when they interact with the students, administration and parents. Each student, in any classroom, has a unique personality; some are decent and obedient, others are troublemakers, some follow their teacher guidance, and others challenge them (Allen, 2010).

Throughout the years, it has become more apparent that teachers were losing control over their classes, and students' behavior became unacceptable to a large extent, so in response to teachers' complaints about their students behavioral and technical competencies, and their inability to teach them properly, many researchers started looking at what's happening, observing and taking notes from classrooms' teaching experience while trying to find out what worked and what didn't; this lead to the development of several class management models meant to help teachers in controlling and disciplining their students, among those models we can mention: The Canter model and the Fred Jones model (Allen, 2010)

II. THE CANTER MODEL

Marlene and Lee Canter attributed students' misbehavior and lack of class control to teachers' lack of training in the area of behavior management, something that resulted in teachers having the wrong response when facing undesired students' actions. Their researches and findings led to the formation of what is called the "assertive discipline", a special approach that aids the teachers in successfully captaining and influencing their students' behavior. For Marlene and Lee Canter this goal is met when the teacher establishes and insists on a set of rules that students must follow and suffer the consequences if they fail. With positive response for appropriate behavior, an assertive teacher knows that his job is to protect students from misbehavior whether it is their own or their classmates, as it violates teachers' right to teach and students' right to learn (Charles, 2005).

Classroom discipline is used in order to protect the in-class learning experience, were teachers must remember few things:

- Disciplining is a big part of the classroom management and is considered essential in a learning process.
- Teachers have the right to teach and students have the right to learn and it's the teacher's obligation to provide their students with the best learning experience by deciding what is best for them through their compliance in class and to their teachers' directions.
- A student who misbehaves in class is not respecting his teacher's right to teach and his classmate's right to learn.
- A successful learning experience is the teachers' responsibility and he should protect it with the best way possible (Canter & Canter, 2005).

Moreover, the canters decided that there are three types of teachers: nonassertive, hostile, and assertive.



ISSN: 2350-0328

International Journal of Advanced Research in Science, Engineering and Technology

Vol. 11, Issue 5, May 2024

- Nonassertive teachers: The kinds of teachers, who don't place demands on students, have no clear and established standards of behavior, and if they do, they usually don't appropriately back it up. They are passive and more subject to failure in their education mission.
- Hostile teachers: The kinds of teachers who use shouting and try to scare students into acceptable behavior and typically use an aversive approach; although they might succeed in intimidating their students into obeying the rules, they in fact aren't providing students with the positive support they expect from their teacher.
- Assertive teachers: The kinds of teachers who start by having their expectations known clearly to students, parents, and administrators. They are calm and firm in their approach and insist that students comply with their expectations, while using reasonable actions to back them up. This is clear when they reward students who comply to their guidance, with positive benefits, and follow through with consequences that reasonably accompany any student misbehavior (Canter & Canter, 2005).

Clear assertive discipline is a logical choice as it ensures a calm, firm, positive and caring classroom climate where students can learn and teachers can teach without interruptions, leading to a productive learning experience. Though, teachers need to learn several steps to master a successful learning experience. These steps include:

- Recognize and remove roadblocks: before anything else teachers must realize what they expect from themselves and from their students; regularly, teachers expect themselves to be successful in delivering their educational message and guidance to their students while at the same time expect their students to comply with their efforts. Most of the roadblocks have to do with negative expectations about students, as expecting them to misbehave for any reason.

No child should be permitted to misbehave under any circumstances, the rule here is that teachers have the right to teach and students have the right to learn without interruption. Knowing that, and in order to positively influence students in the class, teachers must remember that:

- All students need limits, and it's the teachers' job to set them. It's great to have high expectations, and even better to set high standards for the students, and stick to them.
 - Back-up help from parents, principals, and other school personnel is very helpful and it's the teachers' job to ask for them.
 - Students aren't an exact copy of each other and can't be dealt exactly alike. Each student has his own needs and mind, Some may respond to special incentive programs or behavior modification programs before they can live up to the standards expected from their teachers.
- They have to practice the use of assertive response styles. As mentioned before, the Canters differentiate among three response styles: nonassertive, hostile, and assertive, what are the characteristics of each type and why it is advisable to use the assertive discipline model. Thus, teachers should familiarize themselves with this management model, work on their tonality while explaining in order to change their voice tone when they want to emphasize on important points in the chapter, and in class response, how their words should reflect self-confidence, assertiveness and trust, how a simple "enough" can solve many problems or fights between children.
 - Learn to set limits: students' limits are the limits to what the teacher allows or forbids, it should be clear to a student what he can and can't do and what is expected out of him. Those limits should be clear and enforced, teachers need to be aware of what types of behaviors they want and need from the students who should be clearly instructed about any behavior the teacher demands or refuses. Knowing that, several steps should be considered:
 - Praising good behavior is essential and should exceed applying negative consequences for bad behavior.
 - It's up to the teacher to decide the right way to "praise" a behavior; as previously mentioned, students aren't the same, that's why the teacher must choose between verbal acknowledgement, tangible rewards or special privileges depending on the student to be praised taking into account how other students are going to view this "praise".



- Inappropriate behavior is not to be ignored and should be stopped immediately, teachers should be ready with a pre-planned immediate interference, by simply saying what are they going to do, how will they react and how will they deliver their message; the right type of eye contact, voice, and body movement are very important, but also using several tactics like the broken record tactic by calmly repeating and restating directions while countering students' arguments and excuses or refusal to listen.
- Learning to follow through on limits: limits and consequences set by the teacher are not a onetime thing, whether it is a response to class compliance or undesired behavior, limits need a continued follow-through in order to be established as a class rule.
- Implementing a system of positive assertions: a classroom should not only be viewed as a place where orders are given and limits are established, in fact the learning experience should be interesting and pleasant for students, a set of positive consequences to motivate well behaving students is necessary to balance the class atmosphere, whether through compliments, acknowledgements, positive notes, special rewards, group rewards etc... rewarding good behavior is always helpful (CANTER, 2012; McIntyre, 2014).

III. THE FRED JONES MODE

Unlike the Canter discipline model, the Fred Jones model does not focus on a point, as in assertiveness, and relates teachers' actions and responses to it, as in teachers assuring their position, responding in a way that reflects the desired behavior, etc...), rather in his quest to establish a classroom management model Dr. Fredric H. Jones studied the teachers in their classes, and tried to discover how does a successful teacher react, this led to the formation of the positive discipline model, a learning model which develops and improves teacher effectiveness and focuses on disciplining through active students involvement.

This is done by emphasizing on learner motivation and classroom behavior. Dr Jones starts by focusing on changing teachers' views toward students, seeing them as helpful through active students' involvement in establishing a smooth and safe classroom environment where problems are prevented before occurring or dealt with easily and no major punishment is needed. Dr Jones believed in using a special set of approaches:

- Setting limits: from how the classroom is arranged, to how students move, to how teachers respond, and how messages are sent to students; Dr. Jones believed in limit setting that could even involve output from students to make the learning experience fun and interactive.
- Responsibility training: since we can't assume that all children will take responsibility and realize the best way to behave is, Dr. Jones felt that training students on how to act responsibly by using a set of incentives, like PAT (preferred activity time) where students are allowed special time for their preferred activity through acting responsibly in class, is helpful especially in preventing lost classroom time.
- Omission training: Dr. Jones has a set of levels for students' misbehavior; in addition, other steps are needed for those who refuse the incentive PAT system and insist on misbehaving. However since Dr. Jones opposes letting children out of class except in rare situations, he prefers omitting them from the PAT incentive system but leaves the door open for them to be included again and even gain more PAT time for the entire class if they achieve certain goals which give them a sense of heroic mission.
- Back-up Systems: students are of different types and respond differently from each other, what works for one might not work for another, using effective body language, incentive system and instructional support are basic steps, it works for many students but not all, that's why a teacher must always have a backup system, another system of discipline that could be more severe when the first fails and the student/the class insists on misbehaving.

Those systems range from small to medium to large responses and involve different steps by teachers in respond to students' misbehavior.



- Positive instructional support: every student deserves the teacher's full attention, especially in giving instructions and in giving praise for a job well done; although the classroom is consisted of many students, it should be arranged so that the teacher can easily access any student to provide needed instructions or help, setting up the classroom involves more than one point like the physical statue of the class and its components as in how the tables and chairs should be positioned to ensure easy access to the students and less talking between them, computers and other instruments' storage and positions, etc... (REBUTH, SYED, & GIBBS, 2010)

Lost classroom time: Dr. Jones gives great attention to class time and managing it; students' misbehavior results in losing learning time for them and the class in general, every time a misbehavior diverges attention from the learning process, a learning time is lost including the time spent in dealing with it. In order to avoid losing time the teacher must be prepared to deal with everyday classrooms situations; successful teachers use different kinds of responses where each response depends on student's behavior. He insists on many tools for the teacher to achieve his goals including:

- Communication: it is essential for the teacher whether it's communicating with the students, parents or administration; teachers should set up good communication systems to provide input as miss communication could result in misunderstanding.
- Effective body language: this is when no words are used. Usually, misbehaving students always have their eyes on the teacher, thus lots of body movements like eye contact, facial expressions, or clapping on the board can attract their attention to stop immediately and focus on the lesson. The teacher has to remember the earlier he stops a misbehavior the more time he saves for himself and the entire class.
- Incentive systems: an incentive is used to encourage students on achieving special goals or acting in a desired way, it can also take multiple forms and be directed to different targets like achieving rewards, or promoting cooperation and class contribution for a certain goal. In fact having a PAT where the entire class is rewarded for good behavior with an activity they like, while at the same time risk losing it in case someone misbehaves will result in students paying more attention to their own actions while other students will be in fear of losing their activity time.
- Setting up the rules: Dr. Jones insist on the importance of setting up rules for everyone to follow. The importance of rules is immense to the teacher and they are designed to:
 - Protect the learning experience from students' interruption or misbehavior;
 - Save time by pointing out what should be and should not be done;
 - Set limits for the students to understand when to stop and when to continue;
 - Help students understand their rights and responsibilities, and the teachers' rights while developing a sense of responsibility (Simpsons, 2015).

However rules should have a few characteristics in form and implementation.

In form: rules should be:

- Simple and clear to understand by the students to ensure compliance.
- Straight and logical. If not, students might question or even refuse the rule.
- Rules should be kept at minimum because too many rules might lead to students forgetting them or feeling like in prison.

In implementation:

- Rules must be taught and established as early as possible: students should understand the importance of the rules and familiarize themselves with them as soon as possible; it's helpful for the teacher to start his class by explaining, teaching and assuring on the rules that will be exercised throughout the year.



- Rules must be enforced: if it's not enforced a rule is worthless, students should realize that rules are there for a reason and will be applied to everyone.
- Rules need to be enforced consistently so teachers should consistently enforce a rule to prove its continuous importance and students will be more likely to abide by them (Jones, 2017).

IV. A NEW PERSPECTIVE OF DISCIPLINARY MODEL FOR SCHOOLS

Teachers have needs and feelings as any other human being; they have the right to teach in their classes without interruption by students' misbehavior. Thus, they should develop a clear set of rules with clear consequences for bad behavior while at the same time support positive discipline and good behavior with meaningful intrinsic and extrinsic rewards.

Teachers should emphasis on building a trusting relationship with the students and establish an environment of mutual trust and respect between them and the students in and outside the classes in order to prove that misbehavior is not only a choice but a bad choice for their learning experience in different aspects.

Educators should affirm their authority in classrooms in a calm and non-authoritarian way; thus, they should first dictate what is right for each student, recognize and reinforce the importance of needs and rights of themselves and the students in classrooms and go proactive rather than being reactive.

It is a fact that almost 50% of classroom time is lost due to students' misbehavior and being off-task. 80% of that last time is due to talking without a given permission, 19% is lost due to students' daydreaming, out of seat, making noise, etc... and 1% is lost due to serious misbehavior. Most of the lost time can be avoided by being assertive, systematically employing effective body language, incentive systems, and efficient individual help.

A well-administered discipline plan with incentives saves class time so that the content and the learning objectives can be studied and revisited and sharpened more effectively. Teachers who are too busy to teach rules and enforce them promptly will be forever out of time.

This model is a combination of Canters and Fred Jones models and it suits students and teachers in different levels by assertively taking charge while at the same time providing incentive systems and efficient help.

In addition, this model is a positive and direct approach to make it possible for the teacher to teach and the students to learn while at the same time refines the practices of effective teachers into the system, and it is based on several principals:

- Teachers should insist on responsible behavior. Thus they should recognize and remove roadblocks of negative expectations about students. It is expected for any student to misbehave because he has poor health, home, genes, personality or environment.
- Teacher should not allow any manner, under any circumstances, that leads to student's self-destruction or violation of the rights of his peers and teachers.
- Teachers should influence their students to live up to standards and to behave in a positive way no matter what are the problems and try to help them by remembering that:
 - Students need limits and the teachers have the right to set them;
 - Teachers should set high standards and expectations for their students and teach them to stick to them and use these standards to deal with or avoid problems;
 - Teachers should have the backup of the parents, principle, deputies, and other school personnel when dealing with a student's academic or behavioral problem anytime;



- Teachers should try to treat students almost alike, even if some students must be given a special incentive or behavioral modification program before being able to live up to the standards expected from them;
- Teachers should praise good behavior more frequently than apply negative consequences to students' bad behavior;
- Poor class management is one of the main reasons for teachers to fail. Hence, students are denied the opportunity to learn. Teachers have to be firm while at the same time control themselves in order to avoid stifling. At the beginning of every year, teachers should set the stage in a classroom to manage it effectively.
- To do that, they have to:
 - Set the room to facilitate and enhance the teaching-learning experience and avoid disruption;
 - Ask for the support of the administration and the parents at the beginning of the scholar year;
 - Response appropriately to any issue in the class;
 - Set simple, clear and general rules to show what type of behavior they expect from their students;
 - Indicate preferred materials, paper size, pencil, pens, due time for assignments, when to sharpen pencils, get a drink, go to the bathroom, move about the classroom and to whom it is appropriate to talk, how and when to get help, clean up and the class is dismissed;
- As educators, teachers have basic rights:
 - To maintain the most desirable setting for learning.
 - To expect student's appropriate behavior.
 - To expect help from school's personnel and parents when appropriate and needed.
- As learners, students have basic rights:
 - To allow their teachers to help them developing and avoiding self-destructive and inappropriate behavior.
 - To have full support from their teachers for their appropriate behavior.
 - To choose how to behave with precedent knowledge of the ramifications that will logically and certainly follow.
- Teachers/administration should set a discipline plan which clearly states students' needs, rights and expectations, then consistently apply the consequences when student's behavior does not meet the plan's conditions. Hence, teachers should avoid hostility and calmly insist that students comply with no hesitation with the plan's standards and expectation; if students comply, then they'd receive positive benefits; if not, they'd have to deal with the reasonable ramifications of unacceptable behavior.
- Teachers should not violate students' best interests. They should teach their students and state their expectations early.

Moreover, teacher should be persistent in stating expectations and wishes by using sentences such as « I need you to do this and this » and « I like that » to enforce students' positive self-esteem, instead of « You are not good enough » and « Why won't you behave well » which interfere with students' positive self-confidence and respect.

- Effective body language causes students to stop misbehaving and saves teacher's class time. Usually, effective non-verbal acts stop students' misbehavior and avoid verbal confrontation. Teachers should use a clear, calm, firm voice, eye contact, facial expression, postures, signals and gestures, and physical proximity while teaching or dealing with academic or behavioral issues concerning their students.



- In addition, they should not ignore inappropriate behavior and always influence student's behavior without threats or shouting.

Moreover, teachers should decide in advance how they will handle an imposed situation in the class, like using the student's name, especially if the message is being directed across the room, or the broken record ploy (a maximum of three times) by saying "That's not the point...", or "I understand, but" when the student makes excuses and arguments, refuses to listen or to take responsibility for his own behavior, persists in responding inappropriately.

- Teacher should calmly repeat the message they are try to deliver every time students try to argue rather than escalate into an argument.

They should not postpone dealing with any act; this may allow the situation to deteriorate until considerable time and emotional expenditure will be required.

Moreover, they should try their best to influence student's behavior without threats or shouting.

- Teacher should avoid hostility and wishy-washiness like having strong ideas or showing strong beliefs in something, weak and unable or not willing to, etc... that cause confusion and psychological trauma for the students.

Thus, they should be able to maintain a calm, caring, supportive and productive climate in classes to produce the climate for learning.

- Incentive systems are designed in different ways to build students' cooperation so efficiently that almost any student will answer to the requests with a minimum effort from the teacher.

They influence students to do the right thing, maintain on-task behavior, and behave properly. Thus, teachers should use different incentives to motivate the students and enforce their positive behavior such as:

- Personal attention, greetings, short talks, compliment, acknowledgments, smiles and friendly eye contacts from the teacher;
- Positive notes and phone calls to the parents or the administration to show clear progression or change in behavior;
- Special awards like comments on home works or exam papers to certificates.
- Special privileges like giving extra minutes of a desired activity for the whole class, assigning a student to be the face of the class to deliver their needs to the administration or representing the school in conferences, activities and school's festivals;
- Material awards like copies of best sellers, school pencils, etc...;
- Home rewards like collaborating with the parents for extra TV time or favorite meal;
- Group rewards like Preferred Activity Time.

- Teachers should specify what is desired; they should be clear and to the point in order for any student to instruct a newcomer as to how he has to behave at any time.

- Teacher should know how to response to students according to their age and level. For some students, acknowledgement or a single praise is enough to motivate them; while for others "like the secondary students" tangible rewards, comments on papers or special privileges are most suitable for them.

- Teachers must implement a system of positive assertions to:

- Increase their influence on the students;
- Decrease the amount of problem behavior;



ISSN: 2350-0328

International Journal of Advanced Research in Science, Engineering and Technology

Vol. 11, Issue 5, May 2024

- Invert the classroom into a positive environment.
- Teachers should provide positive instructional support within or outside classes. They have to motivate their students to complete work through praising, prompting, providing help efficiently and moving quickly from one student to another.
- There are three basic and disjoint approaches to teacher/parental discipline:
 - Permissive [low structure];
 - Authoritarian [high structure, low justification];
 - Authoritative [high structure, high justification].

Young students usually submit to peer/teacher/parent pressure, while older students are more likely to follow their consciences. Teachers should not be permissive because students will be able to do as they wish in classes resulting in a classroom management problem.

On the other hand they should not be authoritarian in order not to engage with daily confrontations with their students resulting in a failed learning experience.

Teachers should be more authoritative, assertive while at the same time provide their students with positive behavior incentives.

Thus, teachers will be able to implement a more successful teaching-learning experience and maintain discipline, order and class management.

V. CONCLUSION

Today's generation clearly differs from the one a decade ago. For that many rules should be set up for classroom discipline to reinforce the learning environment.

Many reasons can contribute to students' carelessness about rules and boundaries act with each other or their teachers in different cases. Some say that the online openness to the world is a factor that contributes to students' appropriate or inappropriate behavior.

In order to maintain a good classroom discipline, students must know the school guidelines for discipline procedures. Teachers and students have to be positive, fair, trustworthy, kind, firm and friendly.

Classrooms rules should be diversified with not only one approach, as in the suggested model, so students can comply by their own will during the academic year.

There are many models for classroom disciplines. Schools administrations may adopt the Kounin model, the Neo-Skinnerian model or the Glasser model, the Ginott model or the Dreikurs model (Allen, 2010). They can even refer to them, as the researchers here, and come up with the discipline model that suits their teachers and students.

Some might not realize it, but without discipline, learning cannot be properly accomplished. Thus, the researchers recommend the school administrations to adopt the model found by the researchers here, use other models or come up with one of their own to maintain proper discipline in school by teachers and students for a better learning environment.

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ISSN: 2350-0328

**International Journal of Advanced Research in Science,
Engineering and Technology**

Vol. 11, Issue 5, May 2024

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