

CHAPTER

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Various authors on the subject of classroom management refer to three general approaches toward maintaining classroom order (Dreikers, Grunwald, and Pepper, 1982; Canter and Canter, 1992; Steinberg, Dornbush, and Brown, 1992; Coloroso, 1994; Albert, 1996; Jones, 2000). Although they use a variety of names to label them, the approaches described are essentially the same and are referred to here as lenient, rigid, and moderate (see Traynor, 2004 for a more detailed comparison). A teacher who takes a more *laissez-faire* approach, has low expectations for student behavior, and allows disruptions to occur characterizes the lenient approach. A teacher who demonstrates little tolerance for student misbehavior, applies coercive practices such as shouting, threats, or unreasonable punishments, and has little or no regard for the students' emotional or educational well-being characterizes the rigid approach. A teacher who demonstrates self-control, consistency, and holds students accountable to a fair set of classroom rules characterizes the moderate approach.