

Appendix D: Crosswalk of classroom management models and the Big Five

Because managing a classroom can seem to have so many moving parts, a number of individuals have developed classroom management models that “package” a number of approaches to classroom organization and interaction techniques. The table below lists the models encountered in instruction in the coursework evaluated for this study and identifies which of the Big Five are included in the model. As shown in the table below, if a course addresses “Assertive Discipline,” for example, the course is credited with addressing all of the Big Five.

Fig. 19

	Rules	Routines	Praise	Misbehavior	Engagement
Assertive Discipline (Canter)	✓	✓	✓	✓	✓
Child/Student-Centered Approach			✓	✓	
Choice Theory (Glasser)	✓				✓
Cooperative Discipline (Albert)	✓		✓		✓
Discipline with dignity (Mendler & Curwin)	✓		✓		✓
<i>First Days of School</i> (Wong)*	✓	✓	✓		✓
Love and Logic (Fay)	✓				✓
Positive Behavioral Interventions and Support	✓	✓	✓	✓**	✓
Positive Classroom Discipline (Fred Jones)	✓	✓	✓		✓
Self-Regulated Students	✓				
Teacher Effectiveness Training (Gordon Thomas)	✓				✓
Social Discipline Model (Driekurs)	✓				✓

* While *The First Days of School* is a book rather than a classroom management model, it is often used by teacher prep programs as shorthand in lecture schedules to refer to the set of strategies and approaches that Harry and Rosemary Wong advocate. Because of how this book is referred to in syllabi, the most fair way to credit teacher prep programs that reference this book in lecture schedules is by applying the same assumption used for classroom management models — that when a course references the model or book in a lecture schedule, that course also teaches all components of the book or model.

** The Positive Behavioral Interventions and Support framework addresses misbehavior within a multi-tiered prevention approach. When the school-wide or Tier 1 strategies of (a) teaching, modeling, and reinforcing rules, routines, and appropriate social behavior and (b) general non-aversive strategies (e.g., redirections, proximity) are shown to be ineffective, Tier 2/3 practices and systems are considered (e.g., function-based interventions, targeted social skills instruction, cognitive behavioral supports, school-based mental health) at the small group and individual student levels. This approach to classroom management is based on having a coherent school-wide approach to discipline. When this approach is taught in preparation programs, how much teacher candidates learn to address misbehavior in their own classrooms absent school policies on consequences is unclear.