1. What is the difference between discipline and classroom management?

2. Many teachers believe that preventing misbehavior is one of the most important parts of a classroom management plan. What do you think? What strategies will you use?

3. What strategies might you use to manage inappropriate behavior? What have you seen your practicum teacher do? Did you agree or disagree with the action?

4. How can you work toward a caring community and instilling self-discipline in students?

5. How do you manage your stress? What outlets do you have to express negative feelings?
6. What types of routines might you create for student movement in your classroom? What are typical ways that students need to move in your discipline and how will you monitor these?

7. How will you use signaling and verbal and nonverbal desists (see p. 197)?

8. What are the advantages and disadvantages of rewards and punishments? What types of rewards and punishments might you use and why?

9. Refer to pp. 200-205. If you had to choose one of the models (Assertive Discipline, Dreikurs’ Logical Consequences, Glasser’s Class Meeting, or the Caring Classroom), which would you choose to implement in your classroom and why?
10. Where on the following scale do you place yourself? How does this position work for you?

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11. How can a teacher or a school get parents and the community involved in education?

12. How actively will you attempt to teach social skills and morality? Why do you take the stance that you take?