



## Building Classroom Discipline

By C. M. Charles

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#### On the New Edition of *Building Classroom Discipline*

“I feel the book is the best overview of Classroom Management for an entry-level teacher. It has a strong theoretical basis and provides students with a sound overview of classroom management. . . . [E]ach chapter is easy to follow and . . . [t]he case examples and the application examples strengthen each chapter. . . . A true gem of a book!”

--Aubrey Fine, CA Poly University

[Two things] I like about the new edition that the [previous edition did] not have [are] the chapter on self-assessment, as well as [the] inclusion of the *Be the Teacher Scenarios* in all the chapters. My students have enjoyed the *Be the Teacher* practice exercises a lot, and I am glad that with the new edition they will have even more opportunities to practice.”

--Madalina Tanase, University of North Florida

“Not only does Charles provide the essence of each model, but he focuses on how to execute the model in a classroom. The step-by-step approach is exceptional.”

--Deborah Burris, Southern Illinois University – Carbondale

*Appropriate for courses in Classroom Management and Classroom Discipline.*

**Charles is the leading classroom management models text. It covers and applies the most important management and discipline approaches, from Redl, Wattenberg, Skinner, and Glasser through Jones, Kagan, Cook, and others).**

This book has two main goals. The first is to help readers understand and become highly competent in today’s major concepts, terminology, approaches, and strategies in discipline. Toward that end, information is presented on the nature of behavior and misbehavior, students’ behavioral traits, teachers’ obligations in discipline, and the goals and procedures of today’s most respected approaches in management. The second goal is to assist teachers in organizing systems of management that best meet their needs and those of their students. A

comprehensive review of outstanding strategies and tactics is presented with further information and guidance to help teachers develop effective, well-rounded systems of management and discipline for any class.

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### Editorial Review

#### Review

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“I like the approach this new edition takes. The author presents information that is accurate and up-to-date with the research in the field. I particularly like the author’s attention to detail, as he interacted with the authorities in the field (who were featured in this textbook) to ensure their points of view were accurate. . . . The activities at the end of the chapters (tests, self tests, case studies) were great reinforcements of the content covered in the chapters, enabling the students to apply what they have learned. . . . [Two things] I like about the new edition that the [previous edition did] not have [are] the chapter on self-assessment, as well as [the] inclusion of the *Be the Teacher Scenarios* in all the chapters. My students have enjoyed the *Be the Teacher* practice exercises a lot, and I am glad that with the new edition they will have even more opportunities to practice.”

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“Not only does Charles provide the essence of each model, but he focuses on how to execute the model in a classroom. The step-by-step approach is exceptional. . . . I believe the 11th edition is much more suited to college teaching in all aspects. The organizations of the chapters are much more ordered and the less explained/known theorists have been omitted. . . . Chapter 14 is a welcomed, refined addition! We have our students design their Classroom Management Plan and this certainly will provide them with an outline aligned with the content from the text.”

--Deborah Burris, Southern Illinois University — Carbondale

##### On MyEducationLab for Classroom Management

“I have used MyEducationLab for Classroom Management in the past. I find that this material is useful in expanding the learning experience outside of the classroom and provides some great ideas for further explanation, exploration, and application of concepts learned in the class. I have also used Simulations in Classroom Management as part of my course. I do find them to be reasonable starting places to understand how to apply a theory to a classroom situation.”

--Robert Harrington, University of Kansas

From the Back Cover

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About the Author

C. M. Charles, PhD. is Professor Emeritus of Teacher Education, San Diego State University, Honorary Phi Beta Kappa, was a public school teacher from 1953 to 1959, then moved into higher education. He has held positions at the University of New Mexico, Teachers College Columbia University, Pepperdine University, Universidade Federal do Maranhao (Brazil), and of course, San Diego State University. At San Diego State,

Charles directed innovative programs in teacher education, and five times received outstanding professor and distinguished teaching awards. He also served on several occasions as advisor in teacher education and curriculum to the governments of Peru and Brazil. Charles has authored or co-authored numerous books, most of them in education, that have attracted wide audiences in the United States and abroad, with translations into several foreign languages. Besides this new edition of Building Classroom Discipline, the texts he's affiliated with and dealing most directly with school discipline are: Teachers' Petit Piaget (1972); The Synergetic Classroom: Joyful Teaching and Gentle Discipline (2000); Essential Elements of Effective Discipline (2002); Classroom Management for Middle Grades Teachers (2004); Elementary Classroom Management (5th edition 2008); and Today's Best Classroom Management Strategies: Paths to Positive Discipline (2008), Charles, who resides in California and Australia, is married and has two children, both teachers.

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