Cited in this annotated bibliography are (1) research studies about discipline, compliance, and cooperation in homes, schools, and child care settings; and (2) practical materials about effective discipline; classroom management techniques for teachers, day care workers, and school administrators; and home management techniques for parents. Some citations with self-explanatory titles do not include annotations. (RH)
DISCIPLINE, COOPERATION, AND COMPLIANCE:
AN ANNOTATED BIBLIOGRAPHY

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INTRODUCTION

Engaging children to cooperate (1) in household routines, (2) in classroom learning experiences, and (3) with social rules about toileting, table manners, and polite social transactions with others are among the most salient and special tasks for parents and teachers. All small children must be socialized to behave with peers and adults in ways that promote societal well-being. For this socialization to occur, children must behave compliantly in accordance with suggestions, explanations, requests, and rules of their families and teachers. Discipline styles and techniques of parents and caregivers are often predicated on different theoretical conceptions of which discipline modes will result in increased or more probable child compliance. Research by Baumrind and others has been dedicated to discerning the outcomes in child compliance and cooperation that are more likely to occur if adults use certain kinds of discipline styles rather than others.

In classrooms, the importance of child cooperation for classroom management cannot be overemphasized. It is nearly impossible for all but gifted or specially trained teachers to help a child learn if that child lacks skills to cooperate with a teaching adult. Trying to motivate children to learn through the use of punitive or shaming classroom discipline techniques often proves counterproductive for children's learning. Thus, it is important that teachers learn classroom discipline strategies that promote positive learning attitudes and peaceful, harmonious classroom interaction patterns.
The present annotated bibliography contains two sections. The first section references research on discipline, compliance, and cooperation in homes, schools, and child care settings. The second section provides applied references useful for teachers, child care workers, school administrators, and parents to enhance knowledge about discipline and classroom-home management techniques that work.

Some references have fairly self-explanatory titles and are not annotated.

References have been chosen particularly with a focus on young children of both preschool and elementary age. Not all approaches to discipline that are referenced are necessarily endorsed by the authors.

Adult discipline techniques vary widely in order to gain children's cooperation with home and classroom rules, noise level, needs of others, caregiver requests, respect for others' space and property, and expectancies for appropriate, on-task behaviors. Discipline techniques vary from more directive (or even harsh) to more democratic procedures responsive to the child's dignity, stage of developmental understanding, and capacity and attentional states. Compliance may involve an array of child behaviors ranging all the way from sullen acceptance of an adult order or threat to cooperation based on internalization of social requirements in order to maximize the child's "own and others' peaceful and harmonious social interactions" (Honig, 1985, p. 50).
SECTION 1: RESEARCH REPORTS


This study confirms the critical importance of secure attachment for the development of compliance. Secure attachment is fostered by a positively responsive parent who is aware of and accurately interprets infant distress signals, who responds to them promptly and effectively to comfort the baby, and who has tender and gentle holding and feeding patterns.


Consistent reinforcement increases cooperative responses while simultaneously decreasing aggressive behaviors.


Reinforcing cooperative experiences increases the social interactions of previously non-interactive 4-year-old children.

Arap-Maritim, E.K. (1984). Relation of parental strictness to competitive and
cooperative attitudes of primary school children. Psychological Reports, 54, 864-866.

Kenyan boys are found to be more cooperative than girls as a result of sex role socialization practices.


In an S-R paradigm, pairs of children were reinforced for cooperating in a stylus-in-the-hole game. Their rate of cooperative response increased significantly as a function of the operant conditioning technique used.


Research on child rearing in families shows that both authoritarian control and permissive noncontrol shield the child from opportunities for social interactions that would enhance cooperation. Authoritative control, with firm rules and loving parental involvement, helps children remain autonomous and yet achieve responsible conformity with group standards.


When the mother was critical, suppressive, and interfering, infants from 8 to 11 months of
age played less frequently and responsively with her.


Authors developed the "jigsaw classroom" technique, in which children are given different pieces of information about a lesson. Each child must learn from other children as well as teach other children to master the material. Evaluation revealed that children in the jigsaw classrooms showed greater liking for each other, increased friendliness, and increased self-esteem when compared with children in traditional classrooms.


When asked how a character in a story felt, young children were able to choose an
appropriate drawing of a face although they could not label the emotion correctly. The author suggests that Piagetian egocentrism is not entirely characteristic of preoperational children, who can be expected to empathize and cooperate with others to a greater degree than Piagetian theory would predict.


Preschool children considered at high risk for school failure, when subjected to an intensive tutorial-structured teaching program, showed slower progress and significantly higher noncompliance and inattentiveness than low-risk preschoolers. Motivational factors may be very significant in outcomes of preschool enrichment efforts.


Naturalistic observation of preschoolers at play revealed that even 3- and 4-year-olds can use social comparisons to contrast their rules about social interactions in order to advance their cooperative play.

Verbal prohibition and lcxe withdrawal produce short-term compliance, but for the long-term achievement of self-control and self-regulation, reasoning is the most powerful tech-nique.


Mother-child pairs were assigned to one of four conditions: ignoring training, ignoring plus verbal rationale, modeling, or control. Children in the rationale and rationale plus modeling conditions were more compliant and acted less inappropriately than children in either of the other two conditions, and their mothers reported greater satisfaction than mothers in the ignoring condition.


This paper presents an evaluation of 48 investigations on three parent education programs--behavioral, PET, and Adlerian. Results indicate that certain changes in parental attitudes and positive child behavior are evident as a result of different educational approaches.

Theoretical interpretations of the child's growing ability to act cooperatively are offered. Reciprocity of thought and symbolic contemplation of consequences of actions in middle childhood are considered necessary for cooperation.


Third graders were randomly assigned to experimental or comparison groups. The experimental group was taught to share using a microtechnology procedure involving (1) videotaping children in a sharing situation, (2) showing a videotaped model, (3) pointing out the situation, (4) showing the child his/her videotaped performance with confrontation, (5) discussing sharing with the child, and (6) demonstrating the sharing behavior. Sharing increased immediately following the training sessions and also one week later.


In a laboratory playroom, parents' use of verbal prohibiting strategies increased from 12 to 18 months; the use of anger also increased; physical control attempts declined. Parental warmth assessed at 24 months was positively related to child compliance for mothers but not for fathers.

No sex or age differences were found for 48- to 63-month-old preschoolers observed and questioned by a familiar experimenter about their spontaneous helping, sharing, or comforting behaviors over a 12-week period. The children justified their behaviors primarily with references to others' needs and pragmatic considerations and used little punishment or authority-oriented, approval-oriented, or hedonistic reasoning.


Parental inconsistency and disagreements about discipline in child rearing were related to subsequent divorce and to child discipline problems in school.


In a group of high-risk infants, the quality and stability of secure infant-mother attachment at 6 months proved to be a significant predictor of toddler compliance at 2 years.


In a 9-week nursery session, 93 children were exposed to either aggressive cartoons, neutral films, or Mr. Rogers' Neighborhood. Children who saw the prosocial programs daily showed higher post-film levels of task persistence, rule obedience, and tolerance of delay in gratification. Low socioeconomic status children, after prosocial programming, demonstrated more cooperative play, nurturance, and verbalization of feelings.


Mothers of children 4 to 5 and 7 to 8 years described the discipline they would use with their children in situations involving 12 different misdemeanors. Mothers frequently stated they would use multiple techniques in dealing with a misdemeanor, often power assertion in combination with reasoning.


Multivariate analyses were conducted for a group of children in their early public school years. Children who had attended a cognitively oriented day care program, beginning in infancy, were more aggressive than other children in day care.

With either their mother or father, children 18-, 24-, and 30-months-old were observed for their degree of compliance in several housekeeping tasks. On the average, parents were assisted by the 18-month-olds, 24-month-olds, and 30-month-olds on 63%, 78%, and 89% of the tasks, respectively.


Mothers' teaching and disciplining techniques of 4-year-old children showed that direct control techniques led to poorer school performance at later ages, especially for girls.


When compared with groups of different social status, middle-class mothers in a teaching task use more praise, ask more questions, help children attend to a task, use more specific denotative words in orienting the child to the task, and have children who cooperate more successfully in carrying out block sorting and other tasks.

Power assertion, which includes (1) physical punishment, (2) deprivation of material objects or privilege, and (3) use of force or love withdrawal, is a discipline technique that is less effective than inductive discipline techniques associated with more advanced moral development. Love withdrawal may be emotionally devastating, posing the ultimate threat of abandonment.


Children were found to comply with implicit verbal requests (e.g., "Your hands are really dirty") as well as explicit requests (e.g., "Please, go wash up!").


Mutual adult-infant interaction builds reciprocal, mutually satisfying chains of cooperation in feeding, soothing, diapering, gazing, and play interactions.


Research findings suggest that young infants are capable of empathic responses to others.
and that caregivers can help young children generate more prosocial alternatives to their social conflicts.


Short summaries of research findings on compliance are presented to parents and to caregivers involved in group care for children.


Among the research findings discussed are the effects of inappropriate parental discipline methods on increasing children's stress.


Microanalysis of toddler-teacher interactions in day care serving low-income families revealed that on nearly half of the occasions that toddlers approached caregivers in a distressed-negative way, they were ignored or responded to in a negative or unsympathetic manner. Toddlers received positive responses (teaching, questioning, ego boosts, and attending) to 63.5% of their bids.

Toddlers in high quality child care were more skillful negotiators over compliance issues at home and resisted temptation better in a laboratory task than toddlers in low quality centers. The more hours the child spent alone per week with father, the less noncompliant the child was at home and in the center.


The amount of adult-directed activity in preschool classes was related to naturally occurring behavior in 13 urban Head Start classes attended by 141 children, 2 to 5 years of age. Compared with children in low-structure classes, children in high-structure classes engaged in less prosocial behavior toward peers, less imaginative play, and less aggression, had slightly more friendly peer interactions, were more attentive in circle time, helped to clean up more after free play, but did not show more independent task persistence.

Inoff, G., & Halverson, C., Jr. (1977). Behavioral disposition of child and caretaker-

Thirty 5-month-old, middle-class nursery school children were observed at play with nurturant caregivers. Disruptive, noncooperative child behaviors elicited high levels of adult interaction. The shorter the child's attention span during play, the more adult initiations occurred.


In fifth and sixth grade math classrooms where cooperative learning strategies were used, children spent more time on work, had increased attendance, indicated more liking for school, had more positive attitudes toward the teacher, more internal control, and higher daily achievement compared with children receiving individualized instruction.


Young children have an "internally generated monitoring system" that begins to function in response to external requests. Children need to be able to use reflection, thinking strategies, and contingency rules in order to monitor their own behavior in this manner.

Compared with more selfish rationales, other-oriented reasoning aroused more internal motivations for compliance in getting 9- and 10-year-old children to work instead of looking at attractive toys.


Sixty-four mothers were asked to influence their 4-year-old children to perform a monotonous task under long- or short-term goal conditions. Power assertion and reasoning were differentially used.


Over a 6-week period, children in a sensitivity group that promoted trust-dependence through exercises showed fewer competitive and more cooperative behaviors on a cognitive task and more child sensitivity on a moral task, than children trained in cooperative activities or simply given free play.


Graduate students, first graders, and fifth graders were presented situations of kindness or altruism, with children allocating rewards. Younger children used an additive principle, allocating greater rewards for behavior that led to positive consequences or avoided negative consequences. Older children used a discounting principle, allocating greater rewards for behavior that initially led to no reward or occurred under the threat of harm.


Using Ainsworth's strange situation paradigm, the authors found that security of attachment at 12 months was a powerful predictor of compliance for boys and girls at 21 months. Securely attached toddlers were four times as likely to comply as actively to disobey. None showed angry active disobedience to their mothers. Nonsecurely attached toddlers were as likely to obey as disobey maternal commands.


Parent suggestions are more helpful than command-prohibition or reasoning in gaining child compliance. Physical control and negative action by parents are particularly likely to be followed by noncompliance.


Self-esteem increased and the rejection of academically handicapped grade-school children decreased after the initiation of cooperative learning strategies, although friendships were not increased.


A cooperation game board was used to measure cooperative and competitive behavior. Research shows that children reared in traditional rural subcultures (such as in Mexico) and small agricultural communes (such as in Israel) cooperate more readily than children reared in modern urban subcultures. Children of all cultures cooperate more with others if group cooperation is rewarded directly rather than when individual rewards are available in the game.

Main, M., & Weston, D.R. (1981). The quality of the toddler's relationship to mother and to father: Related to conflict behavior and the
readiness to establish new relationships. 
Child Development, 52, 932-940.

A masked clown (stranger) played games with infants whose attachments to both parents were later rated. Infants securely attached to both parents had the highest cooperation score with the clown. The lowest score in returning friendly overtures was earned by infants insecurly attached to both parents.


Preschool children who gave more help to teachers tended to receive more help from teachers in return.


Several measures from an interaction situation between 10-month-old infants and their mothers were used in a multiple regression framework to predict child compliance at 22 months and at 42 months; child willingness to explore at 22 months; and child interest in the experimenter at 42 months. Having a sense of control with a responsive mother is an important component of becoming compliant to one's mother for boys, but girls are unaffected in their compliance.


Mothers and children influence one another's behaviors and behaviors are reciprocated in kind--negatives by negatives, and positives by positives. Maternal negative behaviors influenced 18-month-olds to stop being negative if engaged negatively, but also served to start negative behaviors if they were not already under way.


Mother-child interactions of both younger and older hyperactive children were compared and contrasted with comparable age groups of normal children. Hyperactive children asked more questions and were generally more negative and noncompliant during play, particularly younger hyperactives.


This research provides powerful evidence that the quality of early attachment is related to
later competence and toddler cooperation with parents in a tool-using, problem-solving situation.


Children studied at home with toys and with each parent showed more compliance for attention controls. The 3 1/2-year-olds showed more compliance than toddlers, even in response to indirect controls. Compliance was present more often when there were also nonverbal supports to help children obey.


Less well educated mothers were more likely to scold for petty infractions and noncompliance, used more physical punishment, and gave commands rather than requests. Better educated mothers were less authoritarian and less intrusive with their children, more tolerant of mild misdemeanor, and less prepared for mischief.


When compared with competitive and individualistic situations, cooperative learning strategies in elementary school classrooms promoted greater feelings of support, more open and accurate communication of ideas and feelings, greater satisfaction from efforts to achieve, and greater ability to take the emotional and cognitive perspective of others.


Control mothers in structured and unstructured activities with preschoolers gave few commands, were less power-assertive, and more positive than abusive mothers. The latter were more intrusive, showed more flattened or negative affect, and were less flexible in trying to get children to comply; their preschoolers were significantly less compliant.


Children attending high-versus low-quality or no day care acquired the capacity to self-regulate at 18 months—similar to 36-month-old no-day-care children. Parents of children in high quality day care were more invested in their child's compliance at an earlier age than other parents, using modeling and physical direction to gain child compliance at the younger toddler ages.


Mothers who overuse aversive consequences, as in giving constant threats or nagging commands, have children with high social aggression and disobedience rates. The mothers could not perceive child deviance as well as mothers of non-aggressive children, who used talk, laughter, and approval more. The coercive mothers lacked skills in setting up house-hold rules to increase compliance, and follow through in behavioral management.


Research by Yarrow and Zahn-Waxler reveals that mothers who were (1) forceful in not accepting aggression as a means for their infant to resolve social conflicts and (2) empathic and tender when the child was distressed had toddlers who were much more empathic and cooperative with other toddlers, peers, and others in distress. These behaviors were stable throughout childhood.


The experience of 32 9-year-olds in planning routes to carry out errands resulted in enhanced competence when done in cooperation with adults rather than peers.


Mothers of 3 1/2-year-olds, half of whom had been in day care since early infancy, were asked to have their children cooperate in two boring tasks. Behavior problems were equally likely, but temper tantrums and noncompliance were significantly more frequent in the child care group than in the home-reared group.

First graders had more difficulty than 10-year-olds in generalizing a learned cooperative strategy to new situations. Cooperation increased as children became more familiar with the tasks and games.


Mothers who control their children in positive ways have higher vocabulary scores and higher educational levels than mothers who are more punitive. Children of positive-control mothers have higher intellectual levels and are more cooperative, attentive, and persistent on intellectual tasks than the children of mothers who are more punitive.


Self-control and self-regulation will be far easier for young children to learn if adults are contingent and positive in their responses to child compliance.


Mothers' ability to gain toddler compliance in a laboratory playroom with toys was examined. Maternal controls were most likely to succeed if they formed part of a sequential attention-
action strategy. When a mother timed her directive by first ensuring that the child was appropriately attending to the toy before asking for contact with the toy, compliance was higher. Successful manipulation of the child's state of attention avoided a clash of wills. Nonverbal accompaniments of verbal controls helped toddlers to orient to the toy compliantly.


Sixty-six preschoolers, 37 kindergarteners, and 81 fifth and sixth graders were tested for their understanding of prosocial behavior, using the Baldwin Kindness Picture Story Instrument. Cooperative task behavior was significantly related to the number of correct kindness choices for all age groups. In contrast, helping behavior failed to relate significantly to either the number of correct kindness choices or the number of articulate explanations given.


Caregivers who were present and did nothing when children were interacting aggressively were considered by children to be approving of their aggression.

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A large majority of 4- to 5 1/2-year-old children indicated a preference for an interventionist mother in response to a story of a child who was naughty, rude, or knocking down blocks. The strict mother was judged "good" compared with the permissive mother.


Training with cooperative learning in one situation (when two or more children were rewarded on the basis of their performance as a group) was generalized to other academic and nonacademic situations. "Responsibility forces" or interpersonal sanctions exerted pressure on members of the group to do well and to police those who were not doing their assigned tasks. Children who experienced success from cooperative situations had an internal locus of control and higher self-esteem.

Fantasy play training led to more engagement of children in cooperative play and in larger subgroups than did nonfantasy play training in British nursery classes.


An observational study of 30 preschool boys and their mothers found that noncoercive disciplinary techniques were significantly more effective than coercive techniques for terminating episodes of noncompliance.


Twenty families with a male child 5 to 10 years old were observed in a laboratory setting and coded using a Behavioral Rating System. Results showed that problem families provided more aversive and fewer positive consequents for prosocial behavior and more positive and fewer consequents for deviant behavior than did nonproblem families.


Research and theories are reviewed concerning prosocial behavior—its motivations, consequences, interaction patterns, and the factors that promote or discourage acts of kindness, generosity, and cooperation.


Three scales assess the degree of harmony in infant—mother interactions: sensitivity—insensitivity, acceptance—rejection, and cooperation—interference. Infants were more likely to obey parental signals and use self-control if they had a positive harmonious, affectional, cooperative relationship with their parents.


The majority of the parents disciplined their children in an authoritative, interventionist style and expected their preschoolers' teachers to do the same. Teachers, however, used noninterventionist and interactionist approaches to discipline.

This behavioral analysis involved obtaining baseline data on deviant children. Mothers delivered and withheld social reinforcements contingently in order to increase child cooperation. Mothers can be trained as therapists to decrease children's deviant behavior and increase child compliance.


Thirty families received parent training for conduct-disordered children. Behavioral data showed significant increase in mother praises and reduction in mother-negative behavior and child noncompliance. One year later, significantly more of the mother-child dyads maintained improvement if the fathers had been involved with their families and with some of the therapy in comparison with father-absent families.


Over 90% of delinquent, antisocial adolescents reported that the major method of discipline in their families was severe physical punishment with assorted instruments. The more severe the delinquency, the more aggressive earlier parent punishment had been. Later child cooperation with societal norms is strongly
related to earlier parental discipline techniques.


When placed with their mother and a box of toys, 2- to 3-year-olds cooperated with 90% of the normal word order requests (i.e., "Give the ball to Mommy") and 79.5% of the scrambled order requests (i.e., "You how jump me show.")


Mothers of older high-risk children (30 to 46 month), in comparison with contrast children, engaged less often in didactic teaching and encouraged their child's activities less often; and attempts to control their child's activities more often resulted in failure. No differences were found for young high-risk infants (12 to 27 months) and contrast children.


Fifth and sixth graders with a high degree of antisocial behavior participated 2 hours per week in a physical activity and group discussion treatment program. A nonparticipant
observer measured the frequency of prosocial, nonsocial, and antisocial behavior. Prosocial behavior increased significantly and antisocial behavior decreased significantly between the baseline and the reinforcement conditions.


A token economy program was effective in increasing cooperative play of preschoolers who displayed inappropriate peer interactions.


Transition and compliant behavior for 20 male and 20 female preschoolers in a free play situation was facilitated when the caregiver gave a verbal warning before activity change.


When children of different ethnic backgrounds were put into cooperative learning situations for 8 weeks, casual cross-ethnic friendships increased significantly.
SECTION 2: APPLIED REFERENCES


Sixty-seven cooperative activities covering 12 major curriculum areas require two or more children to work together cooperatively. Preschool children learn to share, to play together in a group, and to make close friends.


A behavioral management program is spelled out for parents to increase compliance among misbehaving children.


Each child is provided with one piece of information about a lesson. Thus, children must work cooperatively in groups to learn all the materials.


A behavioral approach to discipline is taught using stimulus-response terminology.


This is a book a parent can read with preschoolers to help them understand why parents get to set rules, why it is important to follow them, and why a parent punishing when rules are disobeyed. Children learn to talk about rules they feel are unfair.


Seven principles of discipline are offered: focus on dos instead of don'ts; preserve children's feelings that they are lovable and capable; offer children choices only when you are willing to abide by their decisions; change the environment to enhance cooperation.
when possible; find mutually acceptable ways; give children safe, clear limits; maintain your authority; and set a good example.


This systematic program is designed to eliminate child behavior problems such as noncompliance, fighting, lying, and self-destructive behavior.


Over 101 ways for children to help other children are provided.


Activities focus on knowing oneself, being a member of a group, and on problem-solving skills to encourage healthy self-esteem.


The transactional analysis model states that people have three ego states: child, parent, and adult. Problems arise when people interact on the basis of these different ego states. People need to understand the gamelike nature
of communication, the importance of active listening, and the origins of behavior.


Reassuring guidelines are offered for parents and teachers to explain how a child experiences the world and how to deal with common discipline situations from birth through 12 years.


In easy-to-read prose, the author explains how parents are mirrors for their children and how encouragements and positive regard will enable young children to grow into cooperative family members.


A problem-solving process is advocated to provide support, information, and encouragement so that parents can discern which solutions to behavioral problems are best for them.

Cooperative behaviors are learned when a teacher reinforces, models, shapes, and generalizes them. Extinction, time-out, counter-conditioning, stimulus-satiation, and stimulus change techniques are described.


Oppositional behavior and noncompliance begin at 18 months and have usually declined by age 5 1/2 to 6 years.


Workbooks, worksheets, and resource materials are provided to help a teacher use assertive discipline in classrooms. This is a method of providing an increasingly severe set of social penalties, beginning with writing the child's name on the board, for misbehaviors.


Assertive discipline techniques look at the manner in which teachers' attitudes govern their behavior. Students should be involved in rule making, and the consequences for rule breaking should be made public. Consequences should range from a warning to detention. Teachers must justify disciplinary actions to students in terms of insistence on their being able to teach.

This audiovisual presentation is available on video as well as filmstrip and audiocassette to help a group leader conduct sessions with parents. Parents are taught how to communicate, to say what they mean and mean what they say, and how to discipline when children misbehave or are manipulative. A parent Resource Guide with contracts, positive charts, and stickers is also available.


The skills of parents are noted as: attendees, responders, personalizers, initiators, helpers, teachers, and workers. Parents are encouraged to understand the problem with a child, analyze, define values, expand alternative courses, and improve upon preferred courses of action.


Clever illustrations and humorous writing are used to help teachers use behavior modification techniques to achieve classroom control.

Diagnostic teaching techniques used by the authors define specific behaviorally-stated terms the social skills to be taught; assess student level of competence; teach behaviors lacking in the learner's repertoire; evaluate the results of teaching; and provide opportunities for practice and generalization or transfer of new social skills to new situations.


Parents are taught Cherry's "magic list" of alternatives to disciplining in a punitive way. These "non-discipline discipline" techniques are: model correct behavior, clarify messages, point out consequences, solve problems, use praise appropriately, encourage children, and have rational discussions with children.


This newsletter provides ongoing information on the child Development 5-year project. Data from classroom observations, small group activity sessions, and interviews show that in three CDP program schools, compared with three contrast schools, children are more likely to be spontaneously helpful, demonstrate concern for others, take turns and support each other,
and behave positively toward each other and their teachers.


Students misbehave because the consequences of misbehavior are reinforcing. Behavior modification techniques suggest that rewarding desirable behavior is more effective than punishing undesirable behavior.


The relationship between feelings and early childhood learning is illustrated by classroom examples. Giving children attention when they are complying (rather than for being bad) is stressed.


Chapter seven, "The Social Domain," outlines the cognitive processes necessary for the acquisition of social knowledge and also suggests classroom activities to enhance development of these processes. For example, role-playing and perspective-taking games are suggested to handle disagreements so that preschoolers can come to more cooperative resolution of conflicts.

A practical approach to toddler and preschool guidance is offered with a variety of discipline techniques.


Helpful suggestions illustrated by examples to gain children's cooperation include: give age-appropriate affirmations; encourage negotiation where children can win; set age-appropriate limits; structure the environment to reduce conflict; model problem solving; teach children to ask for attention constructively; recognize the child as a competent individual; and develop plans and evaluate them with children.


Imaginative exercises are suggested whereby children can stretch their powers of creativity and ability to understand different points of view through imagery and story making.

Duso the dolphin, other puppets, audiocassettes, activity cards, and charts are used to guide children toward learning social skills and awareness of feelings, priorities, and choices, as well as appreciation of individual strengths and acceptance of limitations.


Nine pointers are given: (1) place value on the child as he or she is; (2) show faith in the child; (3) build self-respect in the child; (4) give recognition for effort; (5) use class group to enhance child's development; (6) integrate the group so that the child has a place in it; (7) assist child to build skills sequential to ensure success; (8) recognize and focus on strengths; and (9) use the interest of the child to energize constructive activity.


These resources, together with audiotapes and posters, are designed to help groups of parents learn to understand the basic causes of children's misbehavior (to gain attention, power, revenge, or acceptance) and find positive ways to handle discipline problems.


This six-session program offers parents the opportunity to continue STEP program techniques to help children become cooperative and responsible. Through group discussion and readings in the participants' handbook (*The Effective Parent*) parents learn how their mistaken beliefs can be changed for more constructive, positive ones to help their children cope with stress.


The author posits a relationship between the attributional tendencies of teachers in their explanations of unwanted behavior and the amelioration of that behavior. Also, the uses of praise and punishment are explored.


Parents are to make very clear moral, ethical, and behavioral rules for children. When these boundaries are violated, then children should
be disciplined. Intentional breaking of rules requires punishment through physical intervention. Dodson recommends that a teacher give love and warmth to the offending child after punishment.


A summary of major conceptual and empirical advances in classroom management is accompanied by a guide to literature in the area.


The point card is suggested as a system to help teachers focus children on their appropriate daily behaviors such as coming in and sitting down quietly, beginning work, and not bothering a neighbor. A weekly chart with checks helps teacher and child to see where more socialization work is needed. Stickers, happy faces, and check marks are used to mark achieved behaviors at day's end.


Children's annoying, destructive, hostile behavior shows that they are trying to fill inner needs or subconscious goals of attention seeking, power and control, revenge, or
helplessness. The teacher should determine the child's goal or goals through observation and questioning and then emphasize improvement, refraining from placing students in competition against one another. Encouragement rather than praise is promoted. The teacher arranges logical consequences for the offending student to experience.


Logical consequences are suggested as an effective discipline technique. Children are viewed as socially motivated to want to belong.


Classroom discipline techniques are given with detailed examples of preoccupation with one's authority; nagging or scolding; double standards; threats or fault-finding; waiting until you have children's attention; understanding the purpose of the child's behavior; giving a misbehaving child a choice; using natural consequences; being consistent; establishing cooperative planning; using the class community; meaning what you say; closing an incident quickly; working cooperatively with the children; and combining kindness with firmness.

This plan emphasizes that students should be addressed on a schoolwide basis. Organizational mechanisms should be established for reducing problems such as conflict resolution, team trouble-shooting, parental involvement, and providing reinforcing consequences for learning.


Nine approaches to classroom management are explained and referenced: assertive discipline, behavior modification, logical consequences, positive peer culture, reality therapy, social literacy, systematic management plan, teacher effectiveness training, and transactional analysis.


A stimulus-response behavioral modification program for teaching students who are noncompliant describes extinction training and task assessment procedures.


Aggressive, disruptive, and emotional behaviors are handled by a systematic approach that involves observing the behavior, learning when and how it usually occurs, and who is the victim. Teachers help by teaching a child to control hurting impulses. Differing emotions are discussed. Time out is used if hurting
occurs. All positive cooperative social interactions are praised.


Cartoon illustrations and written exercises are provided for adults to learn ways to enhance child cooperation.


A "how to" manual for health professionals, this guide is based on social learning principles. The program presents a behavioral formulation of noncompliance, a behavioral coding system, parent handouts, treatment procedures, extensive tests and scoring keys, and a parent's consumer satisfaction questionnaire.


This colorful book can help adults and children understand games people play in misbehaving such as "Stupid," "Chip on the Shoulder," or "Make Me." The child who is misbehaving has unbearable tension between the personality components of restraint (parent), rationality (adult), and creativity (child). The teacher's job is to affirm that the student is capable and can trust others. "Stroking" is the expression of affection that people need to behave cooperatively.


A bare "home control room" is suggested where parents can place their noncomplying children. The child is deprived of play for a while and thus learns the reality of cause and effect principles tying his cooperation to his opportunities to play.


Visualization exercises help children imagine the natural and logical consequences of their choices before they act so that they can self-correct and increase positive behavior.

The child singled out for punishment is punished for having a problem with compliance rather than helped to resolve that problem. Negative attitudes toward schoolwork could be formed through the social ostracism that occurs when children with disciplinary referral slips are barred from social events in the school. Instead, making curriculum and methods more appropriate for children's development often prevents discipline problems.


Home scenarios help adults to rethink the reasons for children's uncomfortable or unacceptable behavior and to consider how children's positive emotional responses can be encouraged.


Practical suggestions are given for handling classroom misbehavior in a constructive way.


Reality therapy is suggested as a technique to increase the opportunities for students to feel good about themselves. Teachers can (1) create groups in which students discuss
concerns and develop communication and awareness skills, (2) eliminate activities that ensure that some students will fail, and (3) see that students make a formal commitment to overcome their problems.


The chapter on children's personality development and children's social and moral development has such topics as understanding and expressing own emotions and feelings and intentions of others; understanding several viewpoints; encouraging children to set and complete tasks; and helping children make choices. Teaching strategies are recommended, as are suitable books and stories for children 3 to 8 years of age.


Teachers can learn to arrange interdependent behaviors between and among children. These cooperative behaviors can be recognized in the classroom when children share mutual goals, ideas, and materials, as well as when they negotiate and bargain in decision making and accomplishing goals.


Adults are asked to consider "who owns the problem" when a child misbehaves. If the child is troubled, the active listening technique is prescribed to help the child talk through
negative emotions. If the adult owns the problem, clear "I" messages will clarify adult feelings and rules for the child. Problem-solving councils among adults and children are urged as a technique to promote mutually agreeable family conflict resolution.


Teachers are to practice, not preach. They should first define problems through "I" messages and "active listening," then generate, evaluate, and decide on solutions. Clear agreements must be established for evaluating and implementing solutions to conflicts in this no-lose, conflict-solving process. Modeling has a powerful effect. A teacher must reflect, plan, predict, and prevent classroom noncompliance.


Three discipline approaches are integrated: "affective" (emphasizes the caregiver's willingness to exert control), "behavioral" (emphasizes the caregiver's skill in maintaining control), and "cognitive" (emphasizes the caregiver's skill in making clear the rationale underlying control). Three themes connect the three approaches: adult control, tolerance, and warmth.

This film helps adults analyze ego-states of adults and children so that there are no crossed-state transactions, but an adult-adult, reality-based interaction in discipline. This helps a child maintain OK feelings about the self.


Noncompliant behavior of preschoolers is seen as an important milestone in cognitive and emotional development. Children learn the concept of negativism and of separate self with separate will. Adults need to be flexible when making transitions: offer choices, give verbal alerts about transitions, and give children time to comply.


Nine vignettes present a special program for times when a child is noncompliant. The concepts: understanding how to implement time out for noncompliance; understanding ways to explain time out to children, avoiding power struggles dealing with the child who refuses to go to time out or refuses to stay in time out; ignoring children's inappropriate responses; following through effectively and
consistently; and avoiding common mistakes concerning time out.


Nineteen vignettes, emphasizing the importance of following through with commands in a consistent manner, present these major concepts: dealing with children who test the limits; understanding when to divert and distract children; avoiding arguments and "why games"; recognizing traps children set for parents; ignoring inappropriate responses; following through with commands effectively; and helping children to be more compliant.


Presents 34 vignettes of adults and children in real life situations designed to help parents. Covers the following topics: household rules; effective commands; unnecessary commands; unclear, vague, and negative commands; positive alternatives; when to use "when-then" commands; reminders; and problem-solving techniques.

Kohlberg's stages of moral reasoning are explained for teachers of preschoolers. Practical suggestions are given for preventing and handling children's misbehaviors.


How parents move from authoritarian style to one allowing the child more autonomy is discussed. There are four styles of parent leadership: telling, convincing, participating, and delegating.


Some basic assumptions for classroom discipline are: it is preferable to identify causes of behavior than to treat isolated behaviors; positive or neutral techniques work better than negative techniques; and versatility in approach is very effective.


Tips for enlisting children's cooperation in learning games for family day care or at home include: make a magic triangle so that teacher and child focus on the activity; use words for teaching but also let children act on the materials; matchmake and dance the developmental ladder to ensure that what is required of the child is neither too easy nor too difficult, but just challenging enough.

Problem prevention through nurturing responsive interactions is stressed.


An historical overview of discipline techniques is provided to emphasize the need for a more coherent societal approach to discipline problems.


This pamphlet provides easy-to-understand ideas to help parents discipline with more insight and affection.


A review of the research on child compliance, with practical suggestions for caregivers offered in a conclusion.


A theory of cooperative classroom learning is offered with suggestions for application.
Teachers are instructed to use three levels of nonverbal language in disciplining, including the stare, before speaking to a child. Comments about misbehavior are made to an individual child, not before the group.


A variety of activities is presented to help develop positive self concepts in children and to boost their academic achievement.


Teacher variables, such as making learners accountable, smoothness, and "withitness," are correlated with student work involvement and freedom from deviancy in recitation lessons.


Over 20 conflict-resolution techniques and more than 200 activities and cooperative games for keeping peace in the classroom are provided.


The authors show how to create a classroom environment rich in emotional and social supports. Additionally, if the room arrangements provide rich selections of materials to promote optimal learning, then an environment of discipline is created.

Guidelines are offered for creating a supportive, secure environment through gradual introductions of new routines, preparation of toddlers for transitions, minimizing waiting time, restrictions, reprimands, and competition.


The ten major ideas that parents are given are (1) morality is respect; (2) kids develop morality slowly, in stages that parents need to learn; (3) mutual respect is important; (4) teach by example; (5) teach by telling; (6) help kids learn to think; (7) help children Lickona, T. (1985). Raising good children from birth through the teenage years. New York: Bantam Books.
take on real responsibilities; (8) balance independence and control; (9) love children and help them develop a positive self-concept; and (10) foster fairness for a happy family.


Eighty activities are provided to help children develop social skills, learn to share, wait for turns, work in groups, and show respect for others. Head Start teachers have reported fewer discipline problems after several years of use.


This pamphlet is part of the Frank Porter Graham Center Family Day Care Education Series for parents and caregivers.


The difference between teachers whose classes run smoothly and teachers whose classes are out of control is that the effective teachers speak carefully and take time to give examples and reasons. Checklists are provided to help teachers with classroom management.

If a preschool child has misbehaved, try telling a story about a very similar child. The "reflective stories technique" helps a child solve problems directly by indirectly giving advice and showing events in a new light that will generate new solutions to difficulties.


Practical suggestions are provided for encouraging helping behavior through classroom climate, structure, activities, and materials.


Teaching strategies that are recommended to promote cooperative learning in mainstreamed classrooms are (1) the jigsaw; (2) list-group-label; (3) small-group structured overviews; (4) survey, predict, read, and revise; (5) translations.


Caregivers need to distinguish between immediate goals of confronting and dealing with discipline situations and long-term goals...
to help children develop self-control and self-management skills.


Techniques are offered to help teachers identify the causes of misbehavior. Positive discipline techniques such as response shaping, involving children in setting rules, in class meetings, and in role playing are described.


Discipline problems can be expected when children are bored or rushed. Establish a sense of security through consistent, fair, clear limits; a prepared environment; and predictable rhythms to the day. Children need to be prepared for change in activity and to be allowed ample time for transitions in order to cooperate.


Cooperative learning is a generic classroom technique that requires students to work and talk together about academic material while learning interpersonal skills.


To help the preschool child develop self-discipline, four steps are suggested: (1) anticipate, (2) hesitate, (3) investigate, and (4) communicate. Practical suggestions are given for dealing with problems such as jealousy, dressing, and temper tantrums.


Forty skill objectives are provided in a spiral-bound notebook. Through games, handicapped children are taught skills such as accepting limits and courteous social behavior.


This film demonstrates the effectiveness of positive attention, soft reprimands, response costs, peer support, daily report cards, and student self-evaluation and instruction.

The spirit of excessive competition can cause harm to children. Cooperative sports and games provide five freedoms: (1) freedom from competition, (2) freedom to work out problems, (3) freedom from exclusion if less skilled, (4) freedom from hitting (aggression), and (5) freedom to be responsible for self.


Noncompetitive, indoor and outdoor games encourage cooperation through noncompetitive play "without the hurt of losing." The child has a safe environment to look out for another's interests. Sharing gives the child a sense of pleasure, importance, and equality.


Children who were in a free play situation were significantly less compliant than those in a responsive play condition, where the mother was given instructions to play with the child and to let the child know that she enjoyed the play.


Social learning theory and the use of positive reinforcements are explained to help change children's misbehaviors.

When a child does not get adequate positive attention from an adult, the negative attention becomes positively reinforcing. Caregivers need to be alert to reinforce positive behaviors, through material reinforcers ("token economies") and verbal praise in order to shape higher rates of compliant behaviors.


Artwork, creative writing, and dramatizations are suggested for enhancing young children's ideas about peace, cooperation, and conflict resolution.


Program includes tapes of vignettes showing typical family situations. A leader's guide, handbook, and promotion materials are available for leading parenting groups aimed at teaching parents how to understand their child, instill courage, develop responsibility, win cooperation, and handle problems in a group.

Sixty-minute presentation to parents.


The process of encouragement to enhance cooperation requires that an adult make positive statements to a child. Teachers find special ways and jobs to let children feel helpful and competent. Manual includes sample statements and phrases.


Parents learn methods of disciplining children in a positive manner by substituting desirable behavior for undesirable behavior. Topics covered include how to specify behavior to be changed, how to measure your child's behavior, how to identify motivators, and how to help your children change their behavior.


Twelve minute cassettes by Mister Rogers help handicapped and normal children understand individual strengths and weaknesses. Selected titles are You Are Special, Feeling Happy, Feeling Sad, Feeling Mad, Wishing and Pretending, Helping and Loving, Trying Again, Growing, Growing Up without Sight, Wake Up...
Sounds, Neighborhood Sounds, Going to Sleep, The Story of Planet Purple, Danny's Song, Francie, and Josephine, the Short-Necked Giraffe.


The collection contains stories, activities, and things to think about for very young children of all ability levels. Selected titles are Danny's Song, Speedy Delivery, Who Am I?, A Piece of Red Paper, and Josephine, the Short-Necked Giraffe.


This manual is designed to help foster families discipline positively and avoid punishments.


Cooperative classroom games are described. Children's literature is suggested as a way to teach alternatives to fighting or helplessness. For example, in the book "Two
Good Friends," Bear, an excellent cook but sloppy housekeeper, and Duck, who is neat, team up to cooperate so that both their lives are better.


Child management skills are discussed, including permitting, ignoring, redirecting, modeling, rewarding, contracting, shaping, changing the home environment, praising, persuading, challenging, using natural consequences, prompting, setting limits, imposing penalties, using physical control, encouraging decision making, understanding noncompliance, unconditional love and affection, reflecting feelings, avoiding roadblocks, and developing family spirit.


This is a research-based "how-to" manual with good advice and scenarios for parents to play out with their children so that they can learn empathy, kindness, and responsibility.


An interpersonal cognitive problem-solving program was developed to help children cope better with social frustrations and conflicts. The techniques that worked best were ability to foresee the consequences of an action and the ability to generate alternative ways to handle conflict. Sequential lesson plans are available.


Using practical examples, the authors show how adults can be both firm and caring with children of any age.


Step-by-step behavioral activities are provided to change children's most troublesome noncooperative habits.

Games and specific group activities are provided to enhance positive classroom behaviors.


Teachers are taught how to prevent discipline problems that occur when children are bored with too easy tasks or frustrated with very difficult work. Techniques to decrease problem behaviors are suggested, including specific rewards, contingent instructions, fines, class-determined rule setting, restitution and positive practice overcorrection, time out, and the Premack Principle.


Three basic approaches to discipline are discussed: obedience-oriented versus punitive, indulgent-permissive, and person-enabling (within an environment that is safe, fair, and constructively caring). Each approach creates a different type of culture and conscience.


This is a story for a parent to read to a child. It describes a little boy whose mother yells at him for thoughtless acts. The little boy finally thinks of a solution: if his mama stops using her "lion" voice, he will try to
Remember all the household rules about caring for toys and being quiet while the baby sleeps.


Clear examples are given in this brochure to help prevent discipline problems and to help teachers discipline effectively when a child bites, hits, or cries.


This study of 143 parents of children ages 3 to 5 classifies discipline styles according to three major theoretical schools: the interventionist approach, the noninterventionist approach, and the interactionist approach. While teachers and parents view classroom discipline as a major problem, there is little agreement as to what is the "best approach."


Major research findings and theories about moral and social-personal development are related to classroom practices. Specific discipline suggestions are given for common classroom situations.
Punishment leaves students passive. A technique is suggested in which students name behaviors, choose alternative solutions, and plan and take relevant consequences. This strategy involves students in their own discipline and encourages self-discipline.


A Discipline Content Inventory provides a working guide for identifying discipline problems in schools and establishing goals to solve those problems. Schools should use techniques such as continual group brainstorming to help people learn skills necessary for reinforcing and sustaining change by parents, school staff, and students.

Thirty-four vignettes of adults and children in real-life situations cover these major concepts: identification of important household rules, ways to give more effective commands; provision of positive alternatives; use of helpful reminders and warnings; use of a "when-then" command; use of problem-solving approaches with children.


This program emphasizes the importance of following through with commands in a consistent manner. Nineteen vignettes present the concepts of dealing with children who test limits; understanding when to divert and distract children; avoiding arguments and "why" games; ignoring inappropriate responses; following through effectively with commands.


Nine vignettes illustrate understanding how to implement time-out for noncompliance and how to explain it to children; avoiding power struggles; ignoring child's inappropriate responses; following through with a child who refuses to go or to stay in time out, and avoiding common mistakes in use of time out.

The use of four types of play to encourage productive behavior is suggested: (1) sensorimotor, (2) sociodramatic (symbolic), (3) construction, and (4) games with rules. Play materials vary from fluid to structured. Teachers must be careful to prevent emotional flooding and loss of impulse control in aggressive preschoolers who need direction and experience with structured materials.


The three major discipline models are (1) relationship-listening, (2) confronting-contracting, and (3) rules, rewards, and punishment. Techniques are illustrated for each model.


Techniques from a behavior modification model, from Berne's transactional model, from Dreikur's social discipline model, and from Glasser's reality model are all introduced to help a caregiver choose ways to handle unacceptable and noncooperative behaviors. The uses of modeling, isolation, saturation techniques, directive statements, physical intervention, and contingency contracting are explained.


This handy reference for parents and teachers of 1- to 5-year-olds gives practical advice on preventing misbehavior problems from occurring and for handling problems when they do occur.
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