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TWO COMMON AIMS OF DISCIPLINE: MANAGING STUDENTS AND DEVELOPING SELF-DISCIPLINE

Since the 1980s, two general approaches to classroom management and school discipline have emerged in the schools. They are associated with two contrasting meanings of the term discipline. The first is consistent with the meaning of discipline as the term used by the military to govern, control, or correct student behavior; an approach that is consistent with teacher-centered strategies; rules, behavioral expectations, and consequences for behavior, either punitive or positive, receive primary emphasis. The second meaning of discipline is commonly seen in schools with a more student-centered tolerance approach to school discipline, characterized by the frequent use of suspension and expulsion for managing behavior problems. In contrast, an emphasis on the use of positive techniques to manage student behavior is seen in the more recent schoolwide positive behavioral supports (SWPBS) approach (also often referred to in the literature as schoolwide positive behavioral interventions and supports [SWPBIS] and effective behavioral supports [EBS]; Horner, Sugai, Todd, & Lewis-Palmer, 2005; Sugai & Horner, 2002, 2009; Sugai, Horner,