



# Developing Self-Discipline and Preventing and Correcting Misbehavior

By George G. Bear

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This text offers a balanced and comprehensive approach to show how a variety of research-supported and practical strategies and techniques are used to prevent and correct misbehavior and to help achieve the long-term aim of developing self-discipline. Rather than focusing on untested models of classroom discipline this book presents a more balanced and comprehensive approach to classroom discipline, balancing the perspective of character educators and the perspective of those who are concerned about managing and correcting misbehavior. This text encourages teachers to reflect upon critical issues of classroom discipline and their beliefs, recognize multiple perspectives toward classroom discipline, and be able to select and apply the most effective techniques that not only prevent and correct misbehavior but also serve the long-term aim of developing self-discipline.

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### **Bibliography**

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## **Editorial Review**

### Review

Journal of Moral Education  
Vol. 35, No. 3, September 2006, pp. 407–427

Character psychology and character education  
Daniel K. Lapsley and F. Clark Power (Eds), 2005  
New York & Notre Dame, IN., Notre Dame Press  
\$55.00 (clothbound), \$25.00 (pbk), 352 pp.

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This new collection of essays on the moral education of character, edited by two distinguished contemporary theorists of moral education and including contributions by other psychologists and philosophers of reputation, would appear to mark something of a turning point in latter day theorising about moral education. In brief, it represents something of a shift from the dominant Kohlbergian ‘cognitive developmental’ paradigm of the past half century (even on the part of some of those most closely connected with the development of that model) towards the more recently (especially in the USA but also now more widely) emerging paradigm of character education. While this is certainly no mere capitulation to fashion, and despite the continued fidelity of many in this volume to the best theoretical insights of Kohlberg — sometimes via attempted bridge-building between cognitive developmentalism and character education — it is nevertheless the aim of many of the present essays to explore the limits of Kohlbergian moral epistemology and psychology, particularly with respect to the social and motivational dimensions of moral engagement. From this viewpoint, many chapters of this work raise and address profound conceptual and theoretical problems that have also long exercised the present reviewer. That said, given that the introduction, postscript and thirteen chapters of this substantial work range quite widely in topic and approach, it should also be noted (and perhaps expected) that the contributions vary somewhat in quality. In this light, since it is not possible to discuss each and every one in the space of a short review, a few initial remarks about the structure and organization of the work may be in order.

Very roughly, the thirteen chapters seem (at least to this reviewer) to fall into two main groups of six each divided by a very fine and insightful critical survey of the history of US character education by Craig Cunningham — an essay that should be required reading for anyone interested in this topic. On the face of it, the six chapters that precede the Cunningham essay seem to focus more directly on theoretical and methodological questions concerning the role of psychological research in the theory of moral education, and about the interface of ethics and social science — and it is to these that I shall devote most attention later in this review. The six chapters that follow Cunningham’s historical essay are more broadly concerned with social, political and other contexts of character education, and while some of these raise issues of real interest, it is arguable that they are less concerned with the psychological study of character in the sense of the earlier chapters. More precisely, without unduly begging questions about the boundaries between psychology and ethics that some of the earlier chapters are clearly keen to raise,

Journal of Moral Education

From the Back Cover

*“This is the most researched-based, clearly written and well-organized book on the subject of classroom management and discipline that I’ve come across in years. Every time I finished reading a chapter, I just wanted to shout, ‘Yes, yes, yes!’”*

**Randy L Brown**, University of Central Oklahoma

*“In this book, George Bear has taken a sweeping and informative approach to guiding educators in how to reduce misbehavior and increase responsible behavior in students. The historical perspective is both impressive and helpful. But it is their integration of discipline with character education and social-emotional learning that pushes the frontiers of behavior management in an important way. To understand behavior as developmental and to approach it pro-actively and preventively is a strategy and philosophy that will serve schools, educators, students, and society well.”*

**Marvin W. Berkowitz**, Ph.D, University of Missouri-St. Louis

*“George Bear’s book is destined to be a classic in its field. Comprehensive in coverage, exceptionally well-grounded in research, and packed with clear, best-practice recommendations, it will set a new standard for books on discipline. Anyone concerned about the character of the next generation will appreciate Bear’s distinctive emphasis on self-discipline as the core character strength essential for orderly classrooms, diligent work, and responsible citizens.”*

**Tom Lickona**, author, *Character Matters*, and director, Center for the 4th and 5th Rs (Respect and Responsibility)

*“This book is grounded not only in a theoretical base for understanding how self-discipline and classroom management may be developed with respect for the needs of the individual as well as society, but the practical nature complete with excellent illustrations and implementation tips allows teachers to understand what they can do to facilitate the growth of their students.”*

**Merle J. Schwartz**, Director of Education and Training - Character Education Partnership

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