

Using Literature in Building Classroom Relationships

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A meta-analysis of more than 100 studies, the authors found that the quality of teacher-student relationships is the keystone for all other aspects of classroom management. Over a year's time, this study also showed that on average, instructors that had high-quality relationship with their students also had thirty-one percent less discipline problems.

Steven Wolk

Steven Wolk believes that classroom relationships and learning interact. The best discipline and curriculum are built on caring and trusting relationships. Curriculum and the shared sense of purposeful learning help create community. Teachers need to allow students to see them as people with emotions, opinions, and lives outside the classroom. Sharing successes, failures, dreams, and hopes build relationships, empathy and understanding. Humor is a powerful tool in connecting teachers and students.

Discipline: Latin: discipline<discipulus=pupil; discere= to learn

Jonathan C. Erwin

Erwin uses Glasser's Choice Theory to present his premise that internal motivation guides all behavior; therefore, warm, trusting, human relationships is key to higher-quality learning. Crossroads Academy in Elmira, New York, experienced a 78 percent decrease in behavior referrals in one year as a result of a relationship-focused initiative.

William Glasser's Choice Theory states that five basic needs constitute the foundation of all internal motivation and guide all human behavior.

- Survival ... physically and emotionally safe
- Love and Belonging ... social creatures that need to connect with others
- Power ... personal growth in developing knowledge and skills which leads to self-worth
- Freedom ... choices and responsibilities
- Fun ... play is work; fun learning together

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Richard Sagor

Richard Sagor was greatly influenced by Glasser's Choice Theory for his new ASCD (2003) book, *Motivating Students and Teachers in an Era of Standards*. He believes his factors that motivate both youth and adults are consistent with Glasser, both conceptually and functionally. However he changes the terms to Competence, Belonging, Usefulness, Potency and Optimism. He calls it: CBUPO Theory.

Alfie Kohn

Kohn believes that an alternative to discipline programs is to make the classroom a community where students feel valued and respected, where care and trust have taken the place of restrictions and threats. He uses often the idea that students need to feel connected to one another and to adults. *Beyond Discipline, From Compliance to Community*. ASCD 1996.