



# Inside Out

Shifting from  
External Control to  
Internal Control is the  
Key to School Discipline



**Responsibility-Centered Discipline™**

# Inside Out

## Shifting from External Control to Internal Control is the Key to School Discipline

### Executive Summary

Teaching styles and discipline have significantly evolved in recent years. There has been a gradual shift away from external control wielded by administrators and educators to internal control – self regulation, self-direction and personal responsibility assumed by students.

In “Discipline without Stress”, Punishments or Rewards,”<sup>1</sup> Marvin Marshall’s thesis is discipline is the responsibility of the student. “... a person is responsible for his or her behavior.” Marshall asserts discipline deprives young people of the opportunity to become more responsible. He advocates allowing students to develop procedures to help redirect irresponsible impulses. When adults impose a form of consequence or punishment, “students have no ownership in the decisions, take on a victimhood mentality, and have negative feelings toward the imposers. ...external approaches are counterproductive to good relationships and are effective only temporarily,” Marshall writes.

When external controls meet Gen Z, the result can be conflict and friction. Gen Z is the newest generation of students, born between 1997 and 2021. It is possibly the most stressed generation to matriculate through the U.S. education system. Here is why using external control can be problematic: Seven out of ten teens in the U.S. (13-17 years old) have named anxiety or depression as a major problem among their peers in the community.<sup>2</sup> Seventy-five percent of high school students expressed boredom, anger, sadness, fear or stress while in school.<sup>3</sup> The pressure is on. Sixty-one percent of teens said they feel a lot of pressure to get good grades; 30 percent said they feel a lot of pressure to look good (29%) and to fit in socially (28%).<sup>4</sup>

Punishment, other adverse consequences, singling out and making examples of students’ misbehavior, embarrassing students, and using a cool, distant approach to discipline can compound stress, pressures, anger, fears, anxiety, depression and other mental health conditions.

When the brain is under stress and feels like it needs to be in a fight/flight/freeze mode, classroom behaviors can become confrontational (fight), escapist (flight) or apathetic (freeze). The prefrontal cortex, which helps with executive functioning skills such as planning, organizing, regulating and inhibiting impulses shuts down when threatened by stress or trauma and the body relies on the brain’s limbic system (including the amygdala) to fight, take flight or freeze.<sup>5</sup>

(Kagan 2014) recommends shifting the goal away from making students behave through threats, intimidation and fear and toward promoting personal



Punishment, other adverse consequences, singling out and making examples of students’ misbehavior, embarrassing students, and using a cool, distant approach to discipline can compound stress.

responsibility, or internal control. Why? Whenever there is a perceived threat the brain’s ability to think, plan, problem-solve and control impulses is inhibited or turned off. Learning becomes more difficult or impossible.<sup>6</sup>

Stress and trauma can arise from many factors. One that has been particularly studied is Adverse Childhood Experience (ACE). An estimated 40 percent of U.S. students have one or more ACEs;



approximately 10 percent have three or more. Yet only about 20 percent of children with mental health, emotional or behavioral disorders receive professional care.<sup>7</sup> In the absence of support, some students become “externalizers,” spewing out emotions that can lead to aggressive interactions and words or behaviors that feel out of control.<sup>8</sup> In other words, discipline problems increase.

Teachers and administrators, too, are feeling stressed. They carry the burden of behavioral regulation and emotional control. Just listen in to a teachers’ lounge and hear the complaints. Many have reached the burnout point and quit the classroom. Teacher turnover reached 10 percent nationally at the end of the 2021-2022 school year, according to the Rand Corporation. Principal turnover increased too, reaching 16 percent nationally going into the 2022-2023 school year.<sup>9</sup>

Amid this churn in education, the quality of a student’s pro-social behavior is not being adequately addressed.<sup>10</sup> Studies show the quality of behavior relates to various internal controls such as student’s self-regulation, autonomy, mastery, sense of purpose, intrinsic motivation, self-control, emotional control,

internalization, individual growth, self-guidance and self-reflection.

Research evidence increasingly supports internal controls, while external discipline practices have been brought into question. Hart, Wearing and Conn note the inability of discipline packages to bring about a change in student behavior. Their evaluation involved collecting data from 4,000 teachers in 86 schools in Australia. The researchers concluded that “although it is generally believed that schools’ discipline policies and procedures will influence student misbehavior... a series of structural equation models based on large samples of teachers failed to support this view.”<sup>11</sup>

This White Paper discusses five specific research-based internal control motivation theories and practices gaining traction that correct maladaptive behaviors and as well as address the stressors and pressures faced by teachers, GenZ students and the large population of students traumatized by early life events. These can include economic hardship; separation, divorce or death of a parent; physical abuse; domestic violence; psychological abuse; parental addiction; family member incarcerated; and neglect.<sup>12</sup>

## Five Motivators to Develop Internal Control for School Discipline

### 1 | Intrinsic Motivation

Intrinsic motivation is an inside job. It emanates from inside you. You are motivated to do something because it is internally rewarding, giving you a positive emotional return or a sense of personal satisfaction. In contrast, extrinsic motivation offers an external reward or gain for achievement, perhaps money or power; the approval of someone; achieving a grade; or obtaining more followers or likes on a social media post. Or you could be motivated to avoid a negative consequence such as a poor grade or losing your job.

Deci's and Ryan's "Intrinsic motivation and self-determination in human behavior"<sup>13</sup> describes the Self-Determination Theory. The theory states with intrinsic motivation you are driven from within, meeting some psychological needs like autonomy, competence or feeling related to others (belongingness). Your motivation is connected to something you value or has true purpose for you.

Studies suggest intrinsic motivation leads to greater persistence,<sup>14</sup> enhances engagement,<sup>15</sup> achieves more effective learning,<sup>16</sup> better performance<sup>17</sup> and higher levels of job satisfaction and commitment.<sup>18</sup>

Further research underscores the value of incorporating intrinsic motivation into disciplinary practices:

- » *"Power assertion... promotes externally controlled compliance but not internally motivate behavior."*<sup>19</sup>
- » *"External control undermines intrinsic motivation."*<sup>20</sup>
- » *"Careful consideration of reward effects reported in 128 experiments lead to the conclusion that tangible rewards tend to have a substantially negative effect on intrinsic motivation."*<sup>21</sup>
- » *"Research indicates that emphasis on power promotes externally-controlled compliance, but not internally-motivated behavior."*<sup>22</sup>
- » *"Intrinsically motivated behaviors... require no 'separable' consequences, no external or intrapsychic prod, promise or threats."*<sup>23</sup>

### 2 | Autonomy, Mastery & Purpose

Daniel Pink, in his 2009 book *Drive*, introduced autonomy, mastery and purpose as motivation factors.<sup>24</sup> These are three keys to intrinsic motivation.

Autonomy is the feeling of being autonomous, self-directed, self-governing. "Autonomous motivation involves behaving with a full sense of volition and choice, whereas controlled motivation involves behaving with the experience of pressure and demand toward specific outcomes that come from forces perceived to be external to the self."<sup>25</sup>

Mastery is the feeling "I am getting better at things that matter by getting feedback." It is comprehensive knowledge or skill in a particular activity. "The pursuit of mastery is all in your head. What people believe shapes what people achieve. Our beliefs about ourselves and the nature of our abilities determine how we interpret our experiences and can set the boundaries on what we accomplish," says Carol Dweck.<sup>26</sup>

Studies suggest intrinsic motivation leads to greater persistence, enhances engagement, achieves more effective learning, better performance and higher levels of satisfaction and commitment. Research underscores the value of incorporating intrinsic motivation into disciplinary practices.

Purpose is positive motivation to achieve something of meaning. "People who had purpose goals and felt they were attaining them reported higher levels of satisfaction and subjective well-being than when they are in college, and quite low levels of anxiety and depression. It is in our nature to seek purpose. When we are listening to our own voice – doing something that matters, doing it well and doing it in the service of a cause larger than ourselves it is an affirmation of our humanity," says Daniel Pink.<sup>27</sup>

### 3 | Relationship Building/Supporting the Student

“The quality of teacher-student relationships is the keystone for all other aspects of classroom management.”<sup>28</sup>

That relationship can be based on tradition. A teacher asserts or emphasizes the power of authority – hierarchical control and compliance. This is also known as top-down command-and-control. But research indicates this approach does not produce the inner drive to succeed or behave appropriately. “Power assertion... promotes externally controlled compliance but not internally motivated behavior.” (Bergin, Bergin)<sup>29</sup> “Research indicates that emphasis on power promotes externally-controlled compliance, but not internally-motivated behavior.” (Kochanska, Padavich & Koenig)<sup>30</sup>

The majority of students value relationships with their teachers. They seek support, trust, patience, communication, clear limits and some degree of choice. Marginalized students in particular seek more personal caring.<sup>31</sup>

Relationships can be problematic, though, in this age of remote learning, digital learning, i.e. Zoom learning. There remains a strong need for face-to-face, body-to-body communication and conversation. Research points to evidence that increased exposure to technological communication may actually lessen communication. Research also shows that mobile technology is affecting communication in a negative way when it comes to sociability and face-to-face communication. It lessens social interaction and can increase social isolation. “Mobile technology can be a threat, distraction or detrimental to foundational teacher-student relationships.” (Lengacher)<sup>32</sup>

GenZ’s lifelong embrace of mobile technology and less experience with face-to-face communication pose a challenge to developing teacher-student relationships. Modeling, attunement, empathy, coaching and mirroring are tools teachers can use to embellish relationships.

**Modeling** is an important aspect of in-person relationship-building. “Teachers communicate subtle and not so subtle messages about social norms

and emotional behavior. Students are constantly developing social and emotional skills through modeling and experimentation. Teachers’ activities can help students to develop healthy habits, or they can unintentionally encourage poor social and emotional skills.” (Elias, Swab).<sup>33</sup>

**Attunement** can bring a behavioral problem into harmony or accord by using silence, deep listening and attentiveness to the student exhibiting a problem. Secondly, attunement is the basis for forming relationships by being aware, turning toward, being tolerant, understanding and non-defensive in responding to another person. “We investigated the extent to which teachers were aware of which students were highly liked, disliked, prosocial, aggressive or engaged in risky behavior. Our analyses showed that teacher attunement was positively associated with the amount of time teachers spent with their students and with their experience as a teacher.” (Marucci, Oldenburg, Barrea)<sup>34</sup>

The majority of students value relationships with their teachers. They seek support, trust, patience, communication, clear limits and some degree of choice. Marginalized students in particular seek more personal caring.

**Empathetic relationships** – “Educators who see learning through the eyes of students help them become their own teacher.” (Hattie)<sup>35</sup>

**Coaching** – Five effective coaching habits:

- 1) Ask open-ended questions. Ask questions that solicit ideas, feelings and opinion, such as What if...?” or “Why do you suppose...?” as opposed to closed yes-or-no questions.
- 2) When teachers listen, they are less likely to direct the group and lead them toward preconceived solutions. Listening should be followed by replying using an open-ended question that provides just enough information to keep the discussion going, allowing students to continue to problem-solve on their own.
- 3) Develop partnerships among students so they can realize that collaboration can lead to greater results. Ask leading questions such as, “What ideas have

you already come up with?” to prompt students to try to solve problems on their own before coming to you.

- 4) Good coaches know when to hold back to help students find their own answers. Solving students’ problems for them doesn’t support personal growth and abilities.
- 5) Push students to produce the best possible project and solution and trust they can do this without you doing it for them. Be clear about your expectations and show your belief that students can do the work on their own. When students see the faith a teacher has in them, they are motivated to meet the teacher’s expectations. Coaching can help form strong partnerships with students, developing trusting relationships that help the classroom “team” achieved a teacher’s shared goals.<sup>36</sup>

**Mirroring**, or imitation and mimicry, is pervasive, automatic and facilitates empathy. Neuroscience investigations demonstrate physiological mechanisms of mirroring at single-cell and neural systems levels that support cognitive and social psychology constructs. Neural mirroring solves the “problem of other minds” (how we can access and understand the minds of others) and facilitates social behavior. Students mirror teachers; teachers mirror students.<sup>37</sup>

#### 4 | Self-Regulation

Self-regulation strategies have numerous benefits for educators. Self-regulating students reduce disruptive problems in the classroom by encouraging students to manage their own behavior. This allows teachers time to work with small groups or one-on-one with students who require extra instruction. Teachers’ appreciation increases for students who self-regulate their behavior.<sup>38</sup>

Effective students select among cognitive tactics to approach goals and learn from false starts and setbacks. These students self-regulate not merely their performance, including behavioral and emotional control, but also how they learn. How do students develop forms for self-regulating learning? Winne suggests they experiment by bootstrapping newer forms of self-regulated learning from prior forms. To be sure, experimenting is an arduous way to build knowledge and it is subject to at least three obstacles

that may be especially troublesome for young students: obtaining sufficient practice with appropriate feedback, remembering how learning was enacted and reasoning about factors that affect learning.<sup>39</sup>



When these obstacles are overcome, students learn to work independently and develop flexibility skills. They gather assignments, complete the expected task(s), review the completed work and move on to the next assignment. Students experience success because they stick with challenging problems to find solutions.

Three key points regarding self-regulation:

- 1) Emotion regulation is an important aspect of self-regulation. Some students may be able to control their emotions swiftly; others may find it hard to reduce their level of arousal and to concentrate on the task at hand.<sup>40</sup>
- 2) The interaction that students have with their teachers and peers plays a crucial role in the development of their self-regulatory skills.<sup>41</sup>



3) Self-regulated learning is a dynamic process that causes performance differences to occur both within and between students; and self-regulation in the classroom is heavily influenced by students' perceptions of environmental cues that trigger emotions, beliefs and needs.<sup>42</sup>

Emotional control is a component of self-regulation. According to *Psychology Today*,<sup>43</sup> emotional regulation is the ability to control emotions and not let them drive actions. This is not a skill that comes easily to many students, so it's important to help them learn how to regulate and give them opportunities to practice.

Psychologists separate emotional regulation into three broad categories: suppression, reappraisal and acceptance. When students *suppress* emotions, they push them down, refusing to acknowledge or act on them. *Reappraisal* has a student reframing the situation in their mind, allowing them to deal with it calmly and rationally. Teachers can also urge students to simply *accept* their emotions, acknowledging them as valid, but not letting them control their actions.

Teaching emotional control can involve numerous practices. Start with simple emotions and ask students to name situations where they might feel those emotions. When students demonstrate negative

behaviors, ask them to look at a chart and choose the words to describe how they are feeling. Build time into the day for students to connect with their feelings. A brief check-in might find some are tensed up because they are stressed, or having trouble paying attention because they are thinking about something happening at home. The check-in allows them to refocus. Students need to “bounce back” after setbacks – this is emotional resilience. They learn from past failures

**Self-regulation strategies have numerous benefits for educators. Self-regulating students reduce disruptive problems in the classroom by encouraging students to manage their own behavior.**

and are willing to try again. This can be challenging for students dealing with trauma. Have students write a list of contact names to call “if something bad happens.” Have them practice with other students as to what they might say when they call their numbers to ask for help. By practice planning for adversity, students practice emotional resilience skills they can draw on during potentially traumatic events.<sup>44</sup>

Emotional control, self-regulation and self-control are objectives of discipline that “correlate with better grades, better adjustment, higher self-esteem, less

substance abuse, better relationships and interpersonal skills, secure attachment and more optimal emotional responses.”<sup>45</sup> (Tangney, Baumeister, Boon)

To be sure, self-control, emotional control and self-regulation all require mental and physical energy. They resemble a muscle – use it too much and it degrades over time. Self-control is a limited resource that replenishes slowly and thus must be exercised judiciously. Don’t set yourself up for repeated situations that will deplete self-control. (Muraven, Shmueli, Burkley)<sup>46</sup> and (Muraven, Baumeister)<sup>47</sup>.

## 5 | Responsibility/Ownership

When teachers solve problems for students, they rob them of ownership. If teachers only give punitive, negative consequences for disruptive or disrespectful behavior, students will use a variety of excuses to avoid responsibility, as defined by the reprimand. Assuming responsibility is achieved through one-on-one conversations out of the range of other students. The teacher gives a student time to solve their own problems – academic or behavioral – and the teacher relies on the student to create real solutions.

Those private conversations start with supportive comments given to and for the student, Expectations are then stated by the teacher – expectations that are shared by everyone at the school based on commonly understood classroom or school-wide values or beliefs. Those expectations are identified and reiterated by the

teacher and shared with the student. Next, the “what’s in it for the student” is explained – both the short-term and long-term benefit if the student adheres to expectations. The conversation always ends with closure. Both the teacher and the student acknowledge the next steps to assuming responsibility. To be sure, closure is not possible with extremely intense, agitated and resistant students. The student is unable to self-regulate despite the teacher’s skill in redirecting and the result is the student needing to leave the classroom.

“Teaching students responsibility should be viewed as an important and vital part of the total curriculum.”<sup>48</sup> (Chamberlin and Chambers)

“Responsibility needs to be actively taught.”<sup>49</sup> (Chamberlin and Chambers)

“Being responsible is different from being obedient in that one cannot force a person to be responsible. This is an action that must be solicited only after appropriate understanding has been developed.”<sup>50</sup> (Chamberlin and Chambers)

“The acknowledged objective of higher education (is) to prepare students to accept responsibility for their own experiences and decisions.” (Ellis, 1994); (Ender, Winston & Miller, 1984)<sup>51</sup>

“Goal-setting, self-assessment, self-determination benefits students.”<sup>52</sup> (Chan, Graham-Day, Konrad)



## Conclusion

Hart, Wearing and Conn note the inability of discipline packages to bring about a change in student behavior. The researchers concluded that “although it is generally believed that schools’ discipline policies and procedures will influence student misbehavior... a series of structural equation models based on large samples of teachers failed to support this view.”<sup>53</sup>

Their conclusion is reinforced by a Google search that turns up these titles: “How to fix the growing discipline problem in U.S. classrooms.” “School discipline tactics must change to better serve students.” “Disciplinary action in school – negative effects of discipline.” “Old-school discipline doesn’t work any more – and shouldn’t.”

What, then, in 2023 are effective school disciplinary practices? “Authoritative (as opposed to authoritarian) teachers set high standards and hold high expectations; enforce rules and standards in a firm, fair, and consistent manner; and promote autonomy by encouraging students’ active participation in decisions regarding their behavior.”<sup>54</sup> Stating, and if necessary, restating expectations, and promoting autonomy, are key to developing internal control.

External control – punitive and reactive strategies – is called for when needed. But the focus in recent years has been to use positive, proactive techniques to increase the likelihood that students will exhibit appropriate behavior willingly rather than grudgingly. The quality of the teacher–student relationship may hang in the balance.

Internal control uses a teacher’s warmth, acceptance and support delivered with “no strings attached” and are not conditional upon a student’s behavior. This is part of the process of developing a positive relationship with every student in the classrooms, and to promote positive relationships and a sense of community among the students. This is how teachers create a classroom climate, and school-wide climate, in which students follow norms for appropriate behavior out of respect for the teacher and one another.

Additional internal control strategies commonly used include the following:

- » Develop social problem-solving and decision-making skills among students.
- » Establish and maintain close communication with each student’s parents or caregivers, and work hard to garner the parent’s support.



- » Provide academic instruction and activities that motivate learning.
- » Create a physical environment that is conducive to teaching and learning.
- » Establish predictable procedures and routines.
- » Frequently monitor student behavior and respond immediately to signs of misbehavior.
- » Use praise and rewards strategically to maximize effectiveness in improving behavior while minimizing the risk of diminishing intrinsic motivation. A key to accomplishing this is to use praise and rewards in an informational rather than controlling manner (see Bear, 2005 for specific techniques).<sup>55</sup>

The characteristics of Generation Z align with internal control strategies. As opposed to command and control stratagems, GenZ students prefer an independent learning style. The teacher-student

**Stating, and if necessary, restating expectations, and promoting autonomy, are key to developing internal control.**

relationship is important because GenZ students have underdeveloped in-person social skills as they lack the nuances and art of conversation due to the extensive reliance on technology. The generation's independent learning preference aligns with the internal control emphasis on intrinsic motivation, autonomy, self-regulation and assuming responsibility.<sup>56</sup>

## References

- 1 “Discipline without Stress®, Punishments or Rewards.” Piper Press. 2012. Marvin Marshall
- 2 Pew Research Center, 2018, survey of 920 U.S. teens ages 13-17.
- 3 *ibid.*
- 4 *ibid.*
- 5 “How Teachers Can Use Trauma-Informed Mindfulness Practices to Support their Students.” Mindful Schools <https://www.mindfulschools.org/>, 2023. Poonam Desai
- 6 “Brain-Friendly Teaching.” Kagan. (2014). Kagan Publishing.
- 7 The National Survey of Children’s Health, 2016. Reported in the HCA Healthcare Journal of Medicine. 2020.
- 8 “How Teachers Can Use Trauma-Informed Mindfulness Practices to Support their Students.” Mindful Schools <https://www.mindfulschools.org/>, 2023. Poonam Desai
- 9 [https://www.rand.org/content/dam/rand/pubs/research\\_reports/RRA900/RRA956-14/RAND\\_RRA956-14.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RRA900/RRA956-14/RAND_RRA956-14.pdf)
- 10 “Classroom discipline and student responsibility: the students’ view.” Ryan, Bonlin, 1999; Kohn, 1998; Houston, 1998; Bennet 1998. *Teaching and Teacher Education*. April 2001.
- 11 *ibid.*
- 12 Stop Abuse Campaign <https://stopabusecampaign.org/>
- 13 “Intrinsic motivation and self determination in human behavior” Deci, E. L., & Ryan, R. M. (1985) New York, NY Plenum.
- 14 “Does Intrinsic Motivation Fuel the Prosocial Fire? Motivational Synergy in Predicting Persistence, Performance and Productivity.” Grant, A. (February, 2008). *Journal of Applied Psychology*. 93(1) 48-58
- 15 “Intrinsic Motivation and Employee Attitudes: Role of Managerial Trustworthiness, Goal Directedness, and Extrinsic Reward Expectancy. Cho, Y. J., & Perry, J. L. (2012). *Review of Public Personnel Administration*, 32(4), 382–406.
- 16 “The Effect of Rewards and Motivation on Student Achievement.” Baranek, L.K., Masters Theses, Grand Valley State University. Summer, 1996.
- 17 “Impact of Rewards on Employee Performance: With Special Reference to ElectricCo.” Edrisooriva, W. A. 2014
- 18 “The State of Human Capital 2012 – Why the human capital function still has a far way to go.” McKinsey & Company. 2012.
- 19 “Classroom Discipline That Promotes Self Control.” Bergin, Bergin. (1999). *Journal of Applied Developmental Psychology*
- 20 *ibid.*
- 21 “A Meta-Analysis Review of Experiments Examining the Effects of Extrinsic Rewards on Intrinsic Motivation.” Deci, Ryan, Koestner. (1999). *Psychological Bulletin*.
- 22 “Classroom Discipline That Promotes Self Control.” Kochanska, Padavich & Koenig. (1996). *Journal of Applied Developmental Psychology*.
- 23 “Need satisfaction and the self-regulation of learning.” Deci. (1975) *Learning and Individual Differences*.
- 24 “Drive: The Surprising Truth About What Motivates Us.” Pink, D. H. (2011). Riverhead Books.
- 25 “Facilitating Optimal Motivation and Psychological Well-Being Across Life’s Domains.” Deci, E. L., Ryan, R. M. (2008). *Canadian Psychology*. Vol 49. No 1. 14-23.
- 26 “Mindset: The New Psychology of Success.” Dweck, C. S. (2007). Random House Publishing Group.
- 27 “Drive: The Surprising Truth About What Motivates Us.” Pink, D. H. (2011). Riverhead Books.
- 28 “Classroom management has the largest effect on student achievement.” Marzano and Marzano. (2003). “The Key to Classroom Management.” *Educational Leadership*.
- 29 “Classroom Discipline That Promotes Self Control.” Bergin, C., Bergin, D.A. (1999). *Journal of Applied Developmental Psychology*.

- 30 Children's narratives about hypothetical moral dilemmas and objective measures of their conscience: Mutual relations and socialization antecedents. Kochanska, G., Padavich, D. L., Koenig, A. L. (1996) *Child Development*. Wiley Online Library.
- 31 "School Rules, Obedience and Elusive Democracy." Raby. (2012). University of Toronto Press.
- 32 "Mobile Technology: Its Effect on Face-to-Face Communication and Interpersonal Interaction." Lengacher, L. (2015). *Undergraduate Research Journal for the Human Sciences*.
- 33 "From Compliance to Responsibility: Social and Emotional Learning and Classroom Management." Elias, Schwab. (2006). *Handbook of Classroom Management*.
- 34 "Do Teachers know their students? Examining teacher attunement in secondary schools." Marucci, Oldenburg, Barrea. (2018). *School Psychology International*.
- 35 "Learner-centered teacher-student relationships are effective: a meta-analysis." Hattie. (2009) *Review of Educational Research*.
- 36 "Five Habits of Great Classroom Coaches." *Creative Educator*. <https://creativeeducator.tech4learning.com/2013/articles/Five-Habits-of-Great-Coaches>
- 37 "Imitation, Empathy, and Mirror Neurons." Iacoboni. (2009). *Annual Review of Psychology*.
- 38 "Self-Regulated Strategy Development for Students with Learning Disabilities." Lienemann, T.O., & Reid, R. (2006). *Teacher Education and Special Education*.
- 39 "Experimenting to bootstrap self-regulated learning." Winne, P.H. (1997) *Journal of Educational Psychology*.
- 40 "How Far Have We Moved Toward the Integration of Theory and Practice in Self-Regulation?" Boekaerts, M., Cascallar, E. (2006) *Educational Psychology Review*.
- 41 *ibid.*
- 42 *ibid.*
- 43 "Emotional Regulation." *Psychology Today*. <https://www.psychologytoday.com/us/basics/emotion-regulation>
- 44 "Ten Tips for Teaching Emotional Regulation." WeAreTeacher.com (2022) <https://www.wareteachers.com/emotional-regulation/>
- 45 "High self-control predicts good adjustment, less pathology, better grades and interpersonal success." Tangney, Baumeister, Boon. (2004). *Journal of Personality*.
- 46 "Conserving Self-Control Strength." Muraven, Shmueli, Burkley. (2006). *Journal of Personality and Social Psychology*.
- 47 "Self-Regulation and depletion of limited resources: Does self-control resemble a muscle?" Muraven, Baumeister. (2000). *Psychological Bulletin*.
- 48 "Developing Responsibility in Today's Students." Chamberlin, L J, Chambers, N. (2010) <https://www.tandfonline.com/doi/abs/10.1080/00098655.1994.9956066?journalCode=vtch20>
- 49 *ibid.*
- 50 *ibid.*
- 51 "Academic Responsibility: Can It Be Taught?" Frost, S H. (1989). *NACADA Journal* 9(2). 17024
- 52 "Beyond Involvement: Promoting Student Ownership of Learning in the Classroom." Chan, Graham-Day, Konrad. (2014). *Invention in School and Clinic*.
- 53 "Classroom discipline and student responsibility: the students' view." Hart, Wearing and Conn. (2001). *Teaching and Teacher Education*.
- 54 "Discipline: Effective School Practices." Bear, G. (2010). National Association of School Psychologists. [https://apps.nasponline.org/resources-and-publications/books-and-products/samples/HCHS3\\_Samples/S4H18\\_Discipline.pdf](https://apps.nasponline.org/resources-and-publications/books-and-products/samples/HCHS3_Samples/S4H18_Discipline.pdf)
- 55 *ibid.*
- 56 "Learning styles, preferences and needs of generation Z healthcare students: Scoping review." Shorey, S, Chan, V, Rajendran, P, Ang, E. (2021). *Nurse Education in Practice*.

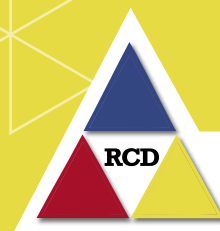
**AccuTrain**

500 Studio Drive  
Virginia Beach, VA 23452  
( 800) 775-9674

[AccuTrain.com](http://AccuTrain.com)

**Responsibility Centered Discipline™**

[GivemFive.com](http://GivemFive.com)



**Responsibility-Centered Discipline™**