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This is the fourth edition of *Discipline in the Secondary Classroom*. The first edition of this book was published in 1985. Since that time, research continues to confirm that the proactive, positive, and instructional approaches it advocates are far more effective in managing and motivating students than traditional, authoritarian, and punitive approaches. Teacher effectiveness literature has identified that teachers who are highly successful have classroom management plans that

- Include high expectations for student success
- Build positive relationships with students
- Create consistent, predictable classroom routines
- Teach students how to behave successfully
- Provide frequent positive feedback
- Correct misbehavior in a calm, consistent, logical manner

Throughout the four editions of this book, we have strived to keep content compatible with this seminal teacher effectiveness research as well as capture relevant insights and highlight promising practices from new and emerging research. We have also tried to remain mindful about the daily pressures and current realities teachers face in the classroom to recommend practices, strategies, and tools that will ultimately be feasible and contextually relevant to the classrooms of today and tomorrow. This book translates those broad ideas into specific actions you can take to improve your ability to maintain an orderly and respectful classroom in which students are focused and engaged in meaningful instructional activities.