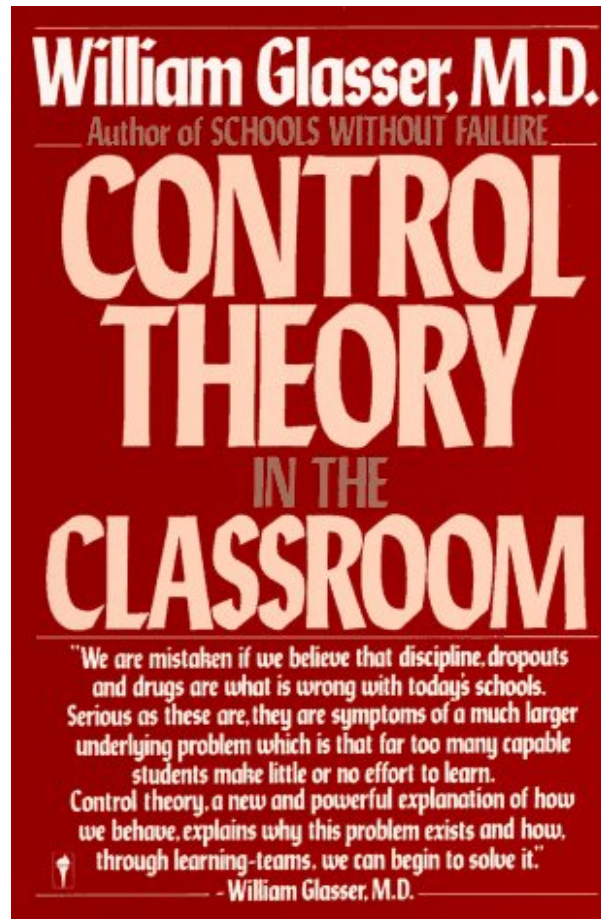


# CONTROL THEORY IN THE CLASSROOM

## BY WILLIAM GLASSER



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**William Glasser, M.D.**

Author of *SCHOOLS WITHOUT FAILURE*

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"We are mistaken if we believe that discipline, dropouts and drugs are what is wrong with today's schools. Serious as these are, they are symptoms of a much larger underlying problem which is that far too many capable students make little or no effort to learn. Control theory, a new and powerful explanation of how we behave, explains why this problem exists and how, through learning-teams, we can begin to solve it."

- William Glasser, M.D.

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William Glasser, M.D., is a world-renowned psychiatrist who lectures widely. An author of many books, including Choice Theory, Reality Therapy, The Quality School, and Getting Together and Staying Together, he is the president of the William Glasser Institute in Los Angeles.

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Arguing that too many capable students make little or no effort to learn, the author advocates the use of control theory for a productive classroom model of team learning with emphasis on satisfaction and excitement.

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By Seren Dipity

I bought this book several years ago and was amazed at the point the author made. Simply put, emotional and other reactions are really and truly conscious responses. We've just trained ourselves to rely on those "reactions" as the default. Thought is still required even if for a split-second.

This makes the phrase "He made me mad" illogical.

At least that's what I remember.

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By Kara Stalter

I have not read this book from cover-to-cover but bought it because we use these strategies in my relational school based on the philosophies of Charlotte Mason.

Control theory still gives the students choices within boundaries and creates trust and harmony in the classroom with natural consequences. The students know what is expected and should naturally/intrinsically adhere to such rich habits.

Read it if you are a first-year teacher like myself or a 31st-year teacher!!!! There is a wealth of wisdom to be found and used to make your teaching better and cause your students to be receptive to you because they "want" to, not because they "have" to.

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