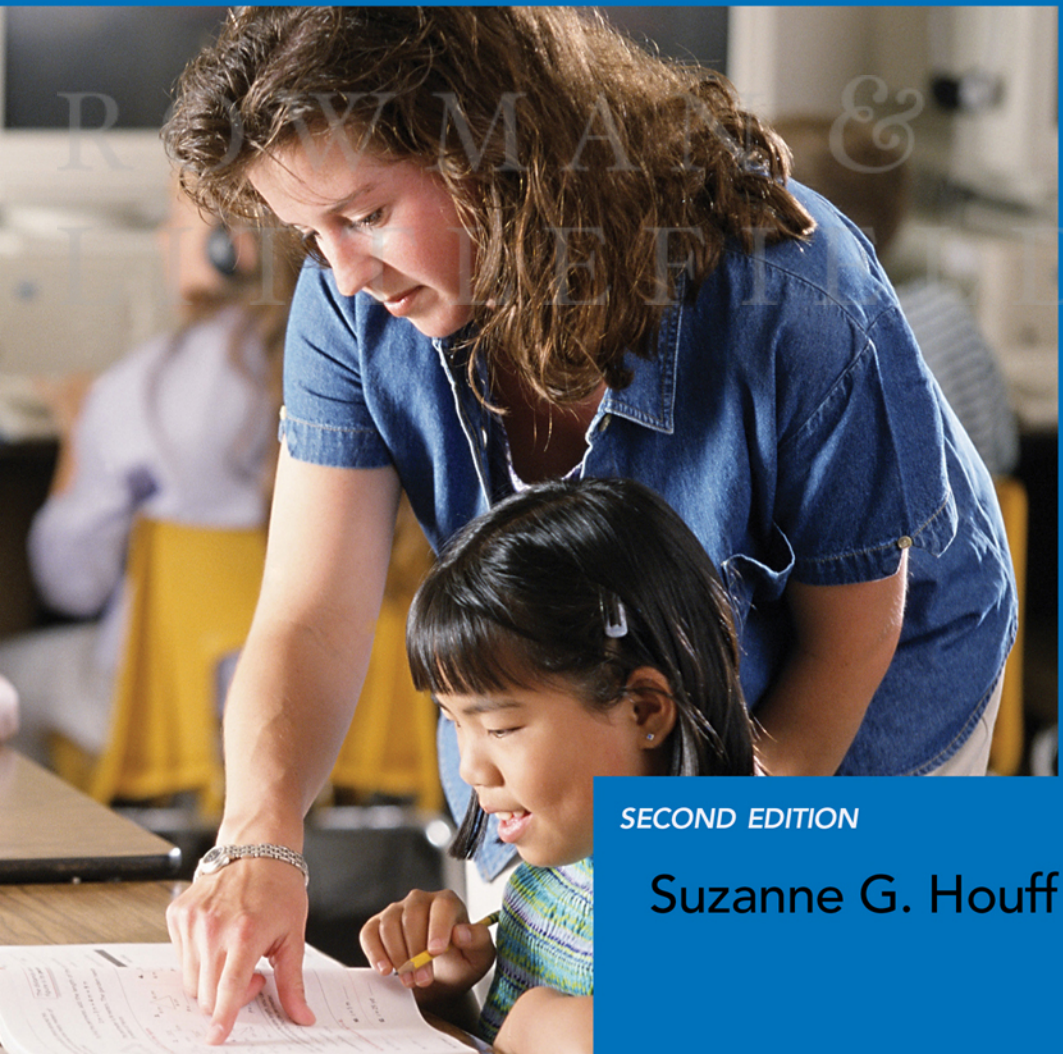
managing the classroom environment

MEETING THE NEEDS OF THE STUDENT



SECOND EDITION

Suzanne G. Houff

Managing the Classroom Environment

Meeting the Needs of the Student

Second Edition

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Contents

Preface

Throughout my teaching career, I struggled with managing the classroom environment. My beliefs about how a classroom should function were based on behavioral ideas (along with the notion that I shouldn't smile until Christmas). Somewhere I picked up the idea that if I told a student what to do, they would obey. Imagine my shock and disappointment when not only did they not obey but at times they would get almost rebellious.

I tried to keep track of who had done what and when. I posted the rule violators' names on the board. Punishments were established and made known. Students with no violations were able to bid on cheap treasures in an auction at the end of the month. At times, I attempted to disguise the approach by using fake money, flipping cards, or moving stars.

So I found it somewhat ironic that when I began my career in higher education, I was charged with teaching the classroom management courses. Along with my students, I learned theoretical concepts regarding how a classroom should be managed. I familiarized myself with foundational models and current practices that provide ideas and strategies for classroom implementation. It wasn't until I delved into the work of William Glasser (1986) that it all came together for me.

The more models and concepts that I studied in the area of classroom management, the more I realized that the ideas seemed to support the simple and straightforward suggestion of William Glasser—meet the basic needs of the student.

Using his ideas as a foundation, this text explores his five basic needs and their implications for classroom management. Additional

management theories and concepts are enmeshed in the developmental recommendations. These concepts provide a theoretical and researched validation for meeting the student needs.

By investigating the basic needs of survival, belonging, fun, freedom, and power, you can develop a management plan that will meet your classroom needs as well as those of your students.

Introduction

This text begins with questions that help you identify your own beliefs about management. You will be better able to establish a plan that works for you if you first identify what you believe about managing the classroom environment. You cannot successfully manage a classroom until you identify what is acceptable to you and how you feel about the classroom climate.

Once you identify your beliefs, you will then be able to guide students in the establishment of the classroom goals. When students have the opportunity to establish the guidelines or goals for the class, they can take ownership of those goals. The ideas are not inflicted on them, but rather are plans that they themselves have developed. As students establish the guidelines, they also need to establish a concrete understanding for each.

Let them describe what the goal might look like and what it does not look like in the classroom. Encourage the students to give specific examples of the goal, in and out of class. Elementary students might cut out pictures to illustrate the concept. Older students could role-play situations that demonstrate the ideal. Allow them the opportunity to visualize and experience the abstract idea. It is through this teaching and modeling that students gain a true understanding of what the goal is and why it is important.

The concept organizers at the beginning of chapters 3–7 provide a format to guide the process. These organizers help you and the students take the abstract idea and make it a concrete action.

Goals, as opposed to rules, offer a more positive connotation. Rather than breaking a rule and enduring the punishment, students are meeting or not meeting their established goals. Rules can be broken—goals cannot.

Your needs and approaches regarding student behavior may be different from another educator's beliefs. This is fine. Not all students learn the same way and not all educators teach in the same manner. The ultimate goal is to provide an environment conducive to student learning.

Chapter 2 reviews concepts as to how behavior is learned. Management approaches and their proponents are introduced under the learning theory headings of "behavioral," "cognitive," "affective," "social," and "ecological." Each section provides an overview of the basic concept and the contributions of specific theorists. The groupings and headings are for clarification and ease of reading. Most of the concepts could easily fit into several different categories. This chapter ends with a look at brain-based learning and its implications for classroom management.

Each of Glasser's ideas of basic needs is investigated in part II of the text. Glasser's basic needs and Maslow's hierarchy of motivation are introduced to illustrate the correlating and interdependent relationships of motivation, basic needs, and management. The correlation of the two provides a basis to develop a management program in which the student's needs are being met and the motivation to make good choices is enhanced.

Chapters 3–7 explore each of Glasser's needs in terms of meaning and classroom application. Each section begins with a scenario for analysis. These scenarios are used to provide practice with classroom situations.

The areas of survival, belonging, fun, freedom, and power are used as the framework to investigate areas of classroom management, such as developing guidelines and procedures. Encouraging appropriate behavior and reducing inappropriate behavior is brought about by implementing effective strategies. Specific theorists and concepts are introduced to provide background knowledge for management approaches and to offer validation for meeting that need.

The section "Theory into Practice," found at the end of each chapter, summarizes the information by revisiting the initial scenario and viewing it in terms of specific ideas or approaches that are mentioned in the chapter.

Management for students with special needs is described in chapter 8. Specific steps are explained, and examples are provided.

The conclusion offers a template to guide you in using the five basic needs to establish classroom goals.

The final section offers classroom situations to provide practice in analyzing the problem, identifying teacher actions that could prevent the problem, and recommending possible ways to correct the problem.

Appendices A–F provide examples of completed need organizers. Appendix G illustrates how each of the five basic needs is enmeshed with and supported by management programs and concepts.

The correct answer to any educational question is "it depends." This is especially true in the area of classroom management. You could have wonderful plans and procedures established only to find out they do not work for your specific class.

The goal of the book, then, is to provide you with classroom management options within a simple design of meeting five basic needs. Start with an open mind. Discover what fits your personality and teaching style. Identify and meet the needs of you and your students.

By the time you complete this book and the practices, you should understand:

- the needed knowledge, skills, and processes to support the learner through the practical application of theoretical approaches in classroom management skills;
- how the diverse management approaches and theories support the idea of meeting student needs;
- how a classroom community environment can promote emotional well-being through effective management strategies and positive communication skills; and
- how to develop and communicate classroom expectations that promote a safe learning environment and meet the needs of the learning community.

Part I

GETTING STARTED

> You can't teach a man anything; you can only help him find it within himself.
>
> —Galileo

There is no silver bullet method for classroom management. If there were, every teacher would immediately employ that strategy. Researching theories and current programs provides a good base on which to build beliefs, but sometimes it is difficult to determine which theory to accept or what program to purchase. Just as you post your rules and consequences, you read an article that suggests rules are not needed and that time-outs don't allow students to self-regulate.

You have tried "catching them being good" and compliment boxes. You have used daily logs, contracts, and calls to parents. The classroom bulletin boards have housed falling leaves, falling stars, doghouses, fish in a bowl, and stoplights to indicate misbehavior. Marbles have been dropped into a jar. Sometimes you just nag. Some of these tricks might work for a while, but eventually both you and the students lose interest.

You also face the complicated task of keeping track of misbehaviors. If you implement a hierarchy of consequences, how do you log the infractions? How can you keep up with who had a note sent home? Was it signed and returned? How can you manage the paperwork without taking away from instructional time?

E-mail might help, but even here there can be a problem with communication. It is difficult to determine how the message is received

when there is no body language or voice inflection involved. Are you up on the current netiquette?

You must face these decisions while, at the same time, you are still trying to get Suzie to bring in her signed report card and Dean to quit throwing spitballs.

Jane Nelson (1996) recommends kindness, respect, and firmness as the ingredients needed for positive discipline. Barbara Coloroso (1997) recommends that Dean make restitution. While the experts provide ideas, strategies, and programs, you struggle to meet standards, integrate technology, and keep Raymond from skipping class. Psychologist William Glasser (1986) suggests that these students need to be empowered by giving them the responsibility for their own behavior. Their misbehavior is an attempt to tell you that their needs are not being met.

You need a simple and effective approach to managing the classroom environment. Perhaps you just need to meet students' needs.

Start by first looking at what you believe about classroom management and what you believe about how children learn new behaviors. This information will help you determine what best meets your personal style and beliefs.

CHAPTER 1

What You Believe

Answers to your questions regarding the most effective way to manage a classroom depend on the situation, students, classroom factors, and your personal beliefs. Only by identifying your own opinions can you successfully establish a plan that works for you and your students. You decide if you are willing to adopt practices that promote long-term changes rather than short-term quick fixes. Both have a place in the management of a classroom.

Bribing and manipulating students by giving food and candy does nothing to help students learn to self-regulate. Using these types of rewards for doing what they should be doing does not promote extrinsic motivation.

Start by establishing a rapport with the students. Hopefully the relationship will be based on mutual trust and respect. You might try having students help develop goals for the classroom. Class meetings could be held weekly to discuss issues and concerns. More importantly, these meetings would be held to develop a sense of community in a classroom where all students feel they belong and have something to contribute. The environment and climate of the classroom make a huge difference in how effectively it will be managed.

Before you begin this study of classroom management, take a moment to reflect on your beliefs about the classroom environment. What type of environment is comfortable for your teaching style? What are your needs in the classroom?

Think about the questions in the following textbox. Your responses to these questions can give a basis for your management philosophy and plan.

MANAGEMENT BELIEFS

What are the biggest challenges in maintaining a classroom environment in which quality instruction can take place?
What do you consider a successful classroom?
Have you seen or used a successful management plan? What was it?
What made the plan successful?
Do you feel that you need to be in control of all situations in the classroom? Why or why not?
Describe your teaching style.

The management program that you develop for your classroom must support your teaching style, personality, and beliefs. It should be founded in quality research that offers direction and support for your practices. Most importantly, you need to remember that the reason for classroom management is to improve learning for students.

Classroom management is not about showing who is boss or who rules the classroom. The purpose of having a well-managed classroom is so that learning can take place.

What does research tell you about the classroom environment? Read each of the following statements. Indicate whether you believe the statement is true or false.

_____ 1. Effective managers are born that way.
_____ 2. Direct teaching of rules and procedures should begin in elementary school.
_____ 3. It is important to demand obedience in order to maintain classroom order.
_____ 4. Motivation to learn and behave can be squelched by offering rewards.
_____ 5. Emotional intelligence cannot be taught or strengthened.
_____ 6. Studies indicate that the use of praise as your management plan will cause disruptive behavior to cease.

_____ 7. Reprimands that are delivered loudly and publicly are more effective in stopping disruptive behavior than reprimands that are given quietly and calmly.
_____ 8. Teacher shortage could be in part due to the disruptive classrooms and inability to maintain discipline.
_____ 9. Maintaining some unpredictability within the classroom structure is useful in keeping students focused.
_____ 10. Pro-social behaviors cannot be taught but must be instilled in students from the home environment.

How did you do?

1. False: According to Marzano (2003a, 2003b), classroom management skills can be learned.
2. True: According to Woolfolk (2008), the direct teaching of rules and procedures is vital in elementary school.
3. False: According to Marzano (2003b), the current shift in the field is moving from demanding obedience to teaching self-control.
4. True: According to Kohn (1993, p. 72), "we may kill off interest in the very thing we are bribing them to do."
5. False: According to Norris (2003), unlike IQ, emotional intelligence can be taught. Students can acquire the skill to become aware of their own emotions and the emotions of others.
6. False: McGoey and DuPaul (2000) found that using praise or positive consequences as the only management strategy would not cause disruptive behavior to stop.
7. False: Landrum and Kauffman (2006) found the opposite to be true.
8. True: Ingersoll and Smith (2003) found that disruptive behavior led teachers to leave the field.
9. False: Oliver and Reschly (2007) suggest that in unpredictable situations, students will behave in a manner to create predictability even in cases when negative consequences are predictable.
10. False: Turnbull et al. (2002) found that school-wide teaching of pro-social behavior showed a significant reduction in discipline problems.

What implications can you draw from your responses? What do your responses reflect about you?

CHAPTER 2

Learning to Change Behavior

If you were to conduct extensive research in the field of classroom management, you would find that there are numerous approaches and theories. As illustrated in the true/false statements, many times those approaches and theories are contradictory. However, if you believe that behavior is learned, your understanding of how a child learns is a good place for you to begin in developing an effective classroom program.

BEHAVIORAL THEORY

Behavioral approaches to learning offer an explanation of learning that focuses on the external events that cause a change in behavior. These theorists suggest that when learning takes place, it can be observed through behaviors or actions of the learner. Behaviorists believe that students take a passive role in learning by simply responding to a stimulus. For example, each time Don Jr. brings in his homework on time, the teacher places a smiley sticker on his daily agenda to go home. Don Jr. learns to associate his homework (response) with a smiley sticker (stimulus).

Teachers who use external rewards and consequences to teach classroom behavior subscribe to the behavioral approach of learning and behavior modification beliefs of discipline. They use outside reinforcers to try to bring about a change in behavior. A reinforcer is any consequence that follows and strengthens a behavior. Reinforcers can be positive or negative.

Take the example of Don Jr. and the homework. The smiley sticker is a positive reinforcer if Don Jr. likes the smiley faces and wants to continue to earn them. The behavior, turning in homework, is strengthened by a desired stimulus—the smiley face. A negative reinforcement takes place when a behavior is strengthened by the removal of an unpleasant stimulus. Let's say that Don Jr. knows that he is going to have homework every night. He brings in his homework and receives a free homework pass for the next night. He has been reinforced or rewarded by removing what he sees as a negative.

Negative reinforcement is not punishment. Both positive and negative reinforcement are used to strengthen a behavior. Punishment is given to try to stop or reduce the behavior. If Don Jr. does not bring in his homework and has to stay for detention, he is receiving punishment.

Teachers who use the behavior approach adopt the ideas from people such as B. F. Skinner, Lee and Marlene Canter, and J. Ron Nelson.

Studies by behaviorist B. F. Skinner (1971) and subsequent studies regarding punishment suggest that people are more motivated to learn and act in a desired manner when rewards rather than punishments are used.

He proposed the idea of operant conditioning. Although it was not Skinner's term, this idea is sometimes referred to as behavior modification. By positively reinforcing a behavior, Skinner found that he could manipulate or change the behavior in rats. When rewarded with a positive, like Don Jr. and the smiley stickers in the previous example, students tend to repeat the behavior.

Skinner also found that behavior could be controlled through negative consequences. When a behavior or lack of behavior was immediately followed by something negative or unpleasant, the behavior would likely stop. For example, let's say that every time Don Jr. failed to bring in his homework, he lost his free time. (Note that the phrase "free time" rather than "recess time" is used. Recess should never be taken away as a punishment.) Skinner believed that this negative consequence would inspire the student to perform as the teacher wanted.

Behavior modification can be implemented in the classroom by addressing the following three questions: What behavior needs to be changed, what interventions will be put into place to change the behavior, and how will the results be tracked?

First, clearly identify and define the behavior that needs to be changed in the students or student. What specifically needs to be altered? What actions are you going to take prior to the behavior (antecedents) or after the behavior (consequences) to intervene? How are you going to keep track of the behavior to know if your plan is working or not?

Lee and Marlene Canter's (1989) "Assertive Discipline" plan also embraces the behavioral ideas. Based on the idea of rewards and punishments, they suggest that teachers should be proactive and assertive in their approach. Rules need to be posted with consequences established. Regardless of the behavior infraction, consistency is vital. Consequences or punishments are designed in a hierarchy. For example, for the first infraction, the student might get their name on the board. The second infraction leads to removal of a positive classroom experience. The third infraction warrants a call to the parents, and so on.

J. Ron Nelson recommends "Think Time" to change behavior (see Marzano, 2003a). In this plan, there is no hierarchy of warnings. The disruptive student is removed from the class as an immediate consequence/punishment of the behavior. The errant student is sent to a preestablished teacher's room. When the cooperating teacher has the time or when the student is ready, they discuss the behavior infraction. A debriefing form is used to identify the misbehavior and plan for appropriate behavior in the future. In this approach, some attempt of self-regulation is offered to the student.

Practice Behavior

Read the following classroom scenario. How would a behavioralist suggest you respond to the situation?

> *Lamont and Ryan are the class clowns. They are always trying to get attention through their classroom antics and comments. Lately, they have found much fun in making bodily function noises. The rest of the class usually laughs and some have started to mimic the sounds. You have already spoken to them once. Each student has gotten his name written on the board. Now what?*

Using the previous scenario, address each of the following questions:

- How could positive reinforcement be used to change the behavior of the boys?
- How could negative reinforcement be used to change the behavior of the boys?
- How could punishment be used to change the behavior of the boys?

COGNITIVE THEORY

Cognitive theorists suggest that learning requires active participation in order for students to process information. They believe that students are not blank slates on which knowledge is written, but, instead, behavior changes as a result of cognitive processing or thinking. Learning takes place through accommodating knowledge in a new schema or assimilating new knowledge in a schema that is already in place.

Schemata can be thought of as metaphorical file cabinets of the mind. New information is filed in a preexisting folder or, if there is no preexisting folder, a new folder is made for the information. If the information is not accommodated or assimilated—in other words, if the information is not filed away—it is lost.

For example, perhaps you are presenting a new story titled "Suzie Going to the Sea" to a second-grade reading group. What if the group of second graders lives in Kansas and has never seen the sea? They have no folder in which to place the information contained in the story. They cannot comprehend the elements of the story or visualize what they read unless they have some prior knowledge with which to relate the information. You must develop a "sea file folder" or schema for your students. Show pictures, play sound tapes, spray ocean-breeze air freshener, get sand, and provide anything else that will help the students conceptualize the sea.

Cognitive learning theory applied to classroom management implies that students must have a "file folder" for a desired behavior and an understanding of the reason for the behavior. Let's say that one of your rules is to "share." Unless the students understand sharing, they cannot practice it. Therefore, you must offer illustrations of what sharing looks like and how to practice sharing. Students can then develop an understanding of why the rule is important and work through the processes of maintaining the rule.

"Cognitive Behavior Management," or CBM, is one approach in using the cognitive learning theory. CBM uses cognitive learning to focus on the student as an active learner in changing their behavior. Rather than teaching the fact that a certain behavior will result in a reward or consequence, the focus is on teaching a behavior skill. The teacher models an appropriate behavior skill that the student observes and then practices.

Through the use of critical thinking and problem-solving skills, the student gradually takes over the responsibility of monitoring and evaluating their own behavior. This shift in focus from the teacher to the student allows the student to function independently and interdependently in the classroom community. Students can hopefully generalize the behavior to other learning situations. Meichenbaum (as cited in Woolfolk, 2008) proposes the following steps for CBM implementation:

- Teacher models the task or behavior using a think aloud or self-talk format
- Student performs task under guided practice
- Student performs task using a think aloud or self-talk format
- Student performs task while mentally working through the process (p. 257)

The cognitive approach can be encapsulated in the works of David Johnson and Roger Johnson, Michele Borba, and Diane Gossen.

Johnson and Johnson (1999) emphasize the development of a safe classroom environment through the implementation of the "three C's," using cooperation, civic values, and conflict resolution as the focus. They suggest that most behavior problems will be eliminated by teaching cooperation and civic values. Understanding that problems will arise, conflict resolution will then need to be implemented.

Michele Borba (2001) advocates the teaching of moral intelligence. The seven essential and universal virtues are empathy, conscience, self-control, respect, kindness, tolerance, and fairness. When misbehaviors do happen, the teacher needs to immediately take the student through the process of responding, reviewing, reflecting, and making right.

Finding out why the behavior occurred is the first step. Have the misbehaving student or students review what the class rules state regarding

behavior. Ask them to reflect on how their behavior affected others in the class. Finally, encourage them to "make the situation right."

Building on the work of William Glasser, Diane Gossen (1998) promotes meeting the needs of freedom, fun, power, and belonging in the classroom. She recommends that students be asked to reflect on their misbehavior, identify the cause, and develop a behavior strategy that enables them to be the person they would like to be. Gossen promotes non-coercive approaches to management.

Students don't necessarily do what we want them to do because they do what they want to do. Our best approach is to entice them into appropriate and successful behaviors. We develop an environment in which students do what is right because they want to.

Practice Cognitive

Read the following scenario. How would a cognitivist suggest you manage the situation? What could be used to help motivate Clay to complete his work?

Clay has recently slacked off in his work. He has been turning in assignments late and incomplete. The bad grades do not seem to make a difference to him. Just today, he came and told you he did not have his social studies project that was due today. He wants to turn it in tomorrow.

AFFECTIVE THEORY

The affective approach to learning focuses on motivation and attitude. Both cognitive and behavior theories have a bi-directional relationship with affective learning since motivation and attitude affect thinking and behavior while thinking and behavior affect motivation and attitude.

Motivation and attitude can be thought of as mental processes that direct actions. To determine the learning motivation of your students, consider the following questions:

What determines the readiness or willingness to learn?
How dedicated is the student to the learning process?

What will determine the determination or intensity of the learning?
How does the learning engagement make the student feel? (Woolfolk, 2008)

If these questions are significant and applicable in the learning process, they will be relevant to the changing behavior process as well. When applying these questions to behavior, you might ask yourself: What motivates the student to behave in a certain manner? What determines if the student is ready and willing to change a behavior? Is the student dedicated to the process of changing behavior? What will determine if the student will remain motivated to change? How does the new behavior affect the student's feelings? By looking into the emotional processes of the student, you can tap into their intrinsic or extrinsic motivation to bring about a change in behavior.

An extrinsically motivated student will respond to external rewards such as candy and extra free time. They will also respond to punishments such as detention and time out. The intrinsically motivated student seeks internal reward and self-satisfaction. The knowledge of motivation types can help you identify the best method to use with the student.

Affective management behaviors center on developing the motivation and attitude to change behaviors through the process of identifying new behaviors, differentiating the new behaviors from the old, and integrating the new behaviors into the self. Barbara Coloroso, Marvin Marshall, and Linda Albert provide concepts that complement affective learning.

Although primarily known for her work in parenting and bullying, Barbara Coloroso (1997) advocates the concept of "Inner Discipline." She promotes the idea that students are worth the effort to teach them responsible behavior. Punishment should be avoided, and consequences should be logical and reasonable. Teachers are responsible for modeling appropriate actions through a stance of what she refers to as a "backbone teacher."

She offers the "three R's" of management: restitution, resolution, and reconciliation. In the restitution phase, students fix what they did wrong. They determine a way not to let it happen again as a resolution. During reconciliation, students help anyone that has been hurt.

"Discipline without Stress" is a concept proposed by Marvin Marshall (2005). He emphasizes that the responsibility of behavior should

be placed on the student and not the teacher. Through a positive approach to choice and reflection, students take on ownership of their behavior. His "Raise Responsibility System" uses the three practices of positivity, choice, and reflection to guide students to appropriate behavior. Positivity suggests that teachers approach every situation and action with a positive attitude.

Offering students choices gives them ownership of the situation. Rather than telling students what they should do about a certain situation, teachers can empower students to develop their own solutions or give them options from which they choose. Guiding students to reflect on their behaviors allows them the opportunity to assume responsibility and gain insight into their actions.

Linda Albert (2003) suggests that students choose their own behavior. Misbehavior, she believes, is rooted in the four mistaken goals: attention seeking, power, revenge, and avoidance of failure. Once the goal is recognized, teachers can influence student actions through the development of positive atmosphere and a cooperative environment. In addition, she provides the "three C's" of management: capable, connect, and contribute.

Capable suggests that students feel confident that they can achieve mastery of the work. They do not have the fear of failure but rather feel they can master the material. Students connect by developing positive relationships within the classroom. Albert additionally suggests that when students understand that they contribute to their learning, they realize their impact on the classroom environment; misbehaviors are less likely to occur.

Practice Affective

Read the following scenario. How would an affective theorist suggest that you manage the situation?

Buzzy is very good natured and easy to get along with as long as he has no demands placed on him. When given restrictions or requirements, he becomes very defiant. Getting him to turn in work is impossible. He will not do homework or classwork but prefers to be left alone in the back of the room. Yesterday you noticed that he was taking his desk apart. There were screws and bolts surrounding his desk.

SOCIAL THEORY

The social learning model provides a link between the behavior and cognitive models in that the theory suggests learning takes place through the observation and imitation of others. Social theorist Albert Bandura (1977, 1986) believes that social and environmental interactions affect learning. He expands the behavioralist learning view to include observation.

For observational learning to take place, Bandura suggests that four elements be in place. First, the student must be paying attention. If you do not have the student's attention, observation will not take place. Second, the student needs to remember what was observed. Retention can be improved through implementing strategies of visualization or rehearsal. Next, the student needs an opportunity to practice the new learning. Lastly, motivation comes into play. If the student is not motivated to learn, the learning will not take place.

Bandura's steps applied to behavior management suggest that you need to first capture the student's attention. Having the student's attention puts a significant responsibility on you that cannot be taken lightly. You are a model for the behavior you would like to see in your classroom. Students watch what you do and how you interact with others. Be careful with your body language and your tone. Remain aware of and respect the amount of influence that you have on your students. Remember that your actions speak so loudly that students might not be able to hear what you are saying.

Once you have gained their attention, help develop the students' mental schemata so that they can visualize and maintain the behavior. Provide planned situations for students to practice the new behaviors. Allow opportunities for them to demonstrate appropriate behaviors. Validate their attempts through appreciative rather than evaluative praise. Acknowledge their attempts to self-regulate.

You may use a "caught being good" approach in which rewards or incentives are given when you witness an exceptional behavior. The Internet is full of sites that offer coupons, certificates, and buttons that can be awarded. This approach can be implemented on the individual or the group level.

Each time a student or group receives a "caught being good," they receive a token toward earning a larger goal. For example, each time an individual student is "caught," he may have his name placed in a box.

At the end of the week or month, a name is drawn from the box to receive a reward. The more times a student is "caught," the more chances he has of earning the reward. The same idea works on the group level. Each time the group or class is "caught," they may receive a marble in a jar. When the jar is full, they earn a class reward.

These rewards or incentives can improve the climate of the classroom by building camaraderie in working toward a common goal. They can also take different forms. Incentives or rewards may come in the form of recognition, special events, or tangible items. Perhaps the class might work together to earn a pizza party at the end of the month or one week without homework. The individual student might work toward recognition on a bulletin board or ten minutes of free time.

According to Bandura's design, offering the reinforcement enhances motivation. The goal is for the student to learn how to perform the behavior and realize the outcome of the behavior. A social approach to management focuses on the interdependent relationships within the classroom. Students react to and interact with the social element of the group. Change in behavior is affected by the environment, the individual or the behavior, and the interaction of these elements.

Concepts proposed by Jane Nelson, Lynn Lott, and Stephen Glenn; Rudolf Dreikurs; and Richard Curwin and Allen Mendler fit into the social approach.

Jane Nelson, Lynn Lott, and Stephen Glenn (1997) look at barriers and builders to a classroom community. Builders of appropriate behavior include encouragement and respect, while discouragement and disrespect lead to barriers. They promote the idea of the "significant seven"—three empowering perceptions (personal capabilities, significance of primary relationships, and personal power) and four essential skills (interpersonal, intrapersonal, systemic, and judgment). When these concepts are adopted and encouraged within the classroom, students are empowered to make good choices.

Rudolf Dreikurs's (1968) idea of democratic teaching and management has influenced the development of many other theories. He stresses the importance of knowing the conditions of a student's personal life, family, and memories. This knowledge can assist in identifying the mistaken goal. He also stresses the significance of teachers believing in the worth of the students and trusting their

ability to make good decisions. Encouragement rather than praise should be used.

Dreikurs suggests that praise can have a derogatory effect in the long run. For example, if a student were told, "George, you are a good student; you got an A on your spelling test," does this mean that George is not a good student if the next time he earns an A-? Does he have to receive an A every time to be validated? Encouraging statements such as "George, I can tell you have studied hard for this test" provide a stress-free recognition.

Richard Curwin and Allen Mendler (1988) suggest that discipline practices be founded in dignity. Teachers must preserve the dignity of students regardless of the behavior. They focus on a student-centered, non-authoritarian, and democratic approach. Each situation is different, and rigid rules should not be followed. They outline seven logical key concepts that include the following:

- Work toward long-term behavior changes rather than short-term quick fixes
- Stop doing ineffective things
- Be fair without treating everyone the same way
- Make rules that make sense
- Model what is expected
- Believe that responsibility is more important than obedience
- Treat students with dignity (Manning, p. 158)

They suggest that developing social contracts with students can offer a way to give the students a voice in the classroom.

Practice Social

Read the following classroom scenario. How would a social theorist suggest you respond to the situation?

> *During the literature circle, Jamie and Fiona talk about everything except the novel they are reading. You have assigned each of them a job within the group so that they would each be held accountable for some work. They complete the work minimally*

and continue to carry on the conversation. Other members of the group are becoming irritated and resentful.

ECOLOGICAL THEORY

Uri Bronfenbrenner (1997) developed an ecological systems theory that expands Bandura's view of the role environment plays in the development and learning of the child. He proposes that the child develops in a complex structure of interrelating relationships. Environment and biological factors work together to shape and change the child. Relationships are bi-directional, meaning that the child is shaped by those around him and those around him are influenced by the child.

Bronfenbrenner outlines five influential environmental learning systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Figure 2.1 provides a visual of this system using an onion and its layers. The very core of the onion is the microsystem. This core focuses on the relationship between the student and his immediate environment or surroundings, such as family/caregiver, school, peers, and community.

The next layer, the mesosystem, builds on the earlier interaction by looking at two microsystems and the connection between them. One microsystem would be the student and the home while another microsystem would include the student and the school. A mesosystem would be the interaction of home and school. The next layer is referred to as the exosystem. This layer includes the environment that indirectly affects the development of the student. Examples would include extended family, friends of the family, media, or a caregiver's workplace.

The macrosystem, which is the next layer, deals with the influence of cultural context. Cultural patterns and beliefs regarding religion, politics, and ethnicity shape the development of the student. The outer layer of the onion is the chronosystem, or patterns and transitions through life.

Bronfenbrenner's interactive layers are relevant for classroom behavior in that they provide a rationale or explanation for some of the beliefs and behaviors you may encounter in the classroom. Just as schemata play a role in learning, they also play a role in the prior knowledge a student brings into the classroom. Before the student came into your classroom, he was influenced by ecological factors that helped developed his behavior and attitude.

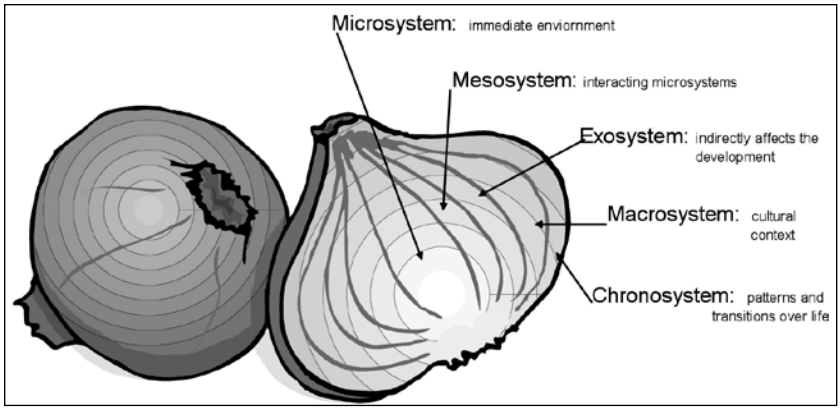

Figure 2.1

Bronfenbrenner's ecological layers in learning will not necessarily provide you with a foundation on which to build a management theory but will hopefully provide you with information and ideas that will lead you into the development of an accepting and understanding classroom climate.

An ecological approach to management strategies is developed on many of the thoughts proposed by Bronfenbrenner. Ecological management suggests that the focus is on the environment of the classroom. Jacob Kounin, Carol Allred, and Alfie Kohn stress the importance of the classroom environment.

Many of the foundational management ideas come from the work of Jacob Kounin (1977). He focuses on the instructional strategies and environmental habits of the teacher. How the teacher plans and executes the lesson plays a major role in how the students behave. The teacher's ability to maintain focus on all that is going on in the classroom environment (known as "withitness") assists students to stay on task. The pacing, transitioning, and duration of the instruction also play a big role in management of the classroom. If students and teacher are engaged, there is less likelihood that misbehavior will occur.

Carol Allred (2008) addresses confrontations and their influence on the classroom environment. She states that all confrontations can be handled in a positive manner. By enhancing self-honesty, self-improvement, and self-esteem, students are more able to take responsibility for their thoughts and actions. She stresses the idea of taking

positive actions to develop a healthy mind and body. Formed around brief lessons, this approach focuses on the "golden rule" and promotes doing what is right because it feels good.

Alfie Kohn is included in the ecological theory due to his beliefs in the importance of developing a classroom community. In his *Beyond Discipline* (1996) ideas, he, like many others, stresses positivity and student responsibility. He strongly opposes the use of rules, rewards, and punishments, suggesting that children's needs must be met.

These needs include autonomy, relatedness, and competence. Autonomy allows students to make their own decisions rather than being under the control and manipulation of the teacher. Students who have a sense of belonging to the entire classroom community also have a sense of relatedness. The feeling of competence comes when students believe they can achieve and experience content mastery.

Practice Ecological

Read the following scenario. How would an ecological theorist respond to the situation?

> *Darlene knows that chewing gum is not allowed in school. Yet, as you turn back from the blackboard, you notice that she has put a piece of bubble gum in her mouth. So as not to disturb the lesson, you choose to ignore the infraction for now. When she catches your eye, she blows a big pink bubble.*

BRAIN-BASED THEORY

The brain-based theory in learning offers a biologically driven framework for instruction. Research from the fields of neuroscience and education work together to provide insight into how the brain works. This combined knowledge offers a comprehensive approach and theory for instruction.

The brain changes each time new information is acquired. These small, subtle changes are referred to as neuroplasticity. With each new experience, connections are developed that carry messages throughout the brain. These connections, or synapses, become stronger with repetition and practice.

Brain-based learning bridges educational practice to neurobiology. This "mind, brain and education science" (Sousa, 2011) offers three implications for instruction: orchestrated immersion, relaxed alertness, and active processing.

Orchestrated immersion implies that students are immersed in the learning experience. When applied to classroom management, this suggests that management be enmeshed throughout the entire curriculum rather than approached as a separate issue. Ideals and appropriate actions must permeate the entire classroom structure. Students need more than rules posted on the wall. They need explicit instruction, including physical integration and modeling. They need to see all the goals in every aspect of their classroom community.

Relaxed alertness reinforces the idea that students should be highly challenged without fear. A feeling of relaxed acceptance in a supportive environment enhances the learning process. Students need a safe climate, rich with interactive learning. In a brain-based management concept, students would learn from mistakes and be supported in their efforts to improve.

Brain-based learning also suggests that students be engaged in active processing. This implies that they are given the chance to internalize the information. They connect the new knowledge to prior learning and reflect on the meaning. They must be able to understand the relevance and importance of their actions. Educators who incorporate a brain-based management approach tend to use strategies that help students discover relationships between concepts and ideas and make connections to their lives and behavior.

A brain-based learning classroom is one that results in long-term acquisition. Rather than acquiring information, students search for meaning. Rather than being told what to do and how to act, they develop an understanding through analysis and reflection.

Geoffrey and Renate Caine (1994) offer twelve core principles of brain-based learning. These principles have a significant impact on teaching and learning strategies. Teaching with the brain in mind suggests that we design our instruction based on what brain research submits are best practices. If we design instruction with the brain in mind, shouldn't we also develop a management philosophy that supports the research? Table 2.1 provides an outline of these principles and their implications for management.

Table 2.1. Brain-Based Management Principles

If the principle is . . .	*Then the implication for classroom management is . . .*
The brain is a parallel processor.	The teacher must balance the classroom instruction and management, giving consideration to the students' thoughts, emotions, predispositions, and imagination, since these factors are consistently and simultaneously working in the brain.
Learning engages the entire physiology.	Nutrition, sleep, exercise, and emotional stability play an important role in learning and classroom behavior. They have huge implications for misbehavior and why the misbehavior may have occurred.
The search for meaning is innate.	Students need a variety of experiences. One cookie-cutter management program will not be effective. They must then be given the opportunity to process and reflect on their experience.
The search for meaning occurs through "patterning" or the organization and categorization of information.	Management techniques and classroom practices must be meaningful to the student. They need to see a relationship between their behavior and academics. Allow students to make meaning and patterns rather than impose rules.
Emotions are critical to patterning.	Students are more emotionally connected to a principle or idea if the idea is something they have been empowered to develop. Allow students a voice in how the classroom climate should be maintained.
Every brain simultaneously perceives and creates parts and wholes.	Both sides of the brain need to be engaged for meaningful understanding. Different strategies and techniques need to be employed in a management system.
Learning involves both focused attention and peripheral perception.	Appropriate and desired behaviors must be modeled. Caretaker or parent support is needed.
Learning always involves conscious and unconscious processes.	Students need the opportunity to develop personal meaning from their experiences. Rather than telling a student what the consequence is, allow him to develop his own means of restitution.
We have (at least) two types of memory systems: spatial and rote learning.	The student must see the relatedness and the connection of the behavior to their own success.
The brain understands and remembers best when facts and skills are embedded in natural spatial memory.	The management program employed in the classroom must infuse all aspects of the day. Students must be immersed in a well-organized environment.
Learning is enhanced by challenge and inhibited by threat.	Students need organization and routine to feel safe. They need the feeling of emotional and physical security.
Every brain is unique.	Management plans need to fit the individual student.

Studies of brain-based classroom approaches and strategies indicate that the whole-brain teaching method significantly increases motivation. Students taught using these techniques of pattern seeking, problem solving, and creativity have better attitudes toward learning and the classroom experience (Bawaneh et al., 2012). They learn in an environment that is learner centered and social in nature.

During this instructional process, your role is to gain the learner's attention in order to promote understanding, meaning, and memory. Provide learning activities and experiences that immerse the students in activities that assist in the development of new brain patterns. The main focus of the brain-based approach is for you to provide a rich environment and within that environment work with each learner to ensure that they are engaged.

Practice Brain-Based

Read the following scenario. How would a brain-based teaching theory approach this situation?

> *Rachel has a difficult time staying focused in class. This leads to boredom, and the boredom leads to misbehavior. She is constantly talking and getting up out of her seat. I have given after-school and lunch detention. Every day I threaten to write a referral. She has never been able to participate in the end of the week free time that the well-behaved students can enjoy. This is very discouraging—what can I do to make Rachel stay on task?*

These learning theories are not self-contained and exclusive, but, instead, overlapping in practice. Figure 2.2 offers an outline of how these theories intersect.

THEORY INTO PRACTICE

Look back at your philosophy that you started with in the beginning of this chapter. How would you revise your statements based on your belief about how children learn?

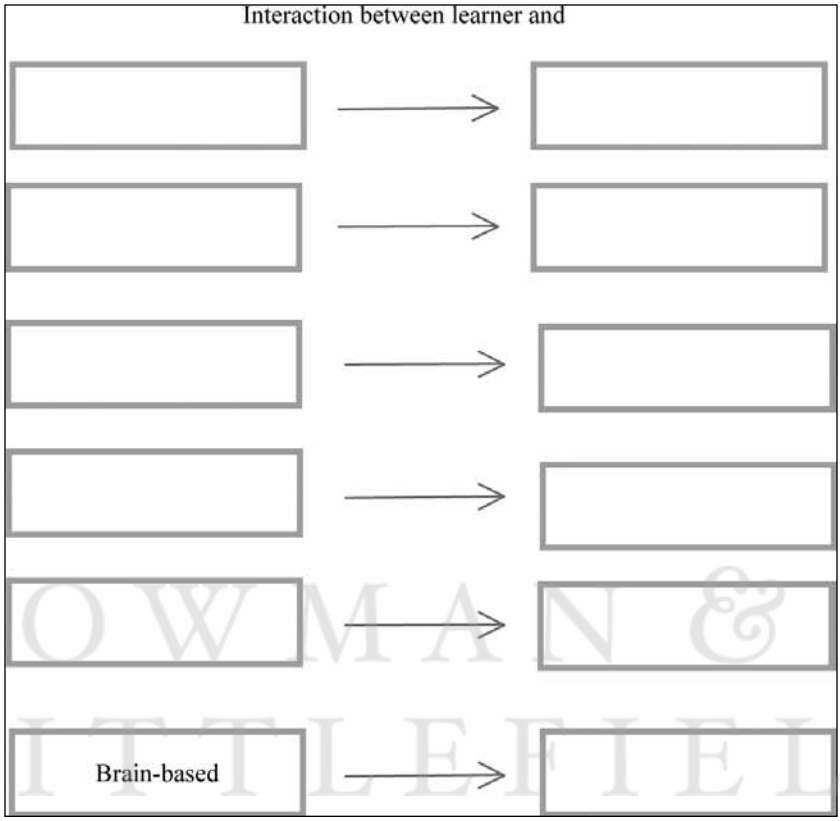

Figure 2.2

SUMMARY

- Learning is a process that impacts how students act, think, and feel.
- If you want your students to learn and practice new behavior, you must first identify your beliefs concerning how children learn.
- Learning theories are statements and principles based on observation and research that attempt to explain how learning takes place.
- Learning theories discussed in this chapter include:
  - behavior
  - cognitive
  - affective

  - social
  - ecological
  - brain-based
- The behavioral theory views learning through stimuli and response.
- Cognitive theory is student centered with an active approach to learning.
- The affective approach considers the influence that motivation and attitude have on management strategies.
- Social theory suggests that students learn from observation and interaction with others.
- The ecological theory of learning explores the experiences and beliefs a student brings to the classroom as a result of his environment.
- Brain-based learning theory offers new ways to look at how the brain acquires and uses information.
- Learning takes place not as the result of one action or theory but rather through a combination of interacting factors.
- Twelve principles of brain-based learning provide support for a management plan.

ON YOUR OWN

Reread your own philosophy on learning. Are your ideas grounded more in one theory than another? Why? Does one theory play a less significant role in your philosophy than the other theories? Why? How does this impact your classroom practice?

FOR FURTHER READING

Elementary Focus

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Norris, Jacqueline G. (2003). Looking at classroom management through social and emotional learning lens. *Theory into Practice*, *42*(4), 313–18.

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Gable, R. A., et al. (2005, September/October). Cognitive, affective, and relational dimensions of middle school students: Implications for improving discipline and instruction. *The Clearing House*, *79*(1), 40–44.

Instrator, S. M. (2003). *Tuned in and fired up: How teaching can inspire real learning in the classroom*. New Haven, CT: Yale University Press.

Roeser, R. W., Eccles, J. S., & Sameroff, A. J. (2000). School as a context of early adolescents' academic and social-emotional development: A summary of research findings. *Elementary School Journal*, *100*(5), 443–71.

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PRACTICE POSSIBLE RESPONSES

Practice Behavior

A behaviorist might try to change the behavior of Lamont and Ryan by imposing some type of punishment or consequence. The teacher probably has some type of indicator where Lamont and Ryan must show they have misbehaved. This could be in the form of flipping cards,

name on the board, and so on. Following a hierarchy of punishments or consequences, after the first offense they would acknowledge that they broke a rule. After the second offense, they would move to the second stage of the hierarchy, which might include some type of time-out. After the third offense, the boys would move to the third consequence, which could include calling home or being removed from class.

This approach might be effective if the boys stop the behavior after the first warning. However, if they continue, it would seem that a great deal of instructional time is being used to continue with the reprimands.

Question Responses

Positive reinforcement is not appropriate in this situation with Ryan and Lamont. Positive reinforcement is any reinforcer that causes the behavior to continue. In this case, the teacher does not want the behavior to continue.

Positive reinforcement could be used if the boys received a reinforcer, perhaps a Jolly Rancher, when the body noises ceased.

Removal of an undesirable stimuli would negatively reinforce the behavior. Since the teacher does not want to reinforce the body noises, the removal of an undesired stimuli would follow when the boys stopped the noises. The boys would be rewarded for not making the noises.

Practice Cognitive

A cognitivist approach to Clay might include teacher modeling that helps him develop an understanding of the project requirements and how it can be completed on time. He will learn the behavior of completion when he fully understands the assignment and expectations. The teacher might encourage self-reflection and goal setting as part of the approach with Clay.

Practice Affective

A teacher who subscribes to the affective view of learning may suggest that Buzzy will learn new behavior by looking at what motivates him. It seems that he is interested in mechanical works. That might be a good

place to start. If he works well with his hands, perhaps a kinesthetic instructional approach might help him stay motivated and engaged.

He also seems to have a good attitude but becomes frustrated when demands are placed on him. Rather than placing demands on Buzzy, establish the parameters and let him develop a plan for himself.

Practice Social

Viewing Jamie and Fiona through social learning theory lenses might propose that first the teacher needs to capture their attention. They are obviously not engaged. Once the teacher has gained their attention, he needs to provide them with an opportunity to observe the appropriate behavior. This could come about by observing other literature circles. The students see the behavior that is expected and then are allowed time to practice the behavior.

Practice Ecological

The ecological view of learning suggests that Darlene is influenced by her surroundings and that environmental factors play a big role in her willingness and ability to learn new behaviors. This view of learning would look at the classroom climate and the rationale behind the defiant behavior. Maintaining a positive outlook is essential. With a positive classroom climate in place, Darlene will learn that a reaction may not be forthcoming and that her antics will not win approval from her peers.

Practice Brain-Based

A good place to start with this teacher is to clearly explain that she cannot "make" Rachel do anything. By providing quality instruction that is student centered and relevant, she can keep Rachel engaged in learning.

Using a brain-based learning approach, this teacher is going to eliminate the rewards and punishments and aim for motivating Rachel by addressing her instructional needs. New patterns can be developed in Rachel's brain. Experience with new ways of looking at her behavior in terms of how the behavior affects her will help motivate her to make better choices. She needs opportunities to practice new behavior and reflect on the outcomes.

Part II

MEETING STUDENT NEEDS

William Glasser (1986, 1993) suggests that when students misbehave, they are trying to tell you something; according to his theories, one or more of their needs—for survival, belonging, fun, freedom, or power—is not being met.

In his book *Control Theory* (1986), he submits that each person chooses their behavior based on their drive to satisfy a basic need. Using his theory as a basis for classroom management, a student's intrinsic motivation can be enhanced by meeting his needs and allowing him to make choices. Rather than demanding work and appropriate behavior from students, Glasser's ideas offer strategies to motivate students in making choices that will help them successfully fit in the world around them and reach their goals.

In the 1970s, Abraham Maslow put forth the idea of a hierarchy of motivation levels and the development of the whole person. His levels, like Glasser's, are also based on needs. He breaks these needs down further into two specific categories: deficiency needs and growth needs. The deficiency needs, when unmet, motivate the person to meet them. These needs include survival, safety, belonging, and self-esteem. The growth need, self-actualization, is concerned with personal growth and fulfilling potential.

When the physiological need of survival, including food, drink, and shelter, is not met, a person strives to have this need met. For example, a person seeks out food when he or she is hungry. All else becomes secondary to the physiological need. Maslow believes that these needs must be met first before any of the other needs or levels could be met.

He also suggests that there is a linear progression through the levels. One need must be met before moving on to the next level.

The security level in Maslow's hierarchy goes beyond the physical domain and focuses more on the emotional sense of security and safety within family and society. Motivation comes about by the need to be out of danger.

Belonging and love also focus on the emotional domain. This area includes elements of giving and receiving love and friendship. This social need deals with the ability to form attachments and connections to others.

Esteem, as a motivational level, concentrates on gaining the respect of self and others. Esteem comes about as a result of feeling accepted and accomplished. Recognition plays an important role in developing esteem.

Very few people master the highest level of self-actualization. This is the complete acceptance of self. It is at this level that a complete understanding and fulfillment of self is reached. The person knows who they are and where they belong. There is no shame or guilt. This growth need is motivated by a move toward goal attainment rather than motivated by the lack of something.

Glasser, although similar in thought to Maslow, does not suggest a hierarchy but rather believes that each individual simultaneously experiences all of the needs. Both Maslow and Glasser propose that a person's actions are reflective of how well the needs are being met. Figure II.1 illustrates the overlapping and correlation of their ideas.

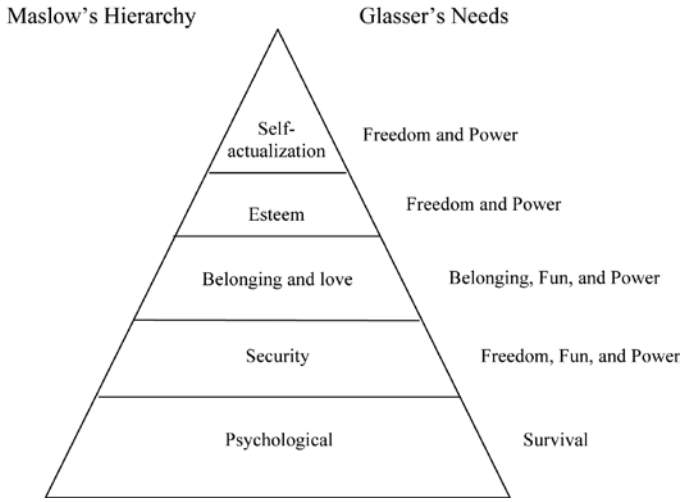

Figure II.1

CHAPTER 3

Survival

SITUATION

Essie's uniform is tattered, wrinkled, and basically dirty. The other students in class make fun of her. She is currently living with her grandmother, since the whereabouts of her parents are unknown. It is assumed that they are on the streets. The last time anyone heard from her mother, she was prostituting for drug money.

During computer time I found out that some of the girls laughingly showed Essie where a site had been created that included a picture of her in the locker room. In addition, there were some cruel comments and vicious statements about her.

Although Essie did not approach me about the incident, I feel like something needs to be done. This behavior outside of the classroom is affecting the work that is going on in the classroom. Is Essie being bullied?

SITUATION ANALYSIS

What is the problem in Essie's situation? Do you think she feels safe in her environment? Why? How would this affect her learning? Is there anything you can do?

Essie's academic success is partially dependent upon how safe and comfortable she feels in her learning environment. Even though the cyberbullying is not taking place on school property, it is still affecting the academic performance of Essie and therefore needs to be addressed by the school.

Bullying is a serious offense, and immediate measures should be taken to protect Essie. Steps need to be taken to find out the school policy regarding bulling, if it is not already known. The girls doing the bullying need to be identified and experience consequences for their actions. This would send a very clear message to students that bullying will not be tolerated.

This teacher might check with the school counselor to see if there has been any attempt to contact protective services. Essie is a victim of both bullying and neglect.

The concept organizer in figure 3.1 offers a structure to help begin developing the concept of survival. Identifying both non-examples and

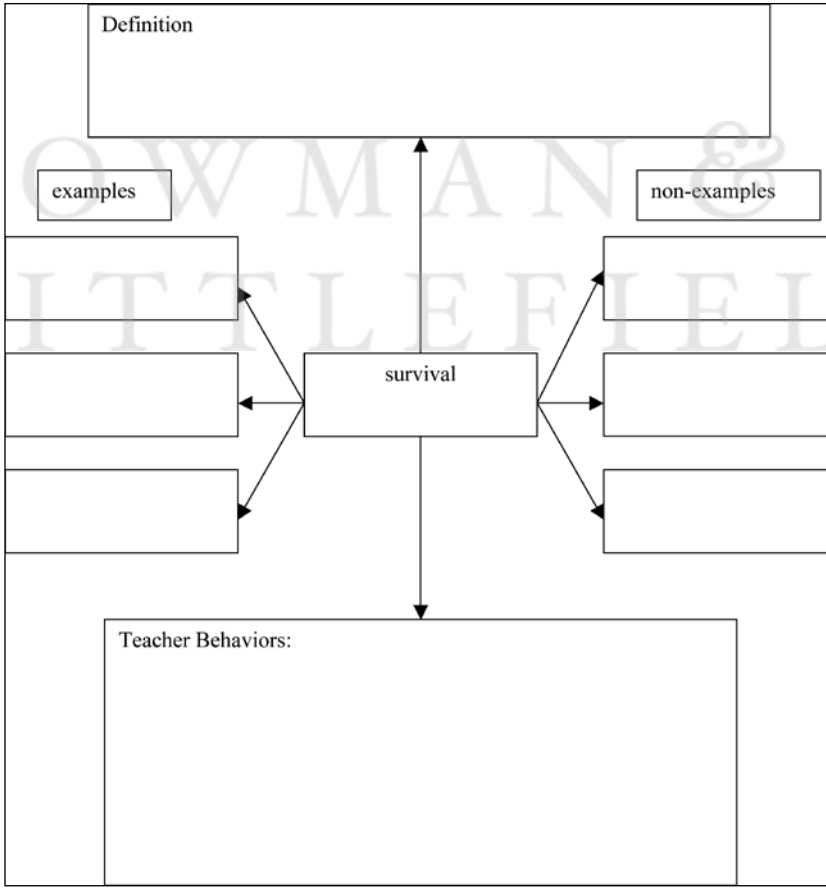

Figure 3.1

examples allows for a deeper understanding by providing concrete examples of an abstract idea.

Survival suggests that students have the physiological needs to live or to get through life. This includes nourishment, shelter, and safety. It does not mean cars, toys, Wiis, and cell phones, although your students may disagree. In the classroom, survival might look like students have been fed, have slept, and are comfortable and secure in a safe environment.

Look at the concept organizer again; what actions, if any, can you take to help students survive?

How would knowing a student's home situation affect your approach with him?

NOURISHMENT

The idea that there is a link between nutrition and brain function is not new. Both qualitative and quantitative studies have looked closely at how a proper diet affects the thought process. Recent research (Serhaindo & Feinstein, 2006; Wolpert & Wheeler, 2008) reaffirms this correlation between low protein intake and low achievement scores. The American School Food Service Association (1989) reports that nutritional deficiencies have an impact on cognitive outcomes and this in turn affects concentration and activity levels.

Students that have breakfast continually perform better than children who have not had breakfast. Because of the vast amount of research based on nutrition and learning, schools have put into place several initiatives to try to ensure students come to the classroom well fed and ready to learn.

In 2006, the National School Lunch Program federally assisted 101,000 public and non-profit private schools. Thirty million students were served a reduced-cost or free lunch. At the same time, 84,000 schools received federal assistance for school breakfast (Ralston et al., 2008). Not only do these students score better on the standardized test scores, but they are also better behaved and less hyperactive than students who have skipped breakfast.

SHELTER

Homelessness affects every aspect of a child's development. Homeless children enter schools with physical, psychological, and emotional issues that put them at a huge disadvantage for experiencing success in the classroom. Studies indicate that they not only consistently score in the lowest percentile on achievement tests but also are more frequently diagnosed with mental disorders than their sheltered classmates (MSNBC, 2005). Homeless students need additional health and learning services, yet ironically may have limited access to these services due to their homelessness.

The number of homeless children in schools is difficult to count. Currently, two types of methods are used to keep track of the homeless population. These include point-in-time and period prevalence. The point-in-time method counts all people who are homeless on a given day or given week. Period prevalence counts the number of homeless over a given period of time.

Shine Global, an organization dedicated to ending child abuse and raising social awareness, cites the following figures: one in fifty children is homeless, and on any given day, 2,000,000 have no place to live; homeless families comprise 34 percent of the homeless population, with almost 40 percent of that population under the age of eighteen. These are discouraging statistics that have strong implications for a student's classroom success.

SAFETY

TEACHER'S REFLECTION

I will never forget the time that Gary did not bring in his homework. Gary was usually a student who strived to do well and keep up with his work until this one particular day he sat looking guilty, dumbfounded, and tired. Fortunately, I handled the situation calmly and privately. Gary and I talked about the missing work and, through teary eyes, he explained to me that both his parents had been drunk the night before.

> Their drunkenness led to an argument. It ended when his mother got hit and the police showed up to take his father to jail. It seems that Gary spent the night at the jail waiting with his mom for the bail money. Homework was not the biggest concern in this child's life. He hadn't slept or eaten. His safety and environment were being threatened.

There is not a great deal you can do in the type of situation outlined above other than contacting social services and the counselor. However, you can make the classroom a safe environment that is free of threats from other students and threats of humiliation and failure. You might provide the only consistency and safety the student experiences. This security can be developed from the classroom's structure, predictability, and regularity as a result of established guidelines and procedures.

Safety through Guidelines and Procedures

On the very first day of class, have a basic idea of what guidelines and procedures you want for the class.

Procedures and routines offer a way to maintain order and safety in the classroom. The development and instruction of routines can be time-consuming. Pre-planning and organization are essential. It is well worth the extra time to create a manageable and organized classroom structure that results in less teacher talk.

Classroom signs help in reducing teacher talk. Rather than flipping the lights or raising or lowering your voice to get attention, you can hold up a sign. Instead of telling students to clear their desks, hold up a sign that states, "CLEAR YOUR DESKS." You could even appoint an official sign holder as a weekly classroom job. Make the signs large enough to see and colorful enough to get attention.

Have your procedures in place before school starts. They might include the method used to take attendance, check homework, or take a lunch count. For example, in an elementary setting you might want to write each student's name on a clothespin. As the student enters the class in the morning, he takes his clothespin and clips it to a poster

indicating the type of lunch he will have that day. You have managed to get the attendance and the lunch count without taking valuable class time to survey the students.

A secondary classroom might have assigned seats so that you can quickly scan the class and determine who is missing rather than waste time taking the roll. You could also use folders to return or distribute work, papers, or information. As the students enter the class, they pick up their folders. You can see who has not retrieved their folder and therefore who is missing. This could also be used for missed work. When the student returns, they have a folder of work they missed. Try to never do for students what they can do for themselves.

Practice Routines and Procedures

What type of procedures or routines would you need in order to establish consistency in the class? What procedures would the students follow? Use the chart in figure 3.2 to brainstorm student routines and procedures. Use figure 3.3 to design routines and procedures for yourself.

Consider the procedures you came up with. Which of those can be performed by the student without disruption to you? What conditions need to be set? What guidelines need to be in place? If the task can be performed by students, let them do it.

Keep procedures simple.

What if a student needs to sharpen a pencil? It would behoove you to have a basket of sharpened pencil nubs. The pencil nubs are those little bits of pencils that are found on the classroom floor at the end of the day. They usually are minus an eraser and have a few unidentified teeth marks in them. If a student breaks a pencil, have them exchange their broken one for a sharpened nub. At the end of the class, they may retrieve their original pencil.

This routine puts a stop to pencil sharpener traffic. Going to the pencil sharpener can be an exciting event if the student is unengaged or not interested in the lesson. Trips to the pencil sharpener also offer opportunities to kick another student, pass a note, or just cause a distraction, if needed. The nub basket routine can offer a win-win situation, especially if you purchase an electric pencil sharpener and use sharpening nubs as a classroom job.

What will the student do when they	
first enter the classroom?	
need to go to the bathroom?	
need to sharpen their pencil or get materials?	
leave at the end of the day/class?	
move through the halls?	
complete all their quality, purposeful, and relevant seatwork?	
need the teacher?	
are in a class meeting?	
Other:	

Figure 3.2

Remember that the consistency of established procedures offers safety to students. They can only meet the expectations when the expectations are clearly established and understood.

Harry and Rosemary Wong (2004) reiterate the importance of establishing procedures in the classroom. They recommend that the first days of school be used to provide a foundation of the expectations and routines of the classroom. In their writings, they provide clear and specific suggestions for procedures. They suggest that these procedures be explicitly taught and practiced. In addition, they believe that the

What will you do to	
help students who have been absent?	
distribute materials?	
ensure that homework assignments are of value, are seen, and are given a response?	
contact parents?	
keep parents informed of academic progress?	
Other:	

Figure 3.3

first two weeks of school should be used to teach procedures. There is no point in trying to teach subject matter on the first day. The Wongs stress the idea that the main problem in schools isn't discipline but rather the lack of management.

A comprehensive list of the Wongs' recommendations can be found at these websites:

http://laurenhill.wikispaces.com/Harry+Wong's+To-Do+List
http://www.kinderkorner.com/chklist.html

A pre-school checklist will help you enter the class on the first day with confidence and security. These emotions transfer to the student.

Think about what you need to do and have in place for the first day. The following list provides a place to start:

- Plan lessons for the first two weeks.
- Have materials organized and available.
- Develop a classroom where students want to spend their time.
- Display items that show school spirit.
- Know the student rosters, class schedules, bell schedules, and lunch schedules.
- Develop a seating chart.
- Create homework bins.
- Become familiar with students who have IEPs or 504 plans or who are gifted to see if any behavior or instructional modifications must be put into place.
- Ensure that enough classroom materials (extra pens, pencils, highlighters, colored pencils, notebook paper, etc.) are available for students.
- Create a classroom newsletter for parents (to be issued each month to keep parents informed about class activities).
- Know what academic resources are available.
- Know what student resources are available.
- Know the library, office, and custodial staff.
- Know what the school management policy or rules are, and familiarize yourself with the process.
- Establish personal goals for the year.
- Have routines and procedures established.

Carolyn Evertson and Alene Harris offer helpful suggestions in maintaining a proactive approach to management through their "Classroom Organization and Management Program" (COMP). Organizing and establishing procedures is a large component of their model. This program focuses on the teacher's actions in planning, organizing, and establishing expectations (Evertson & Harris, 1992).

They suggest that misbehavior be stopped immediately through cues such as eye contact, physical proximity, hand signals, and so forth.

They outline these ideas in their five-step problem-solving model. These steps are as follows: using a non-verbal cue, asking for student cooperation, developing a plan for when cooperation is not given, moving students, and sending a student to another room to complete the plan (Evertson, Emmer, & Worsham, 2000).

Evertson's writings identify the interdependency of instruction and management. Based on her research, the ideas incorporate explicit teaching of rules and procedures in a learner-centered classroom. Students are held academically and behaviorally accountable with planning as the key.

Bullying

In the past few years, bullying has received a great deal of attention. More recently, cyberbullying has become the focus of bullies and bullying. Cyberbullying is intentional and repeated verbal slanders or threats through electronic devices, such as e-mail, instant messaging, or personal webpages (Hitchcock, 2007). Personal information and pictures are posted without the consent of the owner, and in some cases the bully assumes the other person's identity for purposes of humiliation or defamation.

A story recently appeared on the news detailing a mother's retaliation for a slight shown to her daughter by a young lady named Kelly. This mother took on the identity of a young man interested in Kelly. Through an online chat room, the mother led Kelly to believe that this young man was enamored with her and wanted a relationship. When he unexpectedly broke up with her by writing belittling and hurtful comments, the distraught Kelly killed herself. Unfortunately, this type of story is becoming more prevalent.

Toni Bartoli of the US National Institutes of Health, as cited on www.risk-within-reason.com, provides the following statistics:

- Every thirty minutes a teenager attempts suicide due to bullying.
- About forty-seven teens are bullied every five minutes.
- Victims of cyberbullying show more signs of depression than other bullying victims.
- Cyberbullying is on the rise in dramatic numbers; it is relentless and is more frightening if the bully is anonymous.

- There are about 282,000 students who are reportedly attacked in high schools in our nation each month.
- One percent of students report bullying as an ongoing problem.
- The leading cause of death among children under the age of fourteen is suicide.
- "Bullycide" is the new term for suicide as a result of being bullied.
- Teens in grades 6–10 are most likely to be involved in activities related to bullying.
- Almost half of all students fear harassment or bullying in the bathroom.

Blocks and filters may reduce this threat on school computers; however, the act and the ramifications have a drastic impact on the school environment. If your school does not have a rule and policy on cyberbullying, take charge in bringing about a change to develop one. Make sure that all involved stakeholders are educated about cyberbullying. They need to understand the actions and consequences that occur if the act is discovered. If threats occur, take the immediate action prescribed by your school policy. Students need to be aware that cyberbullying constitutes a computer crime and is punishable by law.

Those who are bullied usually will not want to tell an adult that they are being bullied. Signs of emotional and physical change are good indicators. They may lose interest in activities and relationships. They may refuse to go to school (Sklar, 2012).

Barbara Coloroso (2002), a noted expert in bullying prevention, suggests that bullying is a taught and intentional behavior. She states that we need to address the bully and the bullied, but there is also a third person in this relationship. According to Coloroso, the bystander has a supporting role in the bullying act and is not innocent, but rather is a supporter, onlooker, or encourager. The bystander is also to blame by not taking action.

The following websites provide addition information on cyberbullying:

- http://cyberbullying.us/
- http://www.stopbullying.gov/cyberbullying
- http://www.ncpc.org/cyberbullying

THEORY INTO PRACTICE

In this chapter, we have looked at survival in the classroom as nourishment, rest, and shelter. Although you may not have much influence on those survival areas, you can establish a safe environment for your students. A safe environment is one in which your students do not worry about danger to them physically or mentally. They come to the classroom with the knowledge that they will be free from humiliation, embarrassment, and bullying.

If Harry and Rosemary Wong and Carolyn Evertson were to respond to Essie's situation, they might suggest that her need of survival be met by putting specific procedures in place. Students would have a clear understanding of them. They would know the expectations of the classroom and, through consistency, develop a sense of safety. Evertson and Harris would also focus on procedures. In this case, they would want the procedures for cases of bullying to be explicitly outlined.

Barbara Coloroso would explain to Essie that she is supported and protected. The bully and the bystanders would be held accountable for their actions.

SUMMARY

- You cannot expect students to learn if they do not feel safe and secure in their environment. Although you cannot have much control over their eating and sleeping habits, you can remember that these issues play a role in how the student performs and acts in class.
- Technology introduces a new threat to safety and a new venue for bullying.
- Established procedures bring consistency and organization to the classroom that result in a feeling of structure and safety.
- Procedures and routines need to be taught and practiced.
- Harry and Rosemary Wong offer tips in developing procedures and routines.
- Carolyn Evertson and Alene Harris maintain a proactive approach in planning, organizing, and establishing expectations.
- Barbara Coloroso suggests that there are three parties involved in a bullying situation: the bully, the bullied, and the bystander.

ON YOUR OWN

In what type of environment do you feel the safest? Describe the lighting, temperature, and surroundings. Does the environment that you describe offer physical or psychological safety? How?

FURTHER READING

Elementary Focus

Beane, A. L. (1999). *The bully free classroom: Over 100 tips and strategies for teachers K–8*. Minneapolis, MN: Free Spirit.

Bohn, C. M., Roehrig, A. D., & Pressley, M. (2004). The first days of school in the classrooms of two more effective and four less effective primary-grade teachers. *Elementary School Journal*, *104*(4), 269–87.

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Bucher, K. T., et al. (2005, September/October). Creating Safe Schools. *The Clearing House*, *79*(1), 55–60.

Froschl, M., & Gropper, N. (1999). Fostering friendships, curbing bullying. *Educational Leadership*, *56*(8), 72–75.

Lundeberg, M. A., Emmett, J., Osland, P. A., & Lindquist, N. (1997). Down with put-downs! *Educational Leadership*, *55*(2), 36–37.

Secondary Focus

Barton, P. E., Coley, R. J., & Wenglinsky, H. (1998). *Order in the classroom: Violence, discipline, and student achievement*. Princeton, NJ: Educational Testing Service.

Bichard, D. F. (2000). Using classroom rules to construct behavior. *Middle School Journal*, *31*(5), 37–45.

Espelage, D. K., & Swearer, S. M. (Eds.). (2004). *Bullying in American schools: A social-ecological perspective on prevention and intervention*. Mahwah, NJ: Lawrence Erlbaum Associates.

Howell, J. C., & Lynch, J. P. (2000). *Youth gangs in schools*. Washington, DC: Office of Juvenile Justice and Delinquency Prevention, US Department of Justice. Available online at www.ncjrs.org/html/ojjdp/jjbul2000_8_2/contents.html.

Langford, P. E., et al. (1994). Do senior secondary students possess the moral maturity to negotiate class rules? *Journal of Moral Education*, *23*(4), 387–407.

Richard, A. (1999, September 8). As students return, focus in on security. *Education Week*, *1*, 12–15.

Schmollinger, C. S., Opaleski, K., Chapman, M. L., Jocius, R., & Bell, S. (2002). How do you make your classroom an inviting place for students to come back to each year? *English Journal*, *91*(6), 20–22.

Wessler, S. L. (2003). It's hard to learn when you're scared. *Educational Leadership*, *61*(1), 40–42.

PRACTICE ROUTINES AND PROCEDURES: POSSIBLE RESPONSES

first enter the classroom?	Students will • pick up papers needed for the day's class from a table at the door of the room • turn in homework to the proper homework bin • have notepad, pencil/pen, and current reading material/assignments ready
need to go to the bathroom?	• A class pass for the restroom will be available for use and may be signed out and used without interrupting instruction. • They are allowed to use the restroom as long as they are capable of doing so without interrupting class. • One student may use the bathroom pass at a time.
need to sharpen their pencil or get materials?	• They will be expected to avoid disrupting the class when doing things like getting a tissues or using the pencil sharpener. • If a pencil breaks, they may quietly trade for a replacement from the pencil basket.
leave at the end of the day/class?	• The teacher will dismiss students, not the bell.
move through the halls?	• Students will move quietly through the halls showing courtesy for other classrooms. They will not be expected to walk the halls with a finger or hand over their mouths. (elementary)
complete all their quality, purposeful, and relevant seatwork?	• When all of the quality, purposeful, and relevant seatwork is completed, the student may read. • Students are expected to have three books at their desks at all times: 1. What I want to read 2. What I am currently reading 3. What I want to browse
need the teacher?	• Elementary: hold up a question mark • Secondary: hold up a hand
are in a class meeting?	• During a class meeting, only one person speaks at a time and all other students must practice active listening.
Other:	

Figure 3.4. What will the student do when they . . .

help students who have been absent?	• Place make-up work in the labeled folder beside the work submission bin.
distribute material?	• Class work, handouts, and missed work will be located in a central location for students to pick up when they come into class.
ensure that homework assignments are of value, are seen, and are given a response?	• Homework and all assignments, including tests and quizzes, should be placed in the appropriately labeled bin or folder. • Homework should be posted in the same place every day.
contact parents?	• Design a standard format such as e-mail, phone, note, etc. Make sure that parents know the procedure you will use.
keep parents informed of academic progress?	• Send papers and work home on the same day every week. Make sure parents know the procedure you will use. This puts the responsibility on the student and the parent. If parents/caregivers know the day that assignments are sent home, it becomes their responsibility for them to see it.
Other:	

Figure 3.5. What will you do to . . .

CHAPTER 4

Belonging

SITUATION

It is already November and I just had a new student placed in my class. Anand moved here from someplace in the Middle East, and I don't have any records for him. His English is OK, but I can't really tell which reading group to put him in. Plus, he doesn't seem to get along with any of my other fourth-grade students. He dresses and speaks differently from all of the others. Just the other day he started name-calling at recess, and I had to send him to time-out. I don't understand why these people can't just wait until the beginning of the next school year to enroll their kids. I was not at all pleased when he arrived and the assistant principal brought him to my class in the middle of my lesson on verbs. I had to stop right in the middle of class and get him situated with a seat, books, and materials to take home that afternoon.

SITUATION ANALYSIS

What is the problem in the situation? Do you think the problem is caused by the student entering the classroom after school has been in session for several months? Probably not. The issue here is the teacher. What should have been done in this situation?

Judging by the teacher's response and the response of the other students, it is doubtful that Anand feels that he belongs in the class. The teacher's attitude is apparent when she uses phrases such as "these

people." By stopping instruction, unwarranted attention was drawn to Anand. The best approach would have been to look pleased and welcoming. Immediately pairing Anand with another student would have allowed him to follow along until the lesson was completed.

Anand is striking out at the other students because he is being ostracized. His rejection is due in part to the teacher's reaction and lack of assistance in helping him adjust.

What does belonging look like and feel like? What can you do to help students establish a sense of belonging?

The concept organizer in figure 4.1 offers a structure to help begin development in the concept of belonging. Identifying both non-exam-

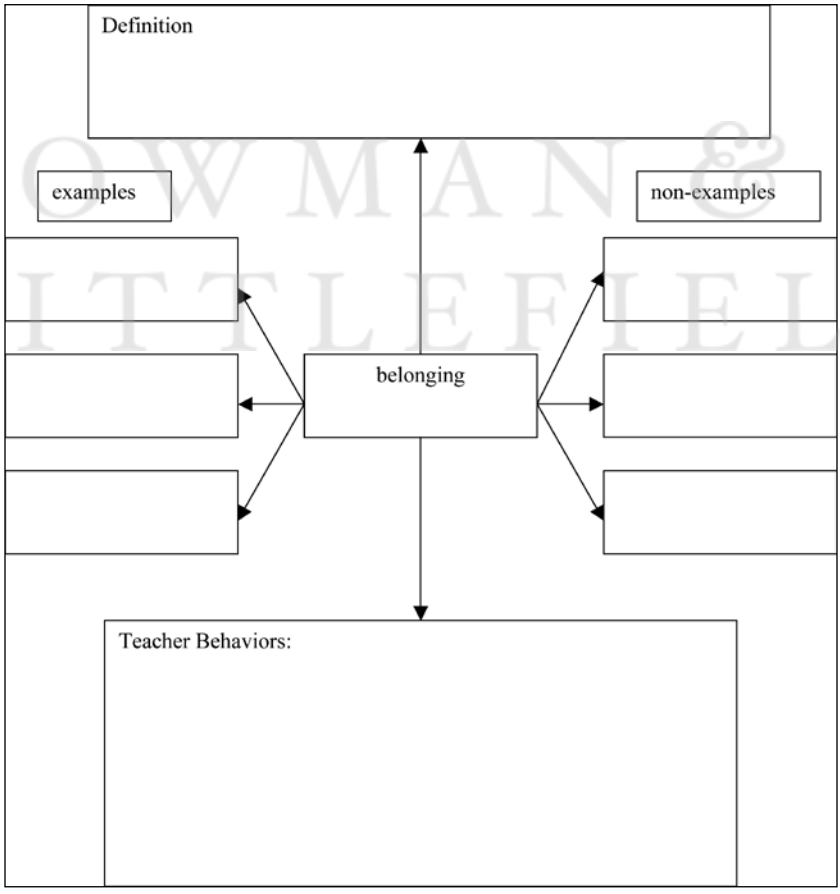

Figure 4.1

ples and examples allows for a deeper understanding. It offers concrete examples of an abstract idea.

Belonging means to feel comfortable and accepted as a part of a group or community. It means feeling valued as a contributing and necessary member of that group and making contributions to the whole. Belonging is demonstrated through a show of respect between you, the student, and all class members. This feeling of belonging comes about as a result of the efforts you make in establishing a positive classroom environment.

A positive classroom climate is one in which everyone is acknowledged and valued. There is no criticism, sarcasm, or exclusion. You know each student's background and educational needs. You and the class work to develop a community climate that is conducive to learning. Active listening is practiced.

Active listening is a way of focusing on the speaker and what the speaker is saying. The listener is able to provide a response that enhances a mutual understanding. Rather than thinking of how to respond to the person talking, the listener focuses on what the speaker is actually saying. The listener can then respond by paraphrasing or repeating what the speaker has said in order to clear up any miscommunication.

How can you develop a classroom community? Why should you bother? Research supports the idea that children's academic achievement is increased when they are in a safe, nurturing, and affirming environment (Elias et al., 1997). This safe, nurturing, and affirming environment does not simply happen—it has to be developed and modeled. Knowing your students, developing cooperation, and implementing class meetings can help build a community of learners.

KNOWING YOUR STUDENTS

The cumulative folder might be a good starting place to gain knowledge about the student. The information can provide some idea of their background and the knowledge base they bring to your classroom. You could also talk to other teachers, but be very careful in this situation. Your perceptions may be entirely different from a previous teacher's, and it would be a shame to prejudice your attitude and feelings before ever meeting the child.

Surveys provide a means to learn about class members. You can find out a large amount of information by asking the right questions. You might want to know what the student's favorite TV show is. The answer could tell you how late the child is staying up, what interests him, and the level of supervision on his viewing.

Practice Student Survey Questions

What are five insightful questions you would include on a survey? What do you think is important to know about your students? How would you use this information? Table 4.1 provides a format so that you can begin brainstorming the types of information you might want to gather.

You might want to pose these survey questions in "I" terms and as open-ended questions. Students enjoy telling about themselves. The open-ended questions don't require a long answer, and students may be more likely to actually address the question.

Parents are another excellent source of information, and they usually appreciate having the opportunity to tell you about their child. Surveys can be sent home or distributed at open house in the beginning of the school year. The following questions are examples of what you might ask a parent or caregiver:

- What do I need to know about your child? What are his strengths? What are his areas for improvement?
- What can I do to help him be successful?
- Where and when does your child do homework? Does anyone help him?
- What technology does your child have access to?

Table 4.1. Survey Information

Question to ask	*How information could be used*

What does your child like to do after school? Does he have any specific chores or duties?

When is the best time to reach you? What is the best number?

The following websites are useful resources in the development of student surveys:

- http://www.teachervision.fen.com/math/printable/44579.html
- http://www.surveyexamples.org/sample-student-survey.html
- http://www.surveymonkey.com/mp/education-survey-templates/
- http://www.teachforever.com/2007/08/first-day-of-school-sample-student.html
- http://teacher.scholastic.com/LessonPlans/unit_roadtosuccess_invent.pdf
- http://faculty.citadel.edu/hewett/web_files/interestweb.html
- http://www.proteacher.net/discussions/showthread.php?t=10994

DEVELOPING COOPERATION

Cooperation does not just happen. It takes time, planning, and practice. It is also an abstract idea and will be better understood by students if they have a chance to reflect on an actual cooperative experience. Students do not usually come to your class with perfected cooperation skills. These skills need to be taught and reviewed.

Cooperative groups work best if each member of the group has a job that holds him accountable in taking an active role. Jobs may include a monitor who keeps everyone on task, a writer who keeps notes on the discussion, a materials manager who is responsible to get any materials needed, a reporter who presents information orally, a thinking monitor who ensures everyone has an opportunity to share, or any other position that the group activity requires.

Let the students develop job titles and job descriptions. These can be written on index cards and distributed at the beginning of each cooperative group activity. The cards can then be used as a means to keep track of who had a specific job.

Keep in mind that group structure and membership change to accommodate the purpose of the group. This flexible grouping strategy allows

TIP

Use an easy puzzle of twelve pieces for a cooperation-building exercise. You can make a puzzle by attaching a picture to a piece of cardboard and cutting the puzzle into pieces. You need as many puzzles as you have groups of four in your classroom. If there are twenty-four students, you need six puzzles. Each student in the four-member group receives three puzzle pieces. At a signaled time, the group works to put the puzzle together. They may not talk during this time. They may not take a piece from another player. They can only give a needed piece to another player.

After the designated time, ask the students to define the term *cooperation*. Have them offer suggestions as to what is needed for cooperation to take place. They may suggest that it is important that every member of the group has a clear understanding of the goal. They need to also understand that each individual is integral in achieving the goal. Each member must be aware of the actions and responsibilities of all other members in the group.

After they have practiced cooperation, let students suggest issues that need to be addressed and guidelines that need to be established when working cooperatively. The guidelines for cooperative groups might include the following:

1. each student must be willing to help anyone that needs help;
2. each student must be responsible for their own learning and their own actions; and (my personal favorite)
3. a student can only ask the teacher a question if all members of that group have the same question (this guideline helps the group develop as a team to find an answer rather than immediately asking the teacher).

temporary groups to form. These groups can change, expand, and develop to meet the needs of the assignment or activity. They can be developed based on skill, interests, or student interactions. This flexible method offers a more differentiated approach that better addresses student requirements.

The "Gradual Release of Responsibility Model" (GRRM) is a good point of reference in teaching students the purpose of cooperative learning groups and how they work (Fisher & Frey, 2008). This scaffolding technique ultimately places the responsibility of learning on the student. It involves four steps.

The first step involves a teacher modeling the thinking process or demonstrating a step. Guided instruction is then used so that students are led through tasks and asked specific questions. During the third step, collaborative learning through discussion and group work, students interact with their peers to solve the problem. The last step of the model, independent learning, allows the student to transfer their learning and skills to synthesize and demonstrate their comprehension (p. 68).

By using this model, students become more aware of their learning and knowledgeable of the expectations within a group.

The following websites for cooperative group activities offer additional suggestions:

- http://www.brighthubeducation.com/classroom-management/61782-easy-cooperative-group-activities/
- http://www.ultimatecampresource.com/site/camp-activities/cooperative-games.page-1.html
- http://www.teachervision.fen.com/cooperative-learning/resource/48649.html?detoured=1
- http://wilderdom.com/games/Icebreakers.html
- http://www.education-world.com/a_curr/curr287a.shtml
- http://www.utc.edu/Administration/WalkerTeachingResourceCenter/FacultyDevelopment/CooperativeLearning/index.html

CLASS MEETINGS

Class meetings provide another method for developing cooperation and responsibility for a positive classroom environment. Depending on the grade level you work with, these meetings can take place daily or

weekly. Structured around the issues or concerns of students, topics are discussed in an orderly problem-solving manner.

First, identify the problem or topic. Students bring up the problem or issue to discuss by means of a suggestion box. Different age groups require strategies geared for that age group, but a good rule of thumb is that each suggestion or entry must be signed by the person posting the issue. This signature helps eliminate some inappropriate or ridiculous ideas. You might also want to suggest that people's names not be included in the problem. (See figure 4.2.)

After the issue is selected and read, the second step is to brainstorm possible solutions for the problem. To exchange ideas, students sit in a circular format and practice actively listening and cooperative sharing. You may want to set a timer or clock to eliminate lengthy discussions. The third step includes a discussion of these ideas and a brainstorming of solutions. Fourth, students choose a solution from the ideas suggested, and fifth, they make a plan to implement the solution.

Through this practice, students are given ownership of their classroom community. They are empowered to address each problem and then develop and implement solutions.

Not all class meetings must focus on problem solving. Class meetings can be held to better get to know each other or to build a classroom community. They can be used to clarify old business or bring up new business.

It is a good idea to follow an agenda. This helps the meeting stay on target. Agendas outline the topics and format for the meeting.

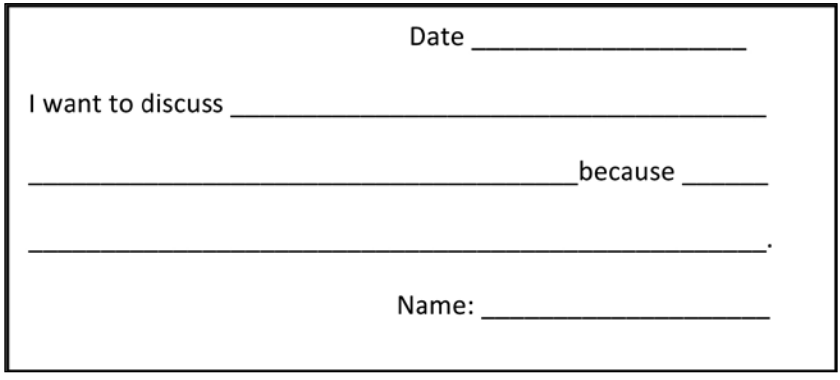

Figure 4.2

TIP

The following list provides possible topics for a class meeting:

I want to compliment _____ on _____.
I am most proud of _____.
The best thing I like about me is _____.
The most important characteristic of a friend is _____.
If I could visit anywhere, I would go to _____.
I work best when _____.

Start with a welcome and, if it is a called meeting, explain the purpose. The agenda will vary depending on the type of meeting necessary. But unless it is a problem-solving meeting, a positive approach is best. Rather than bringing up negatives like "I'm bugged when . . . ," stick with the positive: "I'm happiest when . . ."

The following websites offer helpful tips in implementing class meetings:

- www.proteacher.org/a/40174_Class_Meetings.html
- www.nea.org/classmanagement/ifc020919.html
- www.teachervision.fen.com/classroom-management/interpersonal-skills/4864.html
- http://www.educationworld.com/a_curr/profdev/profdev012.shtml
- http://www.ilovethatteachingidea.com/ideas/subj_class_meetings.htm
- http://www.ethicsed.org/consulting/meetingideas.htm

Alfie Kohn (2004), writer, speaker, and educator in the area of classroom management, is a strong proponent of building a community of learners through class meetings. He supports developing an environment in which students are interested in and curious about what they learn. He suggests that misbehavior is not a factor in a classroom where the curriculum is engaging and learning takes place through discovery and discussion.

In a community of learners, students have a sense of belonging. Cooperation is emphasized and competition is eliminated. Students take

ownership of their learning and their behavior. Rules and punishments are not needed. Outside reinforcers in order to manipulate student behavior are not used.

According to Kohn (2004), using the extrinsic motivation techniques can strip students of the ability to self-reflect and ultimately self-monitor. Students cannot be expected to make the right choices if they are never given an opportunity to make decisions.

He proposes that praise be used sparingly and homework be eliminated. He suggests that achievement is weakened through the current use of standards and grades.

Although differing in many areas from the beliefs of Alfie Kohn, Jane Nelson, Lynn Lott, and Stephen Glenn (1997) also support the use of class meetings. They believe that through the meetings students are empowered to have ownership of the problem. Students are able to develop problem-solving and communication skills. Class meetings help establish a climate of mutual respect.

They recommend the following structure for class meetings: Start with compliments and/or appreciation statements. Review any previous solutions or plans that have been agreed upon. Introduce any new agenda items that have been brought up for discussion. Discuss problem-solving techniques. Close with plans for the next meeting.

Nelson, Lott, and Glenn suggest a supportive and positive approach to classroom management. They promote natural and logical consequences for misbehavior. Taking recess away for being disorderly in class is not a logical consequence. The two have no connection. It would seem that the punishment would exacerbate the misbehavior rather than stop it. If the child needs to move around and expend some of his energy, why would we take away recess? Why would a teacher take away recess under any condition?

Through the intrapersonal skills, students acknowledge their own behaviors and feelings. They become aware of their actions. Students take on the responsibility of their behavior.

The interpersonal skills promote cooperation and acceptance. Systemic skills allow students to experience logical consequences of their behavior without punishment. Judgment skills come about as a result of practicing responsibility of their own actions.

Many of Nelson, Lott, and Glenn's suggestions are influenced by the work of Rudolf Dreikurs et al. (1971) and the idea of mistaken goals, which are goals that students strive for when they feel dissatisfied with their surroundings. Dreikurs et al. suggest that the student's misbehavior could be based on seeking attention, power, and revenge, and/or avoiding failure. They believe that you are better able to address the misbehavior by first identifying the purpose or goal of actions.

Some students need a great deal of attention, and it might not matter whether it is negative or positive as long as they are acknowledged. Try to give positive attention and acknowledge the student in an encouraging manner. Scolding and nagging will not deter the behavior, but rather it validates their attempts to get the attention. Ignoring the behavior motivates the student to try harder to get attention.

A power struggle probably started out as attention seeking and escalated when the attention was not received. These struggles occur when students want to be in charge or have their way. Unfortunately, they are more likely to happen when there is an audience. Never engage in a power struggle with the student. As soon as you engage in the back-and-forth explanation and justification, you have lost the respect and focus of the students. Try offering choices or options to the student rather than maintaining a "my way or no way" attitude.

Revenge is a powerful motivator. It does not have to be reasonable or understandable. If the student feels justified in his hurt, it will alter his behavior. If you have already established a rapport with the student, you can easily discuss the situation and try to resolve the problem.

When a student does not feel capable of success, misbehavior could be an attempt to avoid failure. If the student is off task and creating his own entertainment, it might be because he does not understand the material. Students sometimes act out to avoid looking like a "dummy" in front of their peers.

They may take on the role of "learned helplessness." In any of these attempts, punishment and consequences are not successful. The student needs help in mastering the content. They need support in order to ensure their success.

Linda Albert (1989) also subscribes to the mistaken goals thought and addresses it through a cooperative-discipline approach to management.

She recommends a cooperative and supportive approach as an antidote for the mistaken goals. Her method is summarized in what she calls the "three C's": capable, connect, and contribute.

Students need to feel that they are capable of succeeding in the classroom. If the work is too difficult, frustration sets in and acting out follows. Establishing a rapport with students and developing an environment in which mistakes are acceptable can enhance the students' feeling that they are capable.

Teacher attitudes of acceptance and affirmation help students develop the feeling that they are connected to the rest of the class. Developing a sense of belonging to the classroom community helps students feel capable of making connections with others.

Once the student has embraced the attitude of belonging and capability, they are then better able to understand that they make an important contribution to the class as a whole. Class meetings and cooperative learning groups help build this attitude.

Along with the "three C's," Linda Albert (Charles, 2008) gives us the "6-D resolution" plan of define, declare, describe, discuss, decide, and determine. This plan outlines the following steps when dealing with conflicts:

- Define the problem objectively, without blaming or using emotional words.
- Declare the need: that is, tell what makes the situation a problem.
- Describe the feelings experienced by both sides.
- Discuss possible solutions. Consider pros and cons of each.
- Decide on a plan. Choose the solution with the most support from both sides. Be specific about when it will begin.
- Determine the plan's effectiveness. A follow-up meeting is arranged after the plan has been in use for a time in order to evaluate its effectiveness. (p. 99)

When students are empowered and given ownership of their classroom, they are less likely to misbehave. Think about it this way—would you spray paint your own home with graffiti? Probably not. It is your home, and you wouldn't want to destroy what is yours. Allowing students to make decisions and have a voice in the classroom gives

them the feeling that it is not the teacher's classroom, but it is their community. They will protect what is theirs. They won't use behavioral graffiti to destroy what they own.

THEORY INTO PRACTICE

The work of Alfie Kohn, Jane Nelson, Lynn Lott, Stephen Glenn, and Linda Albert illustrate common themes that validate the student's need to belong.

Consider the situation at the beginning of this chapter. Anand obviously doesn't have a sense of belonging. According to Dreikurs, Nelson, Lott, Glenn, and Albert, he is probably acting out of one or more of the mistaken goals: the need for attention, power, or revenge, and/or the fear of failure. A compassionate, empathetic teacher would identify the goal and address the condition while demonstrating understanding and modeling acceptance.

Alfie Kohn might suggest the teacher work on developing a classroom community. Class meetings would be a good place to start. Class meetings provide a venue for developing relationships or addressing problems.

Nelson, Lott, and Glenn would first identify the mistaken goals and then work toward a positive discipline approach. The empowering perceptions, much like Albert's "three C's," would help Anand develop an attitude of personal competence and a feeling of belonging. They would probably recommend that Anand and the teacher work on the four essential skills that allow Anand to understand himself, get along with others, and understand the consequences of his actions.

Linda Albert might endorse using the "6-D resolution" format to address the recess incident. To use this plan, you would start by defining the problem objectively. Anand and the other student or students need to understand the problem and why it is a problem. There is no room for blaming or using words that would arouse negative feelings. Then, declare a need. In this case, it might be a need for everyone to get along and help Anand adjust to his new surroundings.

Describe the feelings of both sides of the situation and discuss possible solutions. Have the students recommend options. Decide on the appropriate option and develop a plan. Once the plan has been put into place, reevaluate the situation and determine if the plan is successful.

SUMMARY

- You have the responsibility to develop a classroom climate that is conducive to learning.
- A classroom climate conducive to learning is one in which everyone feels accepted and part of a community.
- Alfie Kohn suggests that one way of developing this community is through class meetings.
- Cooperation must be modeled and explicitly taught.
- Rudolf Dreikurs and others suggest that the misbehavior is a result of a mistaken goal.
- Mistaken goals are seeking attention, power, revenge, and the avoidance of failure.
- Linda Albert offers a "6-D" format to address problems:
    - Define the problem objectively, without blaming or using emotional words.
    - Declare the need: that is, tell what makes the situation a problem.
    - Describe the feelings experienced by both sides.
    - Discuss possible solutions. Consider pros and cons of each.
    - Decide on a plan. Choose the solution with the most support from both sides. Be specific about when it will begin.
    - Determine the plan's effectiveness. A follow-up meeting is arranged after the plan has been in use for a time in order to evaluate its effectiveness.
- Jane Nelson, Linda Lott, and Stephen Glenn offer the significant seven as a way to manage the classroom:
    - three empowering perceptions: capabilities, relationships, and influential power
    - four essential skills: intrapersonal, interpersonal, systemic, and judgment
- Linda Albert summarizes her strategies in the "three C's" of capable, connect, and contribute.
- Jane Nelson, Lynn Lott, Stephen Glenn, Alfie Kohn, and Linda Albert support the need for a sense of belonging in the classroom.

ON YOUR OWN

Have you ever been in a situation in which you felt you did not belong? What was the situation? Why did you feel that you did not belong? How did you react to this feeling? What could have been done to alleviate the feeling?

FURTHER READING

Elementary Focus

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K–8*. Greenfield, MA: Northeast Foundation for Children.

Emmer, E. T., & Gerwels, M. C. (2002). Cooperative learning in elementary classrooms: Teaching practices and lesson characteristics. *Elementary School Journal*, *103*(1), 75–91.

Evertson, C. M., & Harris, A. H. (2003). *Creating conditions for learning: A comprehensive program for creating an effective learning environment* (6th ed.). Nashville, TN: Peabody College, Vanderbilt University.

Freiberg, H. Jerome. (1996). From tourists to citizens in the classroom. *Educational Leadership*, *54*, 32–36.

Kim, D., Solomon, D., & Roberts, W. (April, 1995). *Classroom practices that enhance students' sense of community*. Paper presented at the annual convention of the American Educational Research Association, San Francisco.

Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Secondary Focus

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Gay, G. (2006). Connections between classroom management and culturally responsive teaching. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum Associates.

Rodriguez, I. F. (2005). You, mister! *Educational Leadership*, *62*(7), 78–80.
Rubin, B. C. (2003). Unpacking detracking: When progressive pedagogy meets students' social worlds. *American Educational Research Journal*, *40*(2), 539–73.
Schaps, E. (2003). Creating a school community. *Educational Leadership*, *60*(60), 31–33.
Spaulding, A. (2005). The impact of high school teacher behaviors on student aggression [computer file]. *Current Issues in Education*, *8*(17), 1.
Tilleczek, K. (2007–2008, Winter). Building bridges: Transitions from elementary to secondary school. *Education Canada*, *48*(1), 68–71.

PRACTICE POSSIBLE STUDENT SURVEY QUESTIONS

I learn best when _____
I like to learn about _____
I am proud of myself when _____
I like to read about _____
Learning is fun when _____
You can help me learn better by _____
I would like to improve _____
If I could do anything that I want after school, I would _____
My favorite movie is _____
My favorite TV show is _____
The most important thing to know about me is _____
When I study, I _____
When I am on the computer, I like to _____
If I could go anywhere in the world, I would go to _____

CHAPTER 5

Fun

SITUATION

Juan continues to draw cartoons throughout the entire school day. I don't care what the subject is, he is drawing. At first I took the drawings away from him. But that didn't stop him. Then I made him sit out during art so he could finish his work. I held a conference with both him and his parents and we all agreed that this behavior could not continue. But nothing has changed. They didn't do anything at home to help me! How can I keep this student from drawing during class? Why aren't his parents more supportive of my efforts?

SITUATION ANALYSIS

What would you recommend to this teacher? What strategies could the teacher use to keep the student on task? How could "fun" play an important role in helping this student? Juan is obviously more interested in art than in what is going on in the class. Taking the art away is not helping Juan engage in instruction.

Rather than looking to the parents to force Juan to stop drawing, this teacher needs to look at the method of instruction that she is using. Is the material relevant? Are students actively engaged in activities that are meaningful and enjoyable? Is there fun integrated in the lesson?

The concept organizer in figure 5.1 offers a structure to help begin developing the concept of fun. Identifying both non-examples and ex-

amples of fun allows for a deeper understanding by providing concrete examples of an abstract idea.

HUMOR

Fun may be viewed as engaging in a humorous or enjoyable event. A fun classroom is one where students are engaged in and enjoying the learning process. Using humor and implementing engaging strategies promotes involvement, pleasure, and fun in the classroom environment.

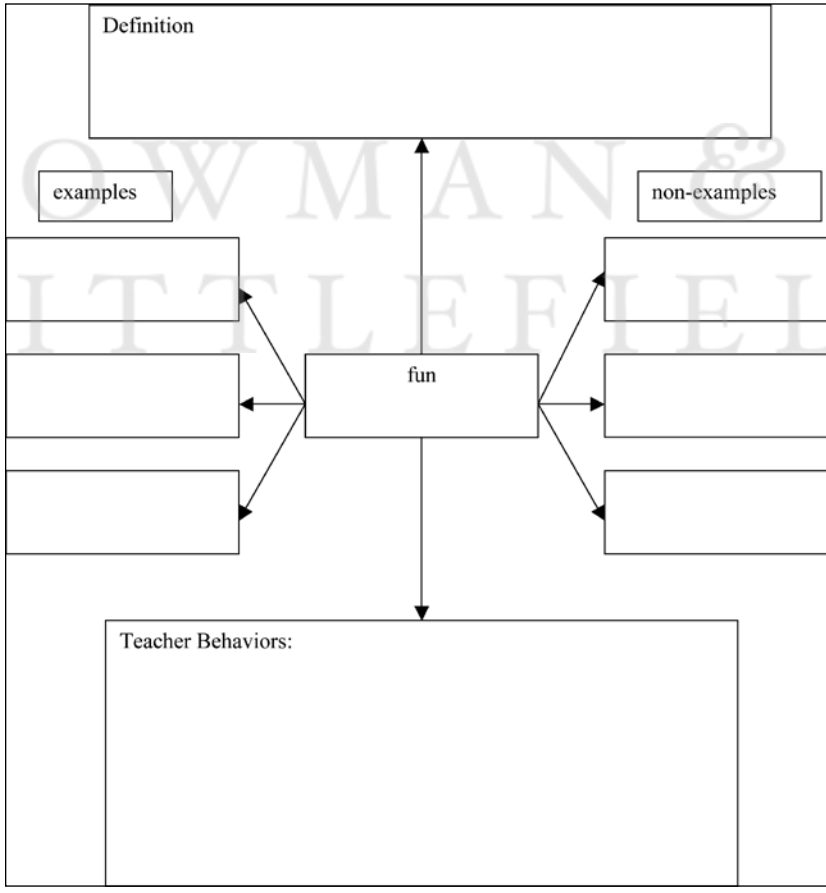

Figure 5.1

Jill: Our teacher talks to herself. Does yours?
Will: Yeah, but he doesn't realize it. He thinks we are listening.

What do you consider humorous? Did you know that using humor can reduce test anxiety? It can build camaraderie, increase motivation, diffuse a stressful situation, and enhance creativity. Humor helps keep students engaged by gaining and keeping student attention.

It is not necessary that you become a stand-up comedian. You just need to put a little enjoyment in the lesson. Try beginning the class with a humorous anecdote, riddle, or joke.

Knock Knock
Who's there?
Acid
Acid who?
Acid sit down and get to work!

Develop a funny picture board, humorous poetry, or enjoyable assignments. If you don't integrate humor and fun into the day, the students might create their own and it probably will not be what you want in your class.

Claudia Cornett, in her *Learning through Laughter—Again* (2001), provides the acronym "SMILES" for reasons to use humor in the classroom: humor can ease **S**tress, increase **M**otivation, improve **I**mage, facilitate **L**earning, provide salve to an **E**mbarrassing situation, and promote **S**ocial bonding. She also suggests that by providing humor, you are promoting higher-order thinking. Humor involves a three-step process that includes "cognitive arousal, problem solving, and resolution" (p. 7).

Stressful situations could possibly be eliminated if a little humor was injected or even if the situation was taken less seriously. Reprimands are not always needed, nor are they always the best approach.

Perhaps Steve comes into the classroom with a bad attitude. You know this because you are by the door greeting students as they come into the class. He grumps a greeting to you as he enters. A few minutes later he slams a book on top of his desk and kicks another book across the room. Rather than giving him a reprimand, which provides him with another opportunity to strike out, you might just casually and quietly ask him if he needs some help defending himself against a book attack.

Why wasn't the clock allowed in the classroom?
Because it tocked too much.

Practice Humor

Read the following situations. How could you respond to diffuse the situation rather than enhance a confrontation?

Pat does not like to be told what to do. His defiant attitude has gotten him in trouble in the past. When you ask him to pick up the trash around his desk, he rudely and loudly responds, "I didn't put it there, so I'm not picking it up."

Jake can be a very argumentative student. You have just given a lesson on Stonewall Jackson. In hopes of engaging the students more, you included the information that Jackson's arm is buried in a different place from his body. Jake loudly yells out, "I am not believing that. You are making that $@! up."*

You and Linda seem to be in a constant power struggle. After you ask her group to line up for lunch, she saunters slowly in the back of the room and acts like she is arranging books on the bookshelf. She tries to sneak glances to see what you are going to do.

Nicholas has a tendency to be the class funny guy. Lately he has started making humorous comments after every assignment or direction you give to the class. It is becoming annoying and disruptive. After you assign several math problems to the class, you hear him in the back sarcastically stating, "Oh yeah, that is going to be real fun to do."

These humor websites may offer additional ideas:

- http://pedagogy.merlot.org/HumorintheClassroom.html
- http://www.plattsburgh.edu/offices/centers/cte/humorintheclassroom.php
- http://www.readingprof.com/papers/Brain-Friendly%20Strategies/7_Brain-Friendly%20Humor%20in%20the%20Classroom%20%28map%29.pdf
- http://www.educationinamerica.com/blog/using-humor-in-the-classroom/

- http://www.thecanadianteacher.com/tools/games/
- http://youth-activities.suite101.com/article.cfm/group_and_classroom_games
- http://www.objectiveanalyst.com/

Need some teacher humor? Take a look at these sites:

- http://www.bing.com/search?q=school+jokes&qs=n&form=QBRE&pq=school+jokes&sc=8-12&sp=-1&sk=
- http://www.jokes4us.com/miscellaneousjokes/schooljokes/index.html
- http://www.basicjokes.com/dtitles.php?cid=24
- http://www.edzone.net/~mwestern/funppt.html

TEACHER'S REFLECTION

I once did a lesson on homophones in a language arts class. I was prepared to begin this lesson with an introduction to homophones using a picture book. I was feeling very good about this particular lesson, since I was sure they would be highly motivated and engaged. I used the picture book *The King That Rained* by Fred Gwyne as an introduction. This is a fun book that provides illustrations of homophones so that students can visually interpret the double meaning.

On the front cover of the book, a king is high in the clouds with rain coming from his body, thus illustrating his rain/reign. As I held up the book to introduce the concept and began my wonderfully planned lesson, a student yelled from the back, "Oh my gosh, his water broke."

I had two choices: I could reprimand the student while reminding him of how inappropriate his comment was or I could laugh along with the students. Fortunately, my inner teacher was in sync and I was able to laugh and use this humor to move into the lesson. Without even knowing it, the student provided me with an excellent anticipatory set that got everyone engaged even if they didn't know what he was referring to with his comment about the water breaking. This humorous incident allowed me to capture the students' attention. It was then up to me to keep them engaged if learning was going to take place.

ENGAGING STUDENTS

Students stay engaged if the lesson is learner centered and meaningful. Plans need to be organized and well developed. Pacing can be neither too fast nor too slow. Formative assessment needs to be ongoing so that students don't become unengaged due to lack of motivation or lack of understanding.

Jacob Kounin (1970) was one of the first educational psychologists to study the impact of effective lesson design and instruction on classroom management. He proposes that there is a clear relationship between the presentation of a lesson and student behavior. His studies indicate that teachers are better able to deliver instruction and maintain order through employing skills in momentum and "withitness."

Momentum deals with the pacing of instruction in that the lesson begins promptly, moves students through the activity, and closes in a manner that brings about a smooth transition. Instruction is given at an appropriate pace. It is presented in an appropriate length of time so that it does not go on beyond the students' satiation level. In other words, when the horse dies, you need to get off it. If the students have reached their satiation level, it is time to move on.

When you know what is going on in the classroom at all times, you can be termed as "withit." Withitness is a term coined by Kounin that suggests you have "eyes in the back of the head." You are able to multitask and stay abreast of classroom happenings. You are able to stop the misbehavior before it spreads and escalates.

Kounin also introduces the "ripple effect." This term refers to the effect that your comment or action to the individual can have on the entire group. To correct Eddie for not having his book out would perhaps motivate others to get their books out before you notice. It can also work in a positive manner. You compliment Bill for standing nicely in line, and soon all the other kindergartners quickly stand tall and face the front. The ripple effect works well with younger grades but has not been found successful with older students.

Although Kounin's ideas have been in use since the 1970s, his recommendations for classroom management are applicable to today's classrooms. Robert Marzano (2003a) reported that Kounin's studies and findings have been supported by subsequent studies (p. 5). His acknowledgment of maintaining student interest and engagement to

increase learning validates the need to have a repertoire of student engagement strategies.

Thumbs-up or thumbs-down is one easy technique to engage students during a whole-class discussion. After answering a question or making a statement, students must put their thumb up or down to indicate whether they agree with what was said. Even if a student is not paying attention, this strategy helps pull them back into the lesson. This technique also provides immediate feedback on the level of student understanding. You can quickly survey the room to determine who understands and who does not understand. To prevent copying or following the crowd, you can supply each student with a copy of a thumb that they can hold up or down to indicate their response during classroom recitation.

Student engagement increases when they are actively participating and taking ownership of their learning. Learning becomes fun and enjoyable when they are successful.

Fred Jones (1987) offers the use of "Say, See, Do" teaching and "Visual Instruction Plans" (VIPs) as strategies to improve instructional engagement and student learning. "Say, See, Do" teaching is a method in which information is presented and students quickly interact with the information. They engage in "doing." This method allows for students to quickly work with the information after it has been presented (say) and modeled (see).

The VIPs detail plans in a one-step-at-a-time and visual format. Minimal words are used. Students see the progression of the content as it is presented. This method is clearly observable in math lessons, where each step in the equation is visually identified. The process can work in other subjects by using outlines, pictures, or mind maps to lay out each step needed to reach the goal or master the concept.

Fred Jones (2007) also recommends the use of "Preferred Activity Time" (PAT) as another method to help students engage in their own learning and use time wisely. This incentive strategy focuses on transition time with the goal of motivating students to focus quickly and not waste time. It is a means of empowering the group through activity rewards and group cohesiveness. Students are given a specific amount of time to transition into a new learning activity. Time that is not wasted can be applied to PAT.

You can find more information about Fred Jones and his strategies at these websites:

- http://www.educationworld.com/a_curr/mathchat/mathchat020.shtml
- http://www.fredjones.com/Tools-for-Teaching/Tools-for-Teaching-main.html

Physical activities help in keeping students engaged; however, William Glasser (1993) proposes that it is quality teaching that is essential for keeping students on task. He suggests, as discussed in chapter 3, that the classroom environment be supportive and safe with clearly communicated objectives and guidelines. In addition, learners need to be engaged in activities that are purposeful and will lead to knowledge that they deem useful and needed to achieve a predetermined and articulated goal.

Quality teaching allows for students to work toward mastery while evaluating their attempts. After they evaluate, they can correct mistakes and revise. Glasser suggests the use of "SIR," or "self-evaluate, improve, and repeat." Achievement promotes positive feelings and actions. Failure promotes destructive attitudes and behaviors.

Through a program of "Consistency Management," Jerome Freiberg (1996) suggests students become citizens of the classroom rather than tourists. Tourists are passive onlookers who are not engaged in the classroom community. Becoming citizens allows students to share the responsibility and make decisions. Freiberg opines that preventing misbehavior through consistency in actions, procedures, and expectations is essential in enhancing the enjoyment of being a citizen of the classroom.

These websites provide additional information regarding student engagement and motivation:

- http://www.edutopia.org/project-learning-teaching-strategies
- http://www.nea.org/tools/16708.htm
- http://www.eyeoneducation.com/Professional-Services/Overview/Student-Motivation
- http://www.edutopia.org/blog/reengaging-students-andrew-marcinek

- http://www.usp.edu/teaching/tips/spal.shtml
- http://glossary.plasmalink.com/glossary.html
- http://olc.spsd.sk.ca/DE/PD/instr/index.html

THEORY INTO PRACTICE

Looking back at Juan, it is clear that Juan is not engaged in the lesson. This could be because it is not of interest to him, he doesn't see the relevancy, or perhaps he just doesn't understand. Whatever the cause, Juan needs to be re-engaged.

Jacob Kounin might recommend that the teacher look at the pacing of the lesson. Is the movement of the plan appropriate for the grade level and subject matter? He might also suggest that the teacher look at the curriculum and delivery. Are steps taken to keep Juan engaged and active in his own learning? Is the delivery organized and succinct?

Using Fred Jones's "Say, See, Do" teaching might help Juan stay focused. It would allow for more understanding, which leads to success and fun in learning. You could incorporate more hands-on instruction to help him take part in the instructional process. The lesson would be more engaging and fun if he could use his drawing in the learning. His talents could be useful in creating "Visual Instructional Plans" for the lesson.

Juan seems to be a tourist and not a citizen in this classroom. His physical location in the classroom could play a role in his ability to be fully involved in his learning. Freiberg would tell us that consistency in a student-centered classroom would encourage Juan to become a classroom citizen and take responsibility for self-discipline.

SUMMARY

- A well-managed classroom and fun can coexist in the same classroom.
- Students have fun learning when they are engaged.
- Students gain and retain more information when content is delivered in a clear and understandable manner.

- Humor can diffuse stressful situations, keep students motivated, and enhance learning.
- Jacob Kounin introduces the ideas of ripple effect and "withitness," which are still relevant and effective practices.
- When students are engaged in the learning, they cause less behavior problems.
- Glasser suggests engaging students with quality teaching. Quality teaching leads to student achievement. Student achievement leads to increased motivation.
- Fred Jones provides strategies such as "Visual Instruction Plans," "Say, See, Do" teaching, and "Preferred Activity Time" to design instruction that helps students stay engaged.
- According to Jerome Freiberg, students need to become citizens rather than tourists in the classroom.

ON YOUR OWN

Think back to one of your favorite teachers you had in school. Why is that teacher memorable? How successful were you in this teacher's class?

Can you think of a meaningful assignment or activity from elementary or secondary school? Were you successful? Why? Why was the assignment important to you?

FURTHER READING

Elementary Focus

Christle, C. A., & Schuster, J. W. (2003). The effects of using response cards on student participation, academic achievement, and on-task behavior during whole-class, math instruction. *Journal of Applied Behavior Analysis*, *12*(3), 147–65.

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Weaver, Richard L., & Cotrell, Howard W. (1986). Ten specific techniques for developing humor in the classroom. *Education*, *108*(2), 167–79.

Secondary Focus

Brewster, C., & Fager, J. (2000). *Increasing student engagement and motivation: From time-on-task to homework.* Portland, OR: Northwest Regional Educational Laboratory (NWREL). http://www.nwrel.org/request/oct00/textonly.html.

Intrator, S. M. (2004). The engaged classroom. *Educational Leadership*, *62*(1), 20–24.

Minchew, S. S., et al. (2008, May/June). Techniques for using humor and fun in the language arts classroom. *The Clearing House*, *81*(5), 232–36.

Rea, D. W., et al. (March 2000). The serious benefits of fun in the classroom. *Middle School Journal*, *31*(4), 23–28.

Shernoff, D. J., Czikszentmihalyi, M., Schneider, B., & Shernoff, E. S. (2003). Student engagement in high school classrooms from the perspective of flow theory. *School Psychology Quarterly*, *18*(2), 158–76.

Starnes, B. A. (June 2007). The joke's on us. *Phi Delta Kappan*, *88*(10), 793–94.

Walsh, J. A., & Satates, B. D. (2005). *Quality questioning: Research-based practice to engage every learner.* Thousand Oaks, CA: Corwin Press.

PRACTICE POSSIBLE HUMOR RESPONSES

Recommendation for Pat

Responding to Pat in a negative and accusatory manner is not going to accomplish anything. He already has a defiant attitude and doesn't like to be told what to do. In this situation, it might be best to validate his comment. Let him know that you know he didn't put it there. Follow this up with a personal example of having trash in the yard and cleaning it up to make personal space a little nicer. If he still resists, ask for volunteers or pick it up yourself. Argument is only going to validate his negative disposition.

Recommendation for Jake

Everyone in the class has heard Jake use profanity, so you are not going to be able to pretend you did not hear it. However, the less attention it receives, the better. The language could be Jake's attempt to get attention or it could be that is what he hears at home and it slipped out

naturally. Either way, the situation could be diffused with a small comment regarding the language hurting your ears.

Recommendation for Linda

There are no winners in a power struggle, so it is best not to engage. Simply tell Linda that when she finds her lunch reading material she is welcome to join the class in the lunchroom.

Recommendation for Nicholas

Again, we are dealing with the need for attention. Perhaps Nicholas would refrain from the comments if you allowed him an opportunity to tell a joke at the end of the day. Each day that he can abstain from disrupting the class, he is free to tell a pre-approved joke.

CHAPTER 6

Freedom

SITUATION

Eli is a sixth-grade student who often comes in tardy and rarely has his materials or homework. He sits in the back of the room with his head on his desk and chooses not to engage in class discussions or interact with any students.

He tends to blame other students and me for not doing his work. He actually told me I was a terrible teacher and it was my fault that he didn't have his homework.

At least once a week he tries to get out of doing his work by going to the school nurse. Either he has a rash or he develops a headache or some other excuse. Mrs. Barnhart, the nurse, told me yesterday that Eli may not come back to the clinic unless it is an emergency. What should I do with Eli?

SITUATION ANALYSIS

What would you tell this teacher? What behavior in this situation needs to be addressed? It seems that Eli is not willing to take responsibility for his own actions. Perhaps he has never had the freedom to make his own decisions and choices. He does not realize that not doing his work is his choice.

He is an escape artist and runs to the clinic to get out of doing the work. Perhaps he is bored or maybe he doesn't understand the materials or expectations. I would suggest this teacher find out why Eli is exhibiting this behavior.

The concept organizer in figure 6.1 offers a structure to help begin developing the concept of freedom. Identifying both non-examples and examples allows for a deeper understanding by providing concrete illustrations of abstract ideas.

When you consider freedom in the classroom, it probably brings to mind images of something entirely different from what your students might suggest. For this text, freedom means that students are free to make choices in their academics and their behavior. In a well-managed classroom, freedom implies that students freely accept responsibility for their actions and hold themselves accountable for their learning.

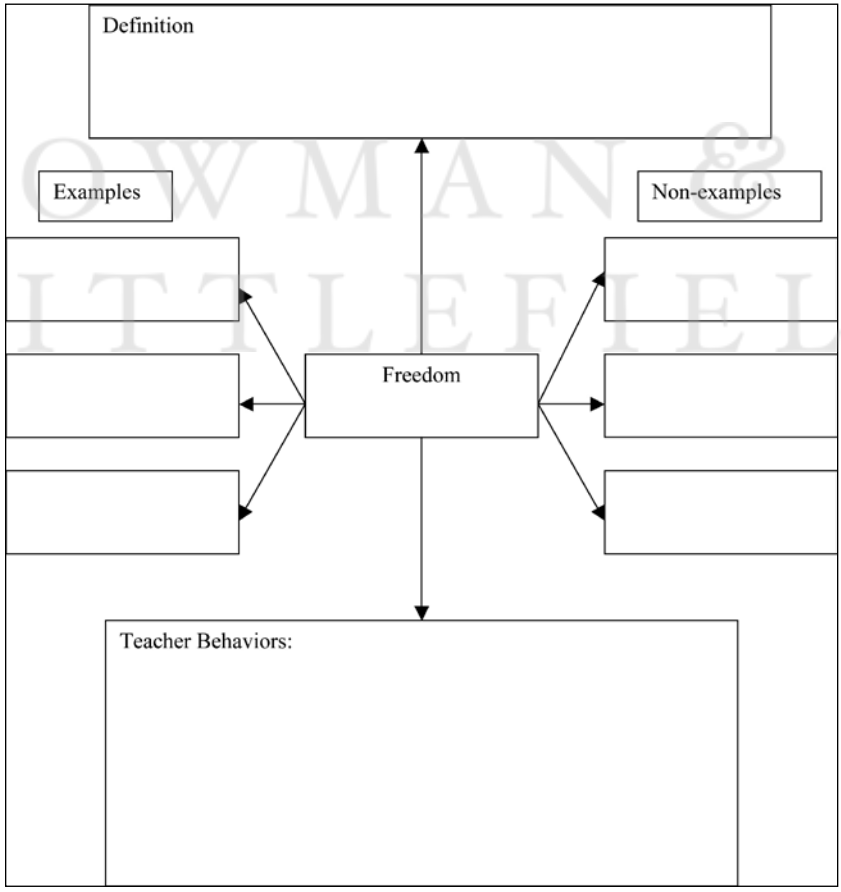

Figure 6.1

Freedom might take the form of a student deciding which three academic assignments to complete out of the five suggested. It could suggest that students have the behavioral freedom to choose to complete their work during class or complete the unfinished work during the after-lunch "free time." Students are empowered when they are given the freedom to make choices.

Freedom does not mean that you lack control, but rather, by giving students some freedom, you are paradoxically empowering and freeing yourself. By providing controlled freedom, you give the students a sense of ownership in their classroom and provide a structured environment for freedom to take place. Marzano (2003a) suggests that this controlled yet free environment requires you to balance between domination and cooperation.

Your domination of the classroom environment provides structure for learning to take place. You organize the lessons and plan the instruction. Practicing cooperation allows you to negotiate and work together with students in order to develop a community with shared ownership, responsibility, and commitment. Students then become free to make choices, accept responsibility, and remain accountable.

MAKING CHOICES

In the part II chapter "Meeting Student Needs," you learned that William Glasser's *Control Theory* (1986) suggests that student behavior is in response to a basic need. Students choose behavior based on the drive to satisfy the basic needs (survival, belonging, power, fun, freedom). His ideas indicate that one person does not have control over another's behavior, but one can only control oneself.

If you accept Glasser's theory, then you accept the idea that you cannot control your students. You can, however, give them the information and opportunity to control and monitor their own behavior.

He recommends that you never ask a student "why" they are choosing a certain behavior. "Why are you talking? Why are you out of your seat?" "Why" leads to excuses. Rather than ask "why," focus on what the student is doing. Ask the question, "What are you doing?" Once the behavior has been identified, the student can

then evaluate the usefulness of the behavior. If the behavior is not useful in helping reach his goals, he is then able to develop a plan to change the behavior.

Glasser further explains that there are teacher behaviors that help support students in making good decisions. He classifies these behaviors as the seven caring and seven deadly habits. The seven caring habits are supporting, encouraging, listening, accepting, trusting, respecting, and negotiating differences. Through practicing these behaviors, you are better able to build a cooperation that leads to responsibility in good decision-making.

The seven deadly habits are criticizing, blaming, complaining, nagging, threatening, punishing, and bribing or rewarding to control. When practiced, these behaviors negate a collaborate environment. They can lead to unmotivated and hostile students. They are used to coerce or manipulate students.

Additional information about William Glasser can be found at the following websites:

- http://wglasser.com/
- http://www.choicetheory.com/ct.htm
- http://voices.yahoo.com/an-overview-dr-william-glassers-choice-theory-587435.html?cat=72
- http://www.quality-choices.com/choice-theory
- http://www.associatedcontent.com/article/404351/an_overview_of_dr_william_glassers.html

Metacognition, or control over one's thinking, is another strategy to help students make good choices. Through the development of metacognitive processing, students can effectively set goals and monitor their progress in reaching the goals.

When a student is having behavioral issues, help this student develop a plan for improvement. Guide this student in making good choices by asking questions that allow him to evaluate the situation and personalize a solution. Take a three-step process by identifying the problem, proposing a solution, and evaluating the process.

The following list of questions provides a good place to begin the metacognitive process in order to address the behavior:

- *Identify*: What is the main problem? Why is it a problem?
- *Propose*: What is the best way to deal with the issue? What should be changed? What is the best way to bring about the change? How much time should pass before the plan is evaluated?
- *Evaluate*: Do I see a change? Why or why not? How do I benefit from the change? What still needs to be done?

ACCEPTING RESPONSIBILITY

If your students do not make good choices in their behavior and actions, they need to understand the consequences that follow. Richard L. Curwin and Allen N. Mendler (1988) believe that students need to be taught they are responsible for their own behavior through the use of consequences rather than punishments. Consequences come about as a logical result of an action or lack of action. They can be positive or negative, but either implies that a choice has been made. Punishment has a demeaning connotation. It is punitive and negative. Punishment takes away dignity and self-esteem.

To clarify between punishment and consequences, let's say that George was driving drunk one Friday night after a football game. He runs into a street sign. His punishment would be going to jail. His consequence would be higher insurance rates.

Curwin and Mendler suggest that students' acceptance of responsibility is more important than their obedience. Management of the classroom can be obtained while still fostering a student's hope and dignity. Their "Discipline with Dignity" program focuses on the individual student and their specific behavior problem. Students are given the freedom to experience logical consequences for their behavior rather than being pigeonholed into general punishments for behavior infractions based on specific rules. They recommend the four generic consequences of reminder, warning, action plan, and practice. Rather than standard cookie-cutter attempts to control students, Curwin and Mendler provide an individual plan in which students have the freedom to outline their behavior goals.

They further support the idea that by giving students ownership in the classroom decisions, you promote discipline through dignity. By offering discipline through dignity, you demonstrate care

about the student and show an understanding that the student's dignity and self-esteem must be enhanced and maintained. Their ideas establish parameters and consequences that create order in the classroom through a three-dimensional plan of prevention, action, and resolution.

Prevention or preventive discipline begins by building a management program that addresses your needs and the needs of your students. A well-established preventive program includes established goals that you and the students have developed together. They have been taught, practiced, and reinforced. The effective preventative program addresses not only the needs but also the diversities of your students. Prevention also includes the routines that establish predictability and consistency in the environment.

Action, or supportive discipline, refers to techniques used to prevent escalating misbehavior or strategies employed to support the student in making good choices. In the article "Twelve Practical Strategies to Prevent Behavioral Escalation in Classroom Settings," S. Shukla-Mehta and Richard W. Albin (2003) provide twelve strategies to help prevent escalation in behavioral problems. They recommend that the key is knowing what triggers misbehavior.

Any day before a holiday is going to be a trigger. The day after Halloween is going to be a trigger. Spring, snow, and full moon can all be added to the list. Any shift in the schedule can have a tendency to be a signal for misbehavior. If there is a change in behavior, it is important that you intervene early. Look for unusual behaviors or inconsistent patterns from a student.

The unusual behaviors or inconsistent patterns help identify the purpose behind the acting out. After you have taught and reinforced the appropriate behaviors for the classroom, provide opportunities for the students to be responsible and successful in their behaviors. Be proactive rather than reactive. If the students are wound up, don't get wound up with them. Most importantly, chose your battles wisely. Not all misbehavior needs to be acknowledged or addressed. If consequences are warranted, use them wisely and judiciously.

The resolution or correction phase is needed when preventative and supportive measures have not been successful. Corrective measures refer to the attempts you make to stop the misbehavior and get the

student back on track while maintaining the student's dignity and your own well-being.

In an effective classroom management plan, consequences might be necessary to intervene and hopefully bring about the desired behavior. For example, as an intervention strategy you might remove the disruptive child from the class. This might seem like an appropriate solution, since you get a break from the student and the student stops the behavior, but in actuality, the student is being removed from the learning environment. Since the purpose of having a well-managed and disciplined classroom is to increase learning, this does not seem to be a logical action. Perhaps a brief time-out in the classroom might be more appropriate.

Practice Prevention

Read each of the following situation statements. How could each have been prevented?

1. Ralph stabs Karen with a pencil as he walks to the pencil sharpener.
2. Tom and Mike splash water from the water fountain all over the hall during math.
3. Sarah raises her hand and loudly makes "oowww, oowww, oowww" noises.
4. Emma starts crying when she is left out of joining any cooperative group.
5. Mr. Lane has trouble getting the class on task when he enters the classroom.

Alfie Kohn (2003) suggests that the need for freedom can be met by taking a "hands-off" approach and allowing students the freedom of self-discipline without the use of positive reinforcement, bribes, rewards, or punishments. He believes that practices should move beyond establishing rules. Like William Glasser, Kohn believes that student needs should be identified and met. Based on the work of Deci and Ryan (1990), Kohn identifies these needs as autonomy, relatedness, and competence. When students are given autonomy, they are given

the freedom to make decisions. Only by allowing them the practice will they learn to make good choices. Relatedness brings about the feeling of belonging and a connection to other members of the class. Competence allows students to be successful in learning and transferring new skills.

Kohn further believes that students should actively participate in an engaging curriculum with a focus on process rather than achievement. They should have a freedom from standardized testing, grades, and homework.

The beliefs of Barbara Coloroso (1994) align with those of Alfie Kohn in that she promotes the idea of self-control, or "Inner Discipline." She recommends that rewards not be used. Instead of trying to buy positive behavior, self-control can be developed through trust, responsibility, and decision-making. Students' dignity is maintained while giving them ownership of the problem, followed by choices for solving the problem.

She promotes the idea of restitution, resolution, and reconciliation. The restitution phase allows students the opportunity to repair the damage. Resolution involves the identification and correction of the problem so that it will not happen again. Healing the relationships that were damaged as a result of the behavior comes about during reconciliation. These "three R's" provide students with the freedom to take charge of their lives.

ACCOUNTABILITY

Accountability occurs when students know that their behavior and academic work will be checked and evaluated. It is brought about by clear instructions, adequate monitoring, and valuable feedback. Students need to know exactly what is expected of them in each assignment. They need to know the format, dates, expectations, and grading procedures.

Practice Instructions

Read the following scenario regarding a fourth-grade class assignment.

TEACHER'S REFLECTION

I gave a six-week book report assignment once to a group of fourth graders. Here are the directions that I gave the students:

- Select one biography from the library.
- Read the book carefully to determine the major events in this person's life.
- Develop a three-dimensional scene depicting an event in this person's life.
- Write a three-page report that summarizes the book.

I was addressing many standards with this assignment and felt like I could cover a great deal of content through this biography assignment. At the end of the six weeks, I received not one book report. This was not a case of student failure. The one common denominator here was me. I had to take a look at my instructions. First of all, there had been no instruction. I merely gave directions that were unclear and misunderstood.

What I should have done was introduce the concept of biographical literature. I would start by making it personal to them and have them develop a timeline of the major events in their life. This would be followed by a summary of the three major events.

I would probably read a biography out loud to the class and have them identify the major events in the person's life as we read along. After the biography was finished, I would model identifying major events, demonstrate depicting a scene, and teach summarizing and writing skills. The school library-media specialist would be asked to pull biographies on reading level and interest to fourth graders. After the book had been approved by me, I would allow in-class reading time and monitor their progress through assignments, discussions, and updates. The assignment would cover a two-week time period and would include the scene, a timeline, and a report. The report would be one page that describes the event that was created and why the student selected that particular event to depict.

In addition, evaluate these instructions given to a seventh-grade class regarding a social studies project.

> Directions: You will need to build a model that depicts an event that occurred in Philadelphia during the American Revolution. Along with the model you will need to write a one-page paper explaining WHO, WHAT, WHEN, and WHERE about your event. This project is due on May 4.

1. What questions come to mind as you read these instructions?
2. What else needs to be included in the directions?
3. What steps would you take to monitor the student progress?
4. How would the project be graded? What are the criteria?
5. Rewrite the instructions to establish clear guidelines of expectations for the assignment.

As with academics, students must be held accountable for their behavior. The expectations need to be made clear and consequences consistent. Self-evaluations provide an excellent venue for giving students ownership of their behavior. By completing a self-evaluation, the student has a plan for improvement, and you have a document of the behavior. The following websites provide examples of forms you might implement in the classroom:

- http://www.teachervision.fen.com/classroom-discipline/resource/6283.html
- http://www.teachervision.fen.com/school-forms/resource/6231.html
- http://www.internet4classrooms.com/links_grades_kindergarten_12/classroom_forms_teacher_tools.htm
- http://www.busyteacherscafe.com/printables/forms.html
- http://www.tips-for-teachers.com/free_classroom_printables.htm
- http://freeology.com/formsforteachers/

THEORY INTO PRACTICE

How might freedom help Eli? How can you help Eli accept the responsibility for his own behaviors?

Curwin and Mendler might suggest that you look at your management program in light of how Eli's behavior could be prevented or corrected. They would probably recommend that Eli not be sitting in the back of the class. It would be helpful to discuss the problem with Eli and together develop goals and a plan that might help him reach them.

They would also recommend that you look at strategies that might help support Eli in his goals. His trips to the nurse could be attempts to maintain his own dignity and self-esteem; however, he still needs to be held responsible for his actions.

Make sure that he understands the material and can be successful in his attempts.

William Glasser would suggest that Eli's needs are not being met. He would ask Eli to evaluate his own behavior by asking himself what he was doing and whether it was helping him be successful in the classroom. He would then allow Eli the choice to determine what behavior would help him be successful.

Alfie Kohn would also want to determine if Eli's needs are being met. He would suggest that Eli be given the autonomy to make decisions regarding his actions, the tools to be successful in the classroom, and the understanding that he is a vital part of the classroom community. His constant trips to see Mrs. Barnhart could be the result of a lack of meeting one or several of these needs.

Barbara Coloroso would support the idea of developing Eli's self-control through decision-making. Instead of using rewards with Eli, she might recommend allowing Eli to make restitution for his actions. In this restitution phase, Eli would repair the damage he has done not only to his academic work but also to the teacher through his attitude and words. He would then develop a plan for reconciliation or a way to change his behavior.

SUMMARY

- Students need to feel they have the freedom to make choices both academically and behaviorally.
- Your role is a balance between domination and cooperation.
- William Glasser suggests that students need support in making good choices through practicing the seven caring habits of

supporting, encouraging, listening, accepting, trusting, respecting, and negotiating differences.

- Both William Glasser and Alfie Kohn support meeting the needs of the student.
- Richard Curwin and Allen Mendler focus on maintaining the student's dignity while still holding them accountable for their behavior. They also suggest that you practice three methods of discipline: preventive, supportive, and corrective.

    - Help prevent misbehavior through successful classroom management.
    - Help support appropriate behavior by offering initiatives.
    - Help correct the misbehavior when it occurs.

- The opportunity to make choices brings with it the need to accept responsibility for those choices.
- Students need to be held accountable for their academics and behavior through efficient management and instruction skills.
- Barbara Coloroso suggests that students stay accountable for their behavior through the "three R's": restitution, resolution, and reconciliation.

ON YOUR OWN

Behavior and instruction are so closely linked that it is sometimes difficult to separate them. Can you think of any situations in which behavior and instruction should not be interdependent? Should a student receive the same consequence for not bringing in his homework that he does for causing a classroom disruption? Why or why not?

FURTHER READINGS

Elementary Focus

Canter, L., & Canter, M. (2001). *Assertive discipline: Positive behavior management for today's classroom* (3rd ed.). Santa Monica, CA: Lee Canter & Associates.

Kohn, A. (2003, March). Almost there, but not quite. *Educational Leadership*, *60*(6), 26–29.

Marshall, M. L. (March 1998). Fostering social responsibility and handling disruptive classroom behavior. *NASSP Bulletin*, *82*, 31–39.

Power, C. (2006, September). Developing self-discipline and preventing and correcting misbehavior. *Journal of Moral Education*, *35*(3), 420–23.

van Lier, P. A. C., Muthen, B. O., Vander Sar, R. M., & Crijnen, A. A. M. (2004). Preventing disruptive behavior in elementary schoolchildren: Impact of a universal classroom-based intervention. *Journal of Consulting and Clinical Psychology*, *72*(3), 467–78.

Secondary Focus

Creating caring schools. (2003). Theme issue of *Educational Leadership*, *60*(6).

DePry, R. L., & Sugai, G. (2002). The effects of active supervision and precorrection on minor behavioral incidents in a sixth grade general education classroom. *Journal of Behavioral Education*, *11*, 255–64.

Little, S. G., et al. (2008, March). Psychology's contributions to classroom management. *Psychology in the Schools*, *45*(3), 227–34.

Marshall, M. (2005, September/October). Discipline without stress, punishments, or rewards. *The Clearing House*, *79*(1), 51–54.

Martin, N. K. (March 1997). Connecting instruction and management in a student-centered classroom. *Middle School Journal*, *28*, 3–9.

Zuckerman, J. T. (2007, Spring). Classroom management in secondary schools: a study of student teachers' successful strategies. *American Secondary Education*, *35*(2), 4–16.

PRACTICE POSSIBLE PREVENTION RESPONSES

1. A procedure could be in place that outlines when pencil sharpening can take place.
2. Only one student can be out of the classroom at a time.
3. Preestablished cards or signals could be used to indicate answering a question.
4. Cooperative groups need to be preestablished.
5. Mr. Lane should be in the class when it begins.

PRACTICE POSSIBLE INSTRUCTIONS RESPONSES

Directions: You will need to build a model that depicts an event that occurred in Philadelphia during the American Revolution. Along with the

model you will need to write a one-page paper explaining WHO, WHAT, WHEN, and WHERE about your event. This project is due on May 4.

These instructions leave way too much up to chance. Students can be assigned or given a choice from a list of events that occurred in Philadelphia during the American Revolution.

More guidelines are needed as to what the model should entail. Students should have some idea as to how big should it be and what should be indicated in the model. Criteria for grading should also be preestablished and explained.

Directions: We have been studying the Civil War and specifically the events and people that are associated with Virginia and the role that the commonwealth played during the war. You are going to make a visual representation of one of the people or events. Choose one from the list below. By Friday, bring me the name of the event or person you have chosen. You may choose to do one of the following visual representations: 3-D model, poster, PowerPoint, Prezi, or your choice if approved by me.

The representation must include the following information in a three- to five-page paper:

1. *Who or what is the visual representing?*
2. *When did this event take place or when did this person live?*
3. *Where in Virginia did this event take place or person have influence?*
4. *Why did you choose this event or person?*
5. *What is the significance of this person or event to the outcome of the Civil War?*

The representation will be graded on the following:

- *thoroughness of the responses to the questions*
- *creativity*
- *clarity of presentation*
- *mechanical correctness*

We will follow this timeline for due dates:

Friday, April 5: submit assignment form
Friday, April 12: submit outline of project
Friday, April 19: draft of Who, When, Where, Why, What
Friday, April 26: draft of model
Friday, May 4: final product

List of possible topics:

- *Battle of Chancellorsville*
- *Battle of Wilderness*
- *Robert E. Lee*
- *Jefferson Davis*
- *John Brown and Harpers Ferry*
- *First Battle of Bull Run*
- *Battle of Appomattox Court House*
- *Siege of Petersburg*
- *Battle of Fredericksburg*
- *Thomas J. Jackson*
- *J. E. B. Stuart*
- *A. P. Hill*
- *George Pickett*

ASSIGNMENT FORM

For the Civil War visual representation assignment, I choose:
_____
I would like to present this event or person because: _____
_____
I will make the visual representation using the following format:
_____

CHAPTER 7

Power

SITUATION

Today is Sophie's seventh birthday. This morning before she left for school, her parents gave her a new sticker book. Unfortunately, they did not make sure she kept the book at home, and here she is in math class playing with the stickers. I have already told her twice to put them away, so this time I quickly walk to her desk and take the book. She immediately bursts into tears. Now the rest of the class is looking at us and nobody is doing their work.

SITUATION ANALYSIS

What should this teacher do? What could have helped prevent the situation? What, if anything, should be done about the book? The tears?

In the situation with Sophie, the teacher has the power to take away the book. But what has been achieved? The purpose of taking the book is supposedly to get Sophie working on her math. Unfortunately, in the process of taking the stickers, the teacher has taken Sophie's mind further from the math lesson. Not only is Sophie off task, but now the entire class is not thinking of math. In reality, Sophie has gained the most power in this situation.

You might first want to know why the teacher had to speak to Sophie twice. Having seen the book, the teacher should realize that there is a distraction and should address the situation at the time. She could quietly ask Sophie to put the book in a location that was not easily ac-

cessible. She might even ask Sophie if she would like the teacher to hold the book for her.

Perhaps the teacher could allow time for Sophie to play with the sticker book after the work is completed. Since it is Sophie's birthday, it may also be appropriate to allow her time to tell the class about her sticker book. Obviously, taking the stickers is not going to help Sophie focus on the math. Therefore, another approach is needed.

The concept organizer in figure 7.1 offers a structure to help begin developing the concept of power. Identifying both non-examples and examples allows for a deeper understanding. Providing concrete examples of an abstract idea assists the comprehension and visualization of the concept.

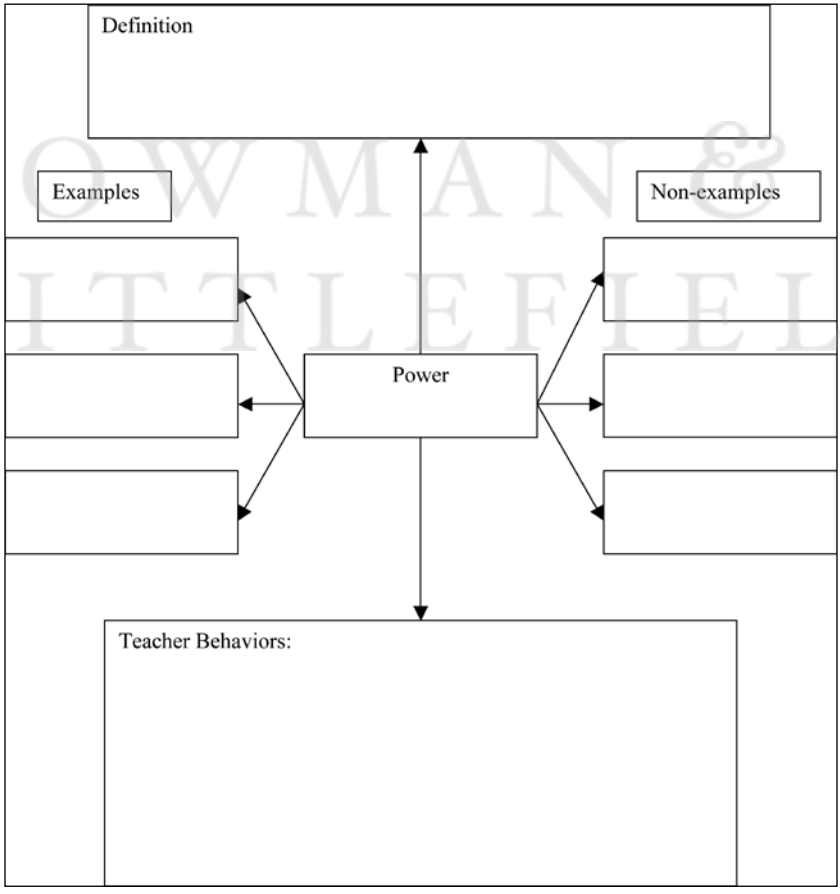

Figure 7.1

The term "power" indicates authority or the ability to cause an effect. In Sophie's situation, she gained power by causing a distraction that affected the entire class. Students also gain power through self-control and achievement.

Your power or influence in the classroom is demonstrated not as an authoritarian who dominates the student's will but rather as a facilitator who helps build intrinsic motivation so students can make good choices.

Only through effective communication strategies can you help students develop this inner discipline, and only through quality instruction can students achieve academic success. Students gain power by having quality instruction that leads to academic success. You gain power through the use of effective communication strategies that motivate student self-discipline.

POWER THROUGH QUALITY INSTRUCTION

Students feel powerful when they achieve academic success. Research indicates that you have the most influence on your students' learning (Marzano et al., 2001). This influence is based in part on your instructional design. In her book *Improving Student Learning One Teacher at a Time*, Jane Pollock (2007) outlines principles for students' learning success in "the Big Four." Her recommendations for developing master learners include the use of clearly stated learning targets, effective instructional strategies, a variety of assessments, and specific feedback (p. 8).

The clearly written learning targets are stated in understandable terms that align with the adopted standards. They are written in a manner that connects the broad curriculum to useful understandings rather than specific behaviors. These targets or objectives are written to correspond with either declarative or procedural knowledge. If you are targeting declarative or content knowledge, you would use words such as "understand" or "know." If you are targeting procedural or knowledge, you would focus more on action verbs that indicate a behavior.

For effective instructional strategies, we can look to the work of Robert Marzano (2003). In his book *Classroom Instruction That Works*, he provides a synthesis of strategies that have been shown to improve student learning. His findings suggest the following nine high-yield strategies as the most effective in promoting student achievement:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representation
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers (p. xii)

Identifying similarities and differences suggests that learners dissect concepts. It requires students to use knowledge to classify (grouping according to features) and compare (identifying how concepts or objects are alike or different). They manipulate and broaden their perspectives through the use of comparison. Completing graphic organizers and creating metaphors and similes help deepen their understanding. Tools such as Venn diagrams, T-charts, and "Question-Answer-Response" (QAR) are effective in identifying similarities and differences.

Summarizing and note taking require students to analyze information according to what is important, what is not important, and what can be stated differently. Through teacher modeling, students take the information, identify the key concepts, and put it into their own words. Two-column note-taking forms and other graphic organizers offer tools to scaffold this process.

Although there are conflicting reports regarding the effectiveness of recognition and praise, Marzano's meta-analysis indicates that reinforcement and acknowledgment provide a way for students to see the connection between their effort and their achievement. Acknowledge their attempts, and employ symbolic recognition. Praise students in an appreciative rather than evaluative manner. Appreciate the attempts rather than evaluating their ability. Maintain high expectations in a supportive environment. Celebrate student success by displaying works, sharing ideas, and honoring their individuality.

Homework and practice provide students with the opportunity to work with their learning and extend the experience outside of the classroom environment. If homework is given, it is essential to clearly

articulate what is expected and provide feedback on the work. Make sure that students have mastered the content before they are sent out to complete it on their own.

Generating visual images or nonlinguistic representations provides students with a kinesthetic approach to build knowledge by building on their preexisting knowledge. Students have more opportunity to achieve when both linguistic and visual forms of learning are employed.

Cooperative learning fosters the development of interdependent relationships and the building of social skills. Students learn and retain more in helping others learn the material.

Setting objectives gives structure and direction to the instruction. In order to reach the goal, students need a clear indication of where they are going and how they are expected to get there. A major component of this is providing feedback that helps guide the progress. This feedback needs to be criterion based. Comments such as "very good" are insufficient in providing direction. Students need to know what they did was useful in meeting the goal and what specifically they can do to improve.

Generating and testing hypotheses suggest that students predict and test ideas. By employing deductive (general to specific) or inductive (reasoning to conclusions) strategies, students use higher-order thinking skills to predict, analyze, and explain.

Questions, cues, and advance organizers help tap into prior knowledge and develop strategies that increase learning. Used correctly, questioning can help students expand on their knowledge, process information, and develop meaning. Use open-ended questions rather than yes/no. Allow wait time after asking the question. Cue responses for further development and understanding. Graphic organizers can be used to provide guiding questions that tap into prior knowledge and prepare the student for learning.

The following websites provide additional information and examples of these nine high-yield strategies:

- http://marzano.wetpaint.com/page/Strategies
- http://www.schools.manatee.k12.fl.us/3160MARZANO/3160marzano/
- http://www.parkerusd.k12.az.us/PHS/staffdevelopment/marzano.htm
- http://ethemes.missouri.edu/themes/844

Another area of Jane Pollock's "Big Four" deals with assessment. As an integral part of the student learning, assessment can be used to diagnose the student's strengths and weaknesses, monitor student progress, assign grades, and determine your instructional effectiveness. To diagnose and obtain information about a student's level of performance, she suggests classroom assessment techniques can be grouped into the following three areas: testing for recall, testing for thinking and observation, and self-assessment (p. 85). Each of these strategies provides valuable information before, during, and after instruction and should be employed to assess correlating benchmarks.

Before instruction, these tools can be used to assess prior knowledge. By knowing what the student already knows, you can better devise an instructional goal and plan. During instruction, they provide formative information. Using this information, you can determine what the student needs in order to reach the intended outcome. After instruction, assessments help determine to what degree learning has taken place.

Both informal and formal assessment tools can be used to obtain the needed information in each of these techniques. In testing recall, you can informally use class questioning and recitation to assess the student's knowledge or you can formally assess recall through the use of a teacher-made test. The focus here is to offer a variety of assessment opportunities. The use of multiple strategies provides the students with various means to show mastery.

These websites offer useful assessment information:

- http://school.discoveryeducation.com/schrockguide/assess.html
- http://www.eed.state.ak.us/tls/frameworks/mathsci/ms5_2as1.htm
- http://www.rmcdenver.com/useguide/assessme/definiti.htm
- http://www.rmcdenver.com/useguide/assessme/online.htm

Assessment must be followed by specific and timely feedback. The feedback guides the instructional process and allows you to continually determine whether understanding is taking place. Effective feedback is criteria-based, identifying specific elements of the student work and to what degree the student meets the objective. After reading the feedback, the student should know what they did well and why. They should also know how they can improve.

SELF-DISCIPLINE THROUGH EFFECTIVE COMMUNICATION

Student perceptions of you are largely developed around the effectiveness of your communication. Your style has the ability to build or destroy relationships within the classroom.

Fred Jones (1987) suggests that body language is an essential component of communication and effective classroom management. You can communicate support for your student's attempts at self-discipline through your use of body language in facial gestures, preestablished signals, and physical proximity. For example, if Jeffry is across the room misbehaving while you are with small-group instruction, perhaps a "look" or a raised finger would offer the support that he needs to get back on track. If this doesn't work, you might need to move closer to him or maybe put a hand on the back of his desk. Whatever causes less disruption for the entire class is the best route to take.

When you do need to discuss a behavior, address the specific behavior and not the student. Communicate the idea that the behavior is inappropriate rather than that the student is inappropriate. Discuss the action privately rather than across the room or in front of a group.

Hiam Ginott (1972) provides communication strategies in his writings on congruent communication. He suggests that you can offer dignity to your students rather than assigning blame or guilt. Rather than stating "Emma, you are not listening to Annie's report!" you could use a message such as "Emma, you are expected to sit quietly and listen while Annie gives her report."

Rather than demanding certain behaviors from students, Ginott suggests that you will gain power by inviting cooperation. For example, you might state, "All students who complete the assigned homework will be able to use the last twenty minutes of class as computer time," rather than saying, "All students who don't complete the assigned homework will not be able to have computer time."

"I" messages rather than "you" messages allow you to acknowledge your feelings about a situation rather than put blame on the student. Thomas Gordon (1974) identifies three parts in an "I" statement. These include problem identification, problem effect, and teacher feelings. Let's say that Bud is having a bad morning and comes in angry and noisily. He sneers at Sammy and calls him a bad name. Rather than

blaming Bud for hurting Sammy's feelings, you could say, "When a student comes in angry and noisily, other students are hurt, and that upsets me." This will get a more positive reaction and help build relationships rather than barriers.

Practice "I" Message

Read the teacher statements below. Rewrite each of the statements to indicate an "I" message.

Pam, you do not have your homework again.
Brenda, you have been told a hundred times that passing notes in class is not allowed!
You guys did not behave in the assembly.
Ron, quit talking and get to work.
The entire class was horrible for the substitute yesterday.

What about communicating with parents? Start off the school year by contacting the parents with a positive telephone call. Let the parents know how pleased you are to have their child in your classroom and that you look forward to a successful year. This one phone call will make a difference when you need to contact them later because of a negative issue or concern. Keep parents aware of what is going on academically in the classroom through the use of newsletters or a webpage.

When you are meeting with a parent, make sure you prepare a discussion "sandwich." Start off with a positive comment, sandwich the issue or problem in the middle, and end with a positive comment and recommendation. Most parents or caregivers want to know what is going on with their child, but they do not want their time wasted by petty complaints or unprepared teachers. If you are speaking with a caregiver, be prepared with an agenda and examples. Allow them to give input. Make sure you log every contact. Document what was said and any agreed-upon intervention strategies to put into place.

If you are confronted with an angry parent or caregiver, first make them feel comfortable and start with a positive. Allow them to vent their frustrations while maintaining an empathic attitude. Practice active listening while maintaining eye contact. Try to reach an agreement

and end on a positive note. If the conference becomes abusive, end it quickly and tactfully. Always keep in mind that parents view their child in a much different light than you do.

Practice Parents

Read each of the following situations. How would you respond to each parent?

1. Mrs. Exum has recently taken her daughter Kasey off Ritalin. Although she agrees that Kasey is able to stay on task and better focused with the medication, she does not want her daughter on the medication. She insists that Kasey will become addicted to the Ritalin and that it will lead to other drugs.

   Kasey's grades have dropped dramatically since she has been off the medication. You are concerned that if something is not done soon, Kasey will fall behind and not be able to catch up. You have called a conference with the mother. As she enters the room, she loudly states, "If you had more interesting lessons, my daughter would be able to pay attention."
2. LaShonda Jones's mother calls you one evening around 10:00. She insists on meeting with you the next day but then realizes that she has to work. You agree to discuss the situation over the phone. She proceeds to explain to you that LaShonda's father died two years ago and that it is LaShonda's responsibility to take care of her three younger siblings when she gets home from school. Mrs. Jones wants you to relieve LaShonda from any homework so that she can take care of her duties at home. She goes on to explain what caused the death of her husband. At 10:30 she is beginning to go into detail about the difficult birth of her fourth child, and LaShonda's problem has not been discussed. You are tired and want to get off the phone.
3. Mike Grose is one of those students who is constantly bothering the other students during lessons. He takes their pencils and breaks them, takes their paper and writes on it, or takes their belongings and hides them. He is either tapping his pencil on his desk, humming, or rocking back in his chair. Last week he fell over backward at his desk. He is disturbing the entire class and agitating the students who sit near him.

> You have contacted his parents for a conference. Mr. Grose shows up at your door one Friday afternoon as you are just about to leave. You politely explain the trouble that Mike has caused. The father gets a rather quizzical look on his face and asks, "So what do you want me to do? It's your problem."

These websites provide strategies for effective communication:

- http://www.khake.com/page66.html
- http://www.teacherhelp.org/classroommgnt.htm#parents
- http://www.uncg.edu/~bblevin/class_management/moremodels/HaimGinott.html

Your relationship with a student affects the student's intrinsic motivation to academically and behaviorally succeed. Building rapport and using effective communication strategies help students develop an inner discipline. However, as with any learning experience, they must have the opportunity to practice. Management systems that coerce and manipulate through rewards and punishments do not offer students the chance to develop long-term positive behaviors and academic success.

If a student is acting out in class, you might ask yourself what you need to do to help this student. Are you offering instructional practices that will help this child succeed? Have you established a rapport and environment that meet the needs of the student? Does the environment create conditions for self-discipline, or are you trying to maintain all of the power?

Your enthusiasm, instructional style, and established relationship with the students impact their motivation. Self-discipline is enhanced when you help students set and reach their performance goals. Offer them the power to reflect and evaluate why the behavior is inappropriate.

When mistakes happen, allow them the opportunity to try to remedy the situation through actions rather than a forced apology. Forced apologies do not help any situation. They are insincere and usually resented. You might as well tell the student to go lie to the one who has been harmed.

Spencer Kagan, Patricia Kyle, and Sally Scott (2004) offer a win-win approach to discipline that is designed to address the mistakes or misbehaviors when they happen. Like William Glasser, they support the idea that the root of the problem is unfulfilled needs. Students

"win" when their needs are met or when they are given the strategies to deal with their unmet needs. The teacher "wins" when he is able to focus on teaching and providing a safe and productive environment.

Kagan, Kyle, and Scott suggest that the response to unmet needs can be seen in the "ABCD" of misbehavior. Students act out in aggression, breaking rules, confrontation, or disengagement. These behaviors can be addressed using the "five P's": pillars, procedures (prevention), positions, process, and program.

There are three pillars to the win-win discipline: same side, collaborative solutions, and learned responsibility. These pillars indicate that the teacher, student, and other stakeholders work collaboratively to help the student self-regulate. Together, the problems are addressed and possible solutions are considered.

The procedures and routines help in the prevention of misbehavior. As discussed in chapter 3, these preventive measures offer security to the classroom environment. Most behavior problems can be eliminated if the class is well managed.

Kagan, Kyle, and Scott label the student's attitude and mistaken goals as their positions. It is these perceptions or emotions that lead to the misbehavior. The approach that the teacher uses to address the student behavior should address the goal of the misbehavior.

Using the work of William Glasser and the concept of the five basic needs, Diane Gossen promotes the "Least Coercive Road" concept. This management strategy is designed in four parts to create an atmosphere in which students become honest with themselves. They evaluate their actions in terms of the impact they may have on others. She stresses four needs: freedom, belonging, power, and fun.

In part 1, she suggests that students be given the freedom of choice. Look at the behavior and ask yourself if it really matters. Is what the student is doing or has done really important? If not, let it go. If it does matter, then action needs to be taken.

Part 2 of her plan focuses on the need of belonging. She recommends the use of a social contract. The student looks at what type of person they want to be and how that fits with classroom beliefs.

Power, part 3, gives the students the opportunity to specifically address their role and power in the classroom. They look at their responsibilities as a class member. Part 4 is founded in the need for fun

or creativity. In this portion of the plan, the student and teacher are responsible for restitution when appropriate.

THEORY INTO PRACTICE

In the situation with Sophie's stickers, Ginott might recommend that the teacher start with congruent communication. She might state, "Sophie, I need for you to put the stickers away so that you can fully participate in class." Tell Sophie that you will give her an opportunity to show her stickers at the end of class. Volunteer that you think it would be a good idea if you held them for her until that time. This gives Sophie the chance to self-regulate.

Jane Pollock would want to know if Sophie has a clear understanding of what she needs to do to succeed in the class. Does she know the objective? Does she fully believe she is capable of reaching the objective?

Robert Marzano would look at the instruction in terms of high-yield strategies. Incorporating these techniques would help Sophie achieve academically and experience success.

Diane Gossen would first look at the situation and determine if it warranted addressing. In the case of Sophie, the answer is probably yes. Sophie needs to be pulled back into the lesson. At some point, the teacher needs to address the issue with Sophie, allowing her the power to identify her role in the classroom and how playing with the stickers interferes with her responsibilities. She could develop a plan that would make restitution for the missing instructional time.

SUMMARY

- You have the power to motivate students to make good choices.
- Your power is in direct proportion to your communication skills.
- Effective communication skills are needed with both parents and students and involve issues such as the following:

    - body language
    - inviting cooperation
    - "I" messages

- Students gain power through success and achievement.
- Robert Marzano found the following instructional strategies to be most effective in helping students achieve the following:

  - identifying similarities and differences
  - summarizing and note taking
  - reinforcing effort and providing recognition
  - homework and practice
  - nonlinguistic representation
  - cooperative learning
  - setting objectives and providing feedback
  - generating and testing hypotheses
  - questions, cues, and advance organizers

- Kagan, Kyle, and Scott outline the "ABCD's of misbehavior." Students act out in aggression, breaking rules, confrontation, or disengagement.
- The "ABCD's of misbehavior" can be addressed using the "five P's": pillars, procedures (prevention), positions, process, program.
- Diane Gossen uses the work of William Glasser to address the needs of belonging, fun/creativity, power, and freedom.

ON YOUR OWN

What advantages do you see as a result of involving parents in your classroom? When would it be most advantageous to have parent involvement? What challenges do you see in involving parents in your classroom? When would you not want to involve a parent or parents?

FURTHER READING

Elementary Focus

Bailey, J. M., & Guskey, T. R. (2001). *Implementing student-led conferences*. Thousand Oaks, CA: Corwin Press.

Brookfield, S. D., & Preskill, S. (2005). *Discussion as a way of teaching: Tools and techniques for democratic classrooms* (2nd ed.). San Francisco: Jossey-Bass.

Drummond, K. V., & Stipek, D. (2004). Low-income parents' beliefs about their role in children's academic learning. *The Elementary School Journal*, *104*(3), 197–213.

Minke, K. M., & Anderson, K. J. (2003). Restructuring routine parent-teacher conferences: The family-school conference model. *The Elementary School Journal*, *104*(6), 49.

Nelson, J. L., Lott, L., & Glenn, H. S. (2000). *Positive discipline in the classroom* (3rd ed.). Roseville, CA: Prima.

Secondary Focus

Corbett, D., Wilson, B., & Williams, B. (2005). No choice but success. *Educational Leadership*, *62*(6), 8–12.

Marzano, R. J., et al. (2003, September). The key to classroom management. *Educational Leadership*, *61*(1), 6–13.

Protheroe, N. (2004, March/April). Effective teaching. *Principal*, *83*(4), 58–60, 62.

Umphrey, J. (January 2008). Producing learning: A conversation with Robert Marzano. *Principal Leadership* (High School Ed.), *8*(5), 16–20.

Vaughan, A. L. (2005, April). The self-paced student. *Educational Leadership*, *62*(7), 69–73.

PRACTICE POSSIBLE RESPONSES

"I" Messages

Pam, I need for you to complete your homework so that I can make sure you understand the material.

Brenda, I'm afraid you won't understand the material if you continue passing notes.

I am concerned about some of the behaviors I saw in the assembly yesterday. What happened? How can we make it better?

Ron, I want you to understand the material. What can I do to help you focus?

I heard there were some problems when the substitute was here yesterday. How can we make it better next time?

Parents

1. Welcome Ms. Exum, and express appreciation for her concern and willingness to help Kasey improve. Allow her the opportunity to vent her concerns. Ask for her input on how to instructionally engage Kasey.

   After she has calmed down, bring up the topic of the medication. Express an understanding for her concerns and ask her if she would be willing to talk to the school nurse and/or school counselor to get more information about Ritalin. Understand that the parent has the final say as to whether the child will take the medication. If she is not willing to budge on her stand, you may need to reschedule an appointment and include an administrator to support your ability and knowledge.
2. First, if you have caller ID, don't answer the phone. The parent can leave a message, and you can return the call the next day to schedule an appointment. If you choose to answer the phone, allow the parent five minutes to vent. Then politely end the call with a time that you can see or talk to her the next day.
3. Mr. Grose has a valid question. What do you want him to do? You might want to explain to Mr. Grose that you were hoping he could provide some insight into how best to meet Mike's classroom needs. Explain to him that you have obligations elsewhere and you can meet him next week at his convenience.

   When the meeting does take place, have documentation as to what is going on. Express your concern regarding Mike's academic progress. Have solid recommendations on how the family can help Mike stay on task and improve academically.

CHAPTER 8

Meeting Special Needs

You have learned about methods that are effective in meeting the basic needs of students in your classrooms. When you become successful at setting clear expectations, forging strong connections with your students, and acting in a fair and consistent manner, your students will feel supported and be productive. But every few years you will encounter a student or two for whom this system is not sufficient.

STUDENTS WITH SPECIAL NEEDS

Some students come to you with needs that are much more complicated and intense than average. These needs, which can relate to academic, behavioral, or social deficits, are so strong that they keep these students from responding to even the best classroom behavior management program. Because the students have a harder time performing the required tasks for various reasons, the classroom supports that work for other students are not powerful enough to enable them to put forth the extreme effort necessary for success (Bateman & Golly, 2003).

What is the effect of these stronger needs, and what do they look like in school?

- John has developed an attachment disorder because his mother died shortly after this birth, so he desperately craves a strong sense of belonging while at the same time resisting all attempts to draw him in due to his fear of rejection. He will do well for a while, but

then a big blowup between him and his friends or his teacher sets everything back.

- Mary also wants to belong, but her learning disability impairs her social skills, so other students have a difficult time including her. It seems as if all of her interactions result in tears, tattling, and even fights.
- Jose feels totally incompetent in his fifth-grade classroom because he reads at a first-grade level; he has no sense of belonging in the classroom, where every assignment reminds him of his powerlessness. He grasps at every opportunity to disrupt the class so he can escape from this intolerable situation.

So why should you as a general classroom teacher have to deal with behavior like this?

PERSISTENCE

Aren't students with disabilities the responsibility of the special education teacher? You don't have the training or knowledge to change such difficult behavior, and what about your other twenty-three students? You ask the administrator to remove the student until he is better behaved and breathe a sigh of relief when he is suspended or drops out. Your lives are better when he is gone, but what about his life?

All students need teachers who believe in them and who will not quit when the going gets tough. When we work with students who have academic difficulties, we encourage them not to give up. We tell them that we know the work is hard, but if they keep trying, they will make improvement. We value persistence.

But often, when we encounter behavior in a student who challenges us, we ourselves are not at all persistent. The students have experienced the lack of persistence in teachers for years, as over and over teachers have told them, "Go away, you are not my problem." The students desperately need a teacher who will tell them she will not give up on them and then follow through on that promise. We need to work hard to help all of our students, even the tough ones, because they need us. For many students, teachers are the only mature, educated, available adults they know. This chapter will give you some

tools that will enable you to stick with a struggling student and teach him how to behave better.

Behavior Intervention Plans

The use of a systematic "Behavior Intervention Plan" is not a dry, clinical application of outdated principles designed to manipulate behavior. Rather, it is one of the most caring and positive things a teacher or school team can do for a student. It is saying, "I care enough to look carefully at what is troubling you, how your needs are not being met, what is preventing you from succeeding in school, and I will support you by teaching you new skills and giving you the motivation you need to work hard to master those skills." The story of Teddy (seen in the following textbox) illustrates the way in which this systematic approach can help a distressed student make both academic and social progress.

THE STORY OF TEDDY

Margaret, the special education teacher in an elementary school, heard about Teddy before she saw him. The word was out that there was a new second grader who was classified as emotionally disabled and that he was already showing behaviors that were challenging the ordered functioning of his general education classroom.

Teddy's records from his previous school indicated that he was very weak in reading and that he had had attentional and behavioral issues since kindergarten. These were significant enough to cause the eligibility team to label him as having a serious emotional impairment at a young age. His parents struggled financially, moved often, and did not attend meetings at the school.

Arlene, Teddy's second-grade teacher, ran her classroom in an organized and stimulating manner. She was open to working with Teddy, but she was at a loss. His reading level was lower than that of any student in her class, and he refused to do any work at all. Instead, he played with items in his desk, whispered to other students, drew pictures, or wandered around the room.

When pushed to complete activities, he sometimes became angry and yelled at Arlene, even using profane language at times. Before too long, other students began to stay away from Teddy, sensing that he was trouble.

Margaret began by taking Teddy to her resource classroom for one hour each day. She evaluated his reading level and developed a program for him that would improve his phonemic awareness and phonics skills. He worked in her room with two other boys who had the same needs in reading. However, Teddy refused to complete work in the resource room. He would listen to the lessons, but when it came time to write or read, he tried to play with the manipulatives on the shelf, draw pictures, or tease the other boys. For Teddy, reading and writing were extremely difficult, requiring a significant amount of energy, and he had learned early that he gained the most rewards from avoiding those tasks. He had no reason to put forth all that energy for a result that made him ashamed. Margaret realized that in order to teach Teddy, she had to make use of the applied behavior analysis skills that she had learned in her special education training program.

She began by taking out her "tokens" (small pieces of red paper) and three clear plastic cups. Every time Teddy or one of the other boys was working appropriately or answered a question correctly, she put a token into their cup. The tokens were a tangible reminder to the boys that they were doing what they should be doing and that their work was valued. Although the other boys might have worked for teacher praise alone, or for the reward of learning, Teddy would not. At the end of the session, the boys could trade in their tokens for small pieces of candy. The token system gradually changed as the boys became more comfortable with the program. Margaret invested in attractive toys and encouraged the boys to save their tokens to "purchase" one of their favorites.

In her previous experience, Margaret had been able to phase out the token system altogether once the students became used to working in the resource room. Teddy, however, remained a challenge. She knew that while the token system was a start, it

had to be a path to more substantive changes in Teddy's behavior patterns. She thought about what caused most students, and her own children, to comply with requests without tangible rewards, and she realized that usually it was the relationship with their teacher or parent that was most important. Children did not want to disrupt that relationship and so were compliant. Their reward was the approval of the important adult. Teddy, however, seemed to lack this inclination to please adults. Having experienced little adult approval at home or at school, he had no experience of this being pleasurable. Margaret realized that she would have to give him this experience and that she would have to do this by drawing him to her, creating a close relationship between the two of them. This was not easy, since Teddy often pushed her away, but she persisted because she had faith in her behavior management system and anticipated her own reward of seeing his life at school improve.

So the token system was continued, with the rewards themselves becoming more and more related to personal rather than tangible consequences. Tokens could be exchanged for extra time with Margaret both in and out of the classroom. They ate lunch together, went to the school library, and took walks outside. When Teddy became intrigued that Margaret had a son in high school, she capitalized on that interest, using attention from this "big kid" as a reward. Teddy read a story into a tape recorder, Margaret took it home, and her son Jamie taped a response to Teddy. Jamie also read stories to Teddy on the tape. At the end of the year, Teddy began to save his tokens for time with Jamie. During exam week, when Jamie had extra time off, he came to the elementary school and played basketball with Teddy.

The token system, then, was not an end in itself. It was a beginning, a way to meet Teddy where he was and move him to a higher level of motivation. He was an especially needy student who could not be motivated in the usual way. With the support of intensive feedback initially, he found a safe context in which he could work on his reading skills and thrive on the interpersonal rewards that resulted.

The need for a systematic program, or behavior plan, can apply to an entire classroom that has developed resistant negative behavior patterns, a few students who have similar behavioral challenges, or individual "tough kids." We will begin with an application of the plan to a student who poses a particular challenge. But before we get into the specifics, we need to look at the transformation that took place in the teacher's thinking before he implemented the plan.

Locus of Control

As you will see below, Tony is frustrated with David's behavior. He has run out of options to use in the classroom and resorts to sending David to the principal's office. He does not particularly like doing this, but he does not think that he had any choice—he does not really see David's behavior as his problem, and he does not expect it to change. Then Tony reads an article in one of his journals about a concept called locus of control and becomes intrigued (Kutanis, Mesci, & Ovdur, 2011).

When a student has internal locus of control, he believes that what happens to him is the result of his own actions. He studies for a test, and he gets an A. When he fails a test, he understands it is because he played video games instead of studying. If he and a friend have a fight, he takes responsibility for his part and tries to make amends. When a student has external locus of control, he believes that he cannot influence what happens to him. If he gets an A on a test, it is because it was easy or he guessed right. If he fails a test, he believes that it is because the teacher doesn't like him. Everything is a result of good and bad luck.

Tony thinks about this concept and realizes that it could apply to teachers (Feuerborn & Chinn, 2012). Effective teachers have internal locus of control—they believe that they have control over how they speak to students, how their groups interact, and how they achieve. If there are problems in these areas, they look for solutions and implement them. If the plans don't work, they look harder. They are convinced that what happens in their classroom is a direct result of their own behavior. The opposite, the teacher with external locus of control, blames the students, parents, earlier teachers, or administrators for unruly behavior. In the situation below, Tony decides to revise his attitude toward David's behavior and take responsibility for everything that occurs in his classroom.

SITUATION 1

Tony is concerned about David, who is in his ninth-grade history class. David is usually well behaved, but about twice a week he seems to blow up. He does things like slam his book down, talk loudly about how much he hates history, and act generally disruptive. It often gets so bad that Tony has to send him to the office for the rest of the period. Once he is gone, the lesson can proceed well, but Tony knows that exclusion from class is no solution for David, especially since the principal is talking about suspending him for his frequent disruptions. Tony wants to find a way to help him, but he does not know where to begin.

Step 1—Define the Problem

Tony seeks out Angela, the behavior specialist, for help. She describes the steps in the behavior intervention system to him (table 8.1) and suggests that they institute the plan together. Angela says that she wants to observe the class to get a firsthand idea of what David is doing. She actually has to come in three times before she sees an outburst, but it is a big one, with shouts and book throwing and a near fight. It ends with David being sent to the office. That afternoon, she and Tony sit down and talk about how David's behavior needs to change. They decide that they want him to conform to classroom rules, follow directions, and complete work without any outbursts.

Step 2—Gather Information about the Student and the Behavior

Step 2 is a crucial one in this situation. If Tony and Angela can figure out why David is becoming so upset, they will be well on their way

Table 8.1. Steps in Developing a Behavior Plan

Step 1	Define the problem behavior
Step 2	Gather information about the behavior
Step 3	Determine what is maintaining the behavior
Step 4	Develop a plan
Step 5	Implement the plan
Step 6	Monitor the plan

to helping him. Angela tells Tony about Ross Greene's theory. In *Lost at School*, Greene (2008) talks about students like David. He believes that all students would do well in school if they could, but certain skill deficits are hindering their ability to perform the necessary tasks. He challenges us to assume that students are motivated to perform well in school and that they do know right from wrong.

The reason for their clash with school rules and expectations is that they do not possess the skills needed to follow them. These skills can be academic or behavioral, or a combination of both. Often the two are intertwined in such a way that it is difficult to determine which came first. When we approach difficult behavior with this attitude, we can be more hopeful about a positive outcome. We are teachers—we know how to teach students new skills and ideas. In fact, the root of the word "discipline" means "to teach."

So Tony and Angela begin to look at the roots of David's problems. What skills might he be lacking? The most obvious thing to do is to ask David. But Angela cautions that he may be reluctant to open up, or he may not be totally aware of the problem himself, and that they should collect more information before talking with him. As part of Angela's classroom observation, she noted the behavior of the other students to determine whether any of them were doing something to agitate David and setting off his outbursts. But she saw nothing like that.

Instead, she noticed that the trigger for his disturbed behavior was Tony's announcement that the students would be reading passages aloud. She and Tony examine David's school records and find that he had difficulty learning to read in elementary school, and while his silent reading skills are now on grade level, he has always been reluctant to read aloud. They talk with his other teachers and learn that he does well in math but sometimes has the same types of outbursts in his English class.

Tony and Angela come to the conclusion that David's fear of reading aloud in front of his classmates is, for him, a serious threat to his sense of belonging and power in school. The fear is so strong that he is willing to risk being suspended to avoid stammering through a passage in front of his classmates. But this is only a part of the answer to the question. Ross Greene would agree that the lack of the academic skill is a cause of David's difficult behavior, but he would add that David also lacks a social skill. A more socially competent student

would realize that his fear was interfering with his academic success and would be able to describe his problem to his teachers, asking for a way that he could avoid reading aloud. David needs to learn the skill of self-advocacy.

Step 3—Determine What Is Maintaining the Behavior

To complete this step, Tony and Angela look at what happens as a result of David's outbursts. He is sent out of the room and is not required to read aloud. They realize that David continues to have his outbursts because they solve his problem. He cannot, will not, read aloud in front of his classmates, and if he disrupts the class, he is able to escape. He believes that he will be more accepted by his classmates if he is perceived as a "bad" kid rather than as a "dumb" kid.

Step 4—Develop a Plan

Now it is time to talk with David. Tony decides to do it himself so that he can work on developing a better relationship with David. Angela prepares him by reminding him that he has several goals:

1. Gain David's trust and convince him that he will not be sent out of the class again.
2. Help David identify the roots of his outbursts.
3. Help David identify what he can do instead of disrupting the class.
4. Convince David that he does not have to do this alone—that Tony recognizes how difficult it will be for him to control his impulses and learn a new response to his fear.
5. Together, develop a two-fold plan:
   a. How Tony will teach David his new skill.
   b. How Tony will help David stay motivated to practice and implement his new skill.

He begins by telling David that he is concerned about David's suspensions from class and wants to help him find a way to remain in the classroom. They discuss what precipitates the outbursts, and Tony

leaves an opening for David to talk about his fear of reading aloud. They also discuss what David can do instead of disrupting the class to alleviate his fears. It takes some time for David to trust Tony, who has been rejecting him by sending him out of the room, and to understand that now he will get help in finding a different way to behave and support in changing his impulses.

Together they decide that Tony and David will meet after school each day the following week and practice the skill of discussing his reading fears with his teachers. They will ask Rebecca, the special education teacher, to help by giving ideas and participating in their role-playing. Tony will go with David to support him as he talks with his English teacher about possible alternatives to reading aloud in her class.

At the same time, they will set up a motivation system to keep David on track. They talk about what incentive David would need and find that they share an interest in car racing. They agree that when David completes five class periods in both history and English without any outbursts, they will spend thirty minutes together looking at Tony's collection of books and other memorabilia. David is working on decreasing his outbursts by substituting a new behavior, or "Differential Reinforcement of an Alternative Behavior" (DRA) (see table 8.2).

Step 5—Implement the Plan

The plan starts out well. David, Tony, and Rebecca have three sessions together discussing and practicing self-advocacy. Rebecca also agrees to help David with his reading fluency skills. They talk with his English teacher, who promises to respond to David's requests for an alternative to reading aloud in the class. David is motivated and excited about finding the support he needs to stay off the suspension list. He is also excited about spending the special time with Tony discussing cars. The first week goes well in both classes, and David and Tony have a great time together. But in the second week there is a problem. The English teacher assigns David a part in a play they are reading, and he forgets all his new skills as his old fear crowds in. He begins shouting that she is not being fair and that he hates English anyway, and he is sent to the office.

David does not get his reward that week, but Tony and Rebecca continue to work to strengthen his skills, and he completes two more

Table 8.2. Changing Behavior

Definition	***Examples***
Increasing Behavior	
Positive Reinforcement—providing a consequence following a behavior that increases the rate or strength of that behavior.	"Read this book and I will give you a prize." "Eat your vegetables and you can have dessert." *These are only considered reinforcements if the person reads the book or eats his vegetables.*
Negative Reinforcement—removing or reducing the strength of an environmental condition (usually something unpleasant), which *increases* a behavior's rate or strength. A person does what you ask in order to escape an uncomfortable situation.	Mike's mother nags him about making his bed, so he does it to get her to stop bugging him. Beth is worried about doing well on a test, so she studies until she feels prepared. *Mike and Beth are motivated by the need for escape (from the nagging and from the scared feeling), so they perform the task.*
Decreasing Behavior	
Punishment—providing a consequence following a behavior that decreases the rate or strength of that behavior.	John is sent to his room because he teases this sister. Martha gets detention for several tardies. *These are only considered punishments if John dislikes being sent to his room enough to stop teasing, and Martha starts getting to class on time.*
Differential Reinforcement for Lower Rates of Behavior (DRL) or Differential Reinforcement for Omission of Behavior (DRO)—providing a positive consequence for doing less of a behavior or not doing it at all.	Mary has the habit of sharpening her pencil several times each day. You reward her for doing it twice each day or less. Tony, who tends to get in fights, is rewarded each day that he does not fight.
Differential Reinforcement for Alternate Behavior (DRA)—providing a positive consequence for doing a different behavior that serves the same purpose as the offensive behavior.	You reward Sam for asking for help with math instead throwing his math book on the floor. You reward the class for lining up without a sound instead of chattering as they go to the door.
Extinction—removing the consequence that is maintaining the behavior.	Eric's mother stops laughing at his inappropriate jokes, and he stops telling them. The teacher ignores Mark's whining, and instead responds quickly when he speaks appropriately—for a while he whines even more, but she persists and eventually he stops. *Ignoring, or taking away a reinforcement, is sometimes tricky, as it is important to understand what is maintaining the behavior, and it often gets worse before it gets better*.

weeks without incidents. He tells Tony that when he feels as if he will lose control in a class, he thinks of the good times he has with Tony and uses his new skills to calm himself down.

Step 6—Monitor the Plan

It would be easy to end the plan at this point, as David seems to be on a good track toward improvement. But Tony needs to remember that the disruptive behavior has worked very well for David for several years, so it will not disappear quickly. They need to continue the reminders, skill brushups, and the motivator until it is clear that the new behavior is well ingrained. The reward system may be altered as time goes on—decreased to once every two weeks, then once a month. Eventually, as David's fear is diminished through his new reading and self-advocacy skills, the natural reward of avoiding suspension will be enough to sustain him. But he would surely benefit from a long-standing relationship with such a caring and determined teacher as Tony.

At times the problem is not a specific student, but an entire class that has developed some bad habits that interfere with a smooth-running classroom. Let's see how the behavior plan can be implemented in this situation.

SITUATION 2

It is the beginning of a new school year, and already Rachel knows that her third-grade class will be challenging. Last year she put into place the new behavior management methods she learned, and they worked very well. She set rules, worked at meeting student needs, was consistent with consequences, and was rewarded with a smooth-running classroom. It was a pleasure to come to school each day, and she was confident that her students made good academic progress.

Her group this year is different. Even in the first week, Rachel sees that they are quite active and noisy. They almost never raise their hands, as they continually call out answers and questions during instruction periods. When they should be working independently, they speak to each other and to her across the room, asking for help or just

carrying on conversations. They helped set the rule about raising hands and speaking quietly, and she reminds them often, but they continue to clamor loudly for her attention.

She finds herself moving from group to group in response to their requests, answering questions and continually asking them to quiet down. She tries reasoning with them, taking away recess, and promising a party on Friday if they are quiet, but nothing works. She is very frustrated with the high level of noise and low level of productivity in her class.

Rachel decides that she needs some help, so she consults her behavior specialist, Angela. Angela comes and observes her classroom for a morning, and Rachel is both relieved and embarrassed that her students demonstrate their characteristic noisy behavior. In their after-school discussion, Angela tells Rachel that her well-organized behavior program works fine in most cases, but there are times when a specific student, or the whole group, has certain characteristics that require more intensive programs.

While there is not one specifically challenged student in her room who is causing trouble, the mix of students this year has resulted in a very noisy group. She surprises Rachel by telling her that her own actions may be reinforcing these noisy behaviors, so that her attempts to get them to quiet down are making them more vocal.

Angela describes the steps involved in developing a behavior plan (table 8.1). Essentially, she said, the process involves answering two questions: "Why do they do that?" and "How can I get them to stop?" Together, she and Rachel examine these steps in relation to her classroom problem.

Step 1—Define the Problem Behavior

It is important to be very specific about the student actions that you want to change. The problem behavior seems obvious at first, but when Angela tells Rachel that she will need to measure the students' actions, she realizes that she needs to be very exact. Surprisingly, it is often difficult to pinpoint the precise behavior that you are trying to change (Alberto & Troutman, 2009). Rachel decides that a "callout" will be counted any time a student speaks out loud without first being given permission by her. They can get permission by raising their hand and waiting to be acknowledged before speaking. If a student speaks out while raising a hand, it is still considered a "callout."

Step 2—Gather Information about the Behavior

Angela's observation was a first step in gaining new information about what was happening in Rachel's classroom. She noticed that the students got louder when Rachel was speaking and that the number of callouts during independent work time was higher than during active class activities. She observed Rachel's behavior as well as that of the students, and she saw that whenever a student called out, Rachel gave attention to that student.

Sometimes she answered his question or acknowledged that his answer was correct. Other times she scolded the student for calling out or reminded her about the possibility of losing recess. Whenever they vocalized out loud, they got a response from Rachel. Because she was so busy responding to those who called out, she had no time to pay attention to the quiet students.

Step 3—Determine What Is Maintaining the Behavior

Every behavior is performed for a reason, and the behavior is repeated because it meets a need. The reason for the behavior is also called the function, the purpose it is serving for the student. These will often fall into two categories—the student needs to either get something or escape from something (Malott, 2008). In this case, Angela tells Rachel, the students are calling out to get her attention. She said that it is likely that Rachel's responses, both positive and negative, were serving as *reinforcers* and maintaining, even increasing, the calling-out behaviors.

The students experienced all responses from their teacher, even those she thought of as negative consequences such as threatening to take away recess, as reinforcers. Her actions made them want to do it more, and they did. Part of the reason for this was that Rachel's negative response was more predictable and consistent than her praise (Oliver & Reschly, 2007). The quiet students quickly became noisy since they saw that only loud behavior got Rachel's attention.

Step 4—Develop a Plan

Angela says that this type of situation is relatively common in classrooms, and not too difficult to fix. Together they develop a plan. First,

Rachel will count the number of callouts in a specific time period to give her a basis for comparison. She will then use two techniques: "Extinction," or the removal of a previously used reinforcement, and "Differential Reinforcement of a Lower Rate of Behavior" (DRL). She will no longer respond to people who call out (extinction). Instead, she will answer only those who raise their hand (table 8.2).

She will continue to count the number of callouts, and on every day that the number is below a certain level (to be set after she does her counting), the students will have an extra ten minutes of free time at the end of the day. Angela cautions her to set this number at a level she thinks they can achieve relatively quickly so they can experience the pleasure of the reward. Rachel decides to lower it as their behavior improves.

She knows that they value this free time, since they have been willing to work for it in the past, and she believes that the time saved in dealing with the noise level will result in at least ten more minutes of instructional time. She will also display the number of callouts on a large graph, making the students aware of their own behavior.

Step 5—Implement the Plan

Before describing the plan to the students, Rachel needs to count the frequency of the callouts (table 8.3). She decides to do this for three

Table 8.3. Measuring Behaviors

Behavior Samples—data collected while the behavior is taking place	
Frequency—count the number of times a behavior is performed (while it is being done).	Count the number of times Allen gets out of his seat. Count the number of times Susan taps her pencil.
Duration—measure how long a behavior lasts.	See how long Judy spends in the bathroom. Measure how long it takes Mike to complete a math paper.
Intensity—measure the strength of behavior.	Use a rating scale to determine the intensity of John's tantrum.
Data collected after behavior has occurred	
Permanent Product—count or measure something in the absence of the student.	Count number of worksheets completed. Count number of items left on the floor.
Locus—record where a behavior has occurred.	Note the classes in which Mike had outbursts each day.

Table 8.4. Data Collection Form

	Number of Callouts
Baseline	35
	42
	39
Intervention	
First Week	36
	33
	21
	20
	15
Second Week	13
	13
	10
	10
	8
Third Week	5
	4
	4
	2
	3
	2

days as a baseline during the first ninety-minute period of the day when students are doing reading and writing. Angela describes an easy counting method that doesn't require carrying a clipboard around the room. Rachel wears pants or a skirt with pockets, and she puts some paper clips or dried beans in her right pocket. Whenever a student calls out, she shifts a bean to her left pocket. At the end of the period, she counts the beans in her left pocket and records the results on a chart (table 8.4). The first day there are thirty-five beans, the second there are forty-two, and on the third there are thirty-nine.

After getting these baseline numbers, Rachel starts the plan. She talks to the students about the problem and tells them that things are going to change in the classroom. They will get no response for call-outs—only for raised hands and quiet work. If they have fewer than fifteen callouts in a morning, they get extra free time in the afternoon.

The students respond surprisingly well to the plan, and she realizes that they were no happier with the noisy room than she was. They just needed consistent, systematic help in making a change.

Rachel finds that it is tough at first to change her own behavior and ignore those who call out. She has to look carefully for the quiet ones and respond quickly to a raised hand—just as quickly as she previously responded to a loud voice. She keeps counting, and the numbers start to go down. Thirty-six beans in the left pocket the first day of the plan, thirty-three the second, and twenty-one the third. By Friday, they have earned the reward and everyone is happier with the quieter classroom.

Step 6—Monitor the Results

With Angela's help, Rachel is careful to stick with the plan even though she achieved quick results. She knows that it will be easy for all of them to slip back into old patterns. She continues to count and ignore callouts (much easier now, since the number is lower) and to provide the reward for a quiet morning. Interestingly, she finds that the quiet classroom itself is a reward to almost everyone, as they can work more efficiently and they get their questions answered without having to make noise. As an extra incentive for both her and the students, Rachel posts the results of her tallies on a graph. The descending line reminds all of them that the plan is working (figure 8.1).

By the end of the third week she changes the criterion so that the students have to have fewer than five callouts to earn the reward. They are meeting it every day and are delighted with the graphic evidence of their improvement. They are accomplishing more work than ever, even with their ten minutes of afternoon free time. Rachel is very pleased with the results of her collaboration with Angela and her ability to develop and implement a behavior intervention plan successfully. She learned how to manipulate consequences of behaviors in a systematic and consistent way that benefited everyone.

At other times, the behavior plan works well when there are a few students who seem to be having trouble complying with classroom rules. The behavior plans work in these cases as well.

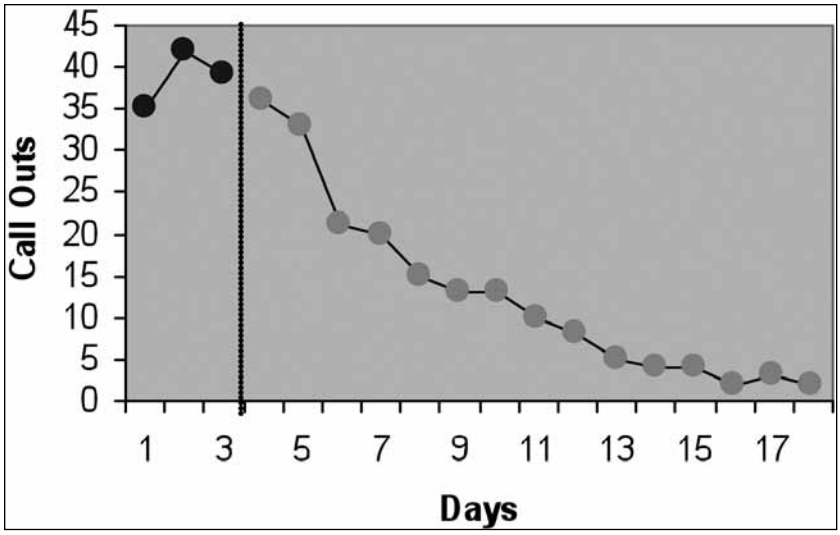

Figure 8.1

SITUATION 3

Mary is frustrated with the behavior of a small group of students in her class because they are not turning in homework. Although she is assigning work that they are able to do independently, five or six students are coming in day after day without their homework. She has been blaming the parents for being disorganized and the students for a lack of motivation, but after hearing more about behavior plans and locus of control, she is wondering if there is something she can do in her classroom to increase the level of homework completion. She decides to go through the steps of the behavior plan, seeking Angela's help if necessary (table 8.1).

Rachel learned to decrease an unwanted behavior, but Mary is trying to do the opposite—increase the number of times a student does something (table 8.2).

Step 1—Define the Problem Behavior

If a student hands in completed homework assignments, Mary records them in her grade book with a check mark. She does not grade home-

work. She needs to be clear about incomplete assignments, though, and decides that they must be complete—an assignment that is only half done will not count. Five of her twenty-three students have turned in no more than one homework assignment per week since the start of the school year. She can measure this using *permanent product* information—the grades in her grade book (table 8.3).

Step 2—Gather Information

Mary and Angela discuss the types of assignments and the characteristics of students who are not turning in homework. They decide that the assignments are appropriate, since they require only skills that the students have mastered, and they are in familiar formats. In looking at the students, they see that none of their parents have been able to come to parent conferences this year.

Mary talks with the students, discovering that they have no dedicated space or time at home for homework and that their parents are too busy to help them. Previous teachers note that they were not in the habit of turning in homework in second grade. Mary hopes that she can change this pattern.

Step 3—Determine What Is Maintaining the Problem Behavior

There are several consequences related to missing homework assignments that should be causing these students to do their homework. Their grades are lower, Mary scolds them for neglecting their work, and they have even received negative comments from their classmates. So why do they keep refusing to complete homework? Clearly the consequences are not really *punishments* (table 8.2), since they are not causing the behavior to change.

Mary decides to look at the situation from the other side and discuss what would motivate these students to do their homework. She realizes that, to be successful in this, they would have to independently locate the necessary space, materials, and solitude at home; complete the work; and then put it in a safe place and remember to bring it to school. Their task is a much different one from that of a student who comes home to a parent who asks about homework, provides materi-

als, assists with completion, and facilitates packing it up to be returned. Since these five students have no home support, they need both physical school support and a strong motivator to change into students who do complete homework.

Step 4—Develop a Plan

Once these two requirements have been identified, working out a plan is relatively easy. To address the first need, Mary decides to establish special homework folders for these students. With some of her PTA money she will purchase colorful portfolios, pencils, sharpeners, and markers. She will set these up in an organized way and staple a schedule inside the front cover. The schedule is a place for them to write their assignments and check off when they are complete. She hopes that this will help with organization, materials, and bringing assignments to school.

The second factor is just as important. The students need to have a strong reason to make the effort to use these new materials, some sort of *positive reinforcement* (see table 8.2). While external rewards, such as candy, might make a difference, Mary is uncomfortable with this idea, so she comes up with a plan that uses social rewards. Every morning, Mary's students will meet in "homework groups." In these groups, they will check each other's homework and fill in a graph showing the number of students who completed homework in the group.

Each graph will be posted, and the groups that achieved 100 percent will be praised. Mary believes that if the students are accountable to the classmates in their group, they will be more likely to put in the effort necessary to complete the assignments. She knows that there will be problems, such as incomplete homework and students who do not change their habits, and she discusses possible actions she can take in these situations with Angela.

Step 5—Implement the Plan

Mary purchases the portfolios, organizes them, and gives them to the students in individual meetings. She talks to each of the five students

about how to use the portfolio and materials, and promises that she will help them be sure that their assignment is written on the schedule daily. They seem excited and promise to start doing their homework.

She then sets up five homework groups, with one of the target students in each group, and develops a routine that they will follow each morning. This involves community-building activities, such as selecting a team name or playing a game, and homework monitoring tasks that include completing the graph. She emphasizes the importance of maintaining positive and supportive interactions.

In the first week of implementation, Mary reports that the plan is working well. The students are excited to meet each morning and enjoy the activities. She has had to monitor their interactions carefully and help some groups work out a few issues, but she is generally satisfied that strong group bonds are being formed. The five students started out well, using her extra support in recording assignments and monitoring materials, and brought in completed work each day.

Step 6—Monitor the Plan

Fortunately, Mary does not let up on her close monitoring of the interactions of the groups, because some problems begin to arise in the second week. Four of the groups are continuing to experience success. The target students are clearly motivated to do their work so that their group members will not be disappointed, and they are reminding her to help them stay organized. However, one student has slacked off on homework completion and is being pressured by his classmates. They are not satisfied with their graph showing only partial group completion.

Mary talks to the student and learns that his family is now living in a campground, where there is no electricity at night. She finds a way for him to complete his assignment each afternoon in school before his bus leaves.

As the year progresses, the groups continue to function well. Mary finds that she has to keep a close watch on the group exchanges, and she is quick to intervene if negative patterns arise. She knows that these groups will not function as positive reinforcement if the students do not feel good about working together. But the students grow to be very supportive and caring toward each other, and she hears them reminding their friends to be sure to get assignments completed.

The graphs are a continuing source of motivation, and Mary adds a motivator by promising a special "games hour" for each week in which all the groups show 100 percent completion. She is very pleased with the results of her behavior plan and knows that she has a new tool, a process that works well in addressing difficult situations that she may encounter as a teacher.

SUMMARY

One belief related to this approach is that behavior serves as a form of communication, even for people who have good verbal skills. The systematic program described in this chapter leads you through the steps that determine what the difficult behavior is actually communicating. Then the student can be taught more appropriate replacement behaviors that will communicate the same information.

"Functional Behavioral Assessments" (FBAs) and "Behavioral Intervention Plans" (BIPs) are required to be developed for students with disabilities in certain situations, but they are also an effective way to change the behavior of all students who have long-term or even temporary behavior challenges (Zirpoli, 2008). Systematic methods such as "Differential Reinforcement of Lower Rates of Behavior" (DRL) and "Differential Reinforcement of Other Behaviors" (DRO) are used to decrease the unacceptable behavior, and positive reinforcement increases the new behavior that serves the same function (see table 8.2).

When students struggle, we encourage them to keep trying. Persistence has been shown to be one of the components of success, so we tell them to keep working on tasks that are very difficult for them. We know that, with persistence, they will succeed. We, too, must be persistent in working on student behavior that is difficult. Students who have significant behavior issues need to know that teachers will not give up on them, will not decide that they are too disruptive or different. With persistence and the use of a systematic plan, we can succeed.

ONLINE RESOURCES

- Functional Behavioral Assessment: http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/FBA.html

- Center for Effective Collaboration and Practice: http://cecp.air.org/fba/
- Teaching Students with Behavior Disorders: http://www.k12.wa.us/SpecialEd/Families/pubdocs/bestpractices.pdf

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CHAPTER 9

Special Topics: FAQs

HOW DOES A LEARNER'S DEVELOPMENTAL STAGE AFFECT ACADEMIC ACHIEVEMENT AND BEHAVIOR?

People go through a series of developmental stages throughout their lives. Among these developmental stages are changes in physical, cognitive, social, and emotional abilities that significantly impact a person's capacity to perform various tasks.

During their school years, students go through cognitive and social/emotional stages that affect their academic achievement abilities and their behaviors. When developing classroom management plans, it is essential that you recognize the influence these developmental stages have on the students. Conflict and misunderstanding can occur when a student does not progress though age-appropriate social or emotional developmental stages.

The developmental stage of a student affects behavior when a student is only able to perform particular tasks and behave in ways that are aligned with their developmental stage. If a student has yet to develop an understanding of how their behavior affects others, they may not know that it is inappropriate to call out in class or take others' property before asking. You may mistake this as a problem behavior, when in reality the child has not developed the skills to understand the problem.

HOW CAN A TEACHER BEST ADDRESS THE MANAGEMENT NEEDS OF A STUDENT WITH HEARING IMPAIRMENT?

Hearing loss can affect a child's social interactions and emotional development. Your role is to create a suitable environment to help the student develop a sense of belonging. Start by eliciting the support of the specialist. Find out specific information about the student, including the capability of the student, the types of sounds the student might have particular difficulty hearing, and the effects of classroom noise on the student's ability to hear.

It is important that you understand the amount of hearing loss involved and how to make necessary adaptations within the classroom. Some students may have emotional problems, such as feelings of isolation and confusion. They may refuse to participate in group activities and demonstrate significant problems in following directions. Academic success and a sense of belonging will help overcome this.

HOW CAN A TEACHER BEST ADDRESS THE MANAGEMENT NEEDS OF A STUDENT WHO IS VISUALLY IMPAIRED?

A student who is considered visually impaired may be fully blind or may have partial sight. The student may or may not be able to see/read things in larger print, or perhaps can read and write in Braille. When addressing the management needs of this student, it is important that you understand him and his capabilities and needs.

It is also important to establish clear expectations and guidelines for the student's behavior and achievement. It is particularly important to make such expectations clear to a student who is visually impaired and communicate how he may indicate that he is on task and understands the content.

Close proximity aids in helping engage the student who is visually impaired. They need a hands-on approach, since verbal descriptions may not be sufficient. They will not be able to determine meaning by observing body language.

Although this student will experience learning and the environment differently from the other students, he still needs to be held to the same standards. You should never lower your expectations for a student who

is visually impaired. He should perform and complete all tasks and assignments asked of the entire class.

It is important not to separate this student out but rather take extra care in developing a sense of belonging.

HOW CAN A TEACHER BEST ADDRESS THE MANAGEMENT NEEDS OF A STUDENT WHO IS GIFTED?

It is common for teachers to assume that gifted students will behave better than other students because they are advanced in their academic achievement. This is not always the case. It is important for you to understand that these students need guidance and direction just as other students their own age do. Their learning capabilities sometimes have little to do with their ability to adhere to policies and their behavior in the classroom.

An approach that promotes self-regulation is appropriate and appealing to many gifted students. This approach allows him to establish goals, reflect on those goals, and adjust behavior when necessary. Self-regulatory learning will be encouraged because self-efficacy is found to be a positive benefit to this learning style.

WHAT ARE BEST-MANAGEMENT APPROACHES WITH SECOND-LANGUAGE LEARNERS?

As the population of English language learners increases, these students' needs are going to need to be specifically addressed. If not, the likelihood of ELL students feeling inferior and incapable increases. These feelings of inadequacy and alienation lead to behavioral problems.

Developing a strong rapport and understanding with the student is a good place to start. A sense of trust and security is essential between you and the student. Make efforts to continually interact with the student in order to develop this relationship. This interaction also models effective communication skills.

Implementing cooperative learning groups helps increase communication skills. This grouping strategy allows students to intermingle and develop relationships with their peers. Speaking in front of the small

group is less intimidating than speaking in front of a large class. The grouping helps increase a sense of belonging.

Visual representations and physical activities help overcome the language barrier. Display posters that illustrate the appropriate actions. Use role-playing to act out the classroom expectations.

HOW CAN CULTURAL DIFFERENCES INFLUENCE CLASSROOM MANAGEMENT?

Culture is defined as the shared knowledge, customs, values, and beliefs of the members within a group. To become culturally responsive and practice culturally responsive approaches, you need to take certain actions. Learn about the students' family backgrounds and previous educational experiences. Identify the norms for interpersonal relationships. Using a culturally responsive approach means you become willing to reflect on your beliefs and become willing to accept and promote others' beliefs.

Understand that you cannot recognize cultural behaviors of others without first understanding your own. Keep in mind that "right" is just a perception. Just because it is not part of your cultural identity doesn't mean that it is wrong. Different is not bad—different is just different.

Discrimination occurs when teachers do not recognize that their behavior is culturally influenced. This happens when they devalue, criticize, and punish non-mainstream groups and fail to see that their practices alienate some students while privileging others.

Some strategies for creating culturally responsive classroom management include creating a physical setting that supports academic and social goals, establishing exceptions for behavior, communicating with students in culturally consistent ways, developing a caring classroom environment, working with families, and using appropriate interventions to assist students with behavior problems.

WHAT IS RACIAL DISPROPORTIONALITY IN DISCIPLINE AND HOW CAN THIS PROBLEM BE ADDRESSED?

Racial disproportionality is the overrepresentation of minorities relative to their proportion of the population. Specifically, African Ameri-

can boys tend to be the overwhelming recipients of school disciplinary actions. This practice indicates that students of color are given more serious consequences for their actions in relation to a white student that has performed the same infraction.

Cultural mismatch and racial stereotyping are believed to play a significant role in racial disproportionality. Mismatches occur when teachers are unfamiliar with cultural response and communication patterns. What you perceive as aggression may be a typical and understandable form of communication within that culture.

Your expectations impact student performance and outcomes. Therefore, you need to reflect and consider you own perceptions of minority students. Familiarize yourself with culturally specific behavioral norms of the groups represented in your classroom.

WHAT IS MEANT BY "ZERO TOLERANCE"?

A zero-tolerance policy refers to the severe punishment for breaking established rules regardless of accidental mistakes, ignorance, or extenuating circumstances. Common zero-tolerance policies involve issues such as possession or use of drugs or weapons. The idea originated in hopes of preventing drug abuse and violence in schools. Studies indicate that such policies have had little effect.

Critics say zero tolerance in schools has occasionally resulted in actions that have been criticized as ridiculous and punitive against students and teachers, especially in schools with poorly written policies. Zero-tolerance policies, in many cases, have exacerbated the problems.

WHAT ROLE DOES SOCIOECONOMIC STATUS PLAY IN CLASSROOM MANAGEMENT?

Family income, parental education level, and parental occupation play an important role in the student's development and behavior. The socioeconomic differences affect actions, thoughts, and communication skills. Therefore, it is important to consider the students' status for classroom management policies.

Start by identifying your own "ethnocentricism." This term refers to the idea that your belief is the right belief and therefore superior to others. Understand that disadvantaged students come to school with different philosophies and norms than you. They view education in a different manner. Use strategies that promote success and focus on positive experiences.

Part III

ESTABLISHING GOALS

> We spend too much of our time worrying about the mosquitoes and not enough time concerning ourselves about the health of the pond.
>
> —Anonymous

The environment that you establish in the classroom influences all aspects of the students' learning. You are responsible for developing and maintaining the structure that meets their physiological and psychological needs.

Facilitate this learning climate by establishing clear and consistent goals that are taught, modeled, and practiced. Lead your students to success by developing a classroom learning situation that meets their needs.

> A boss drives. A leader leads.
> A boss relies on authority. A leader relies on cooperation.
> A boss says "I." A leader says "We."
> A boss creates fear. A leader creates confidence.
> A boss knows how. A leader knows how.
> A boss creates resentment. A leader breeds enthusiasm.
> A boss fixes blame. A leader fixes mistakes.
> A boss makes work drudgery. A leader makes work interesting.
> (Glasser, 1992, p. xi)

If the five basic needs are met, there is no need to engage in time-consuming management tricks. Although different theorists may ap-

proach the ideas in different formats, most of the principles are the same. Common themes emerge when survival, belonging, fun, freedom, and power are viewed in conjunction with other management philosophies.

The programs and concepts can fit in one or several of the basic needs. Rather than using a complex strategy that incorporates rules and extrinsic motivation, I suggest that you keep it simple. Allow students to help you develop classroom goals. Base these goals on meeting the students' five basic needs.

Rules can be inhibiting and negative. For example, what if you had the rule "Come prepared to class"? On its face, this sounds like a logical rule. But what if Kirstin is living out of a car until her mother can find a job? What if Kirstin comes to school with no supplies and no book? Will she have to move her leaf or flip her card? Will she be penalized because she broke the rule?

Goals are kinder and more logical. They can be attained but not broken.

PRACTICE: ESTABLISHING GOALS

Based on the concept of the five basic needs, what goals could you help students establish for the classroom?

Use table III.1 to brainstorm how these goals might be stated.

Appendix F provides suggestions on how the goals might sound and look in the classroom.

Table III.1. Establishing Goals

Basic Need	*Classroom Goal*
Survival	
Belonging	
Fun	
Freedom	
Power	

CHAPTER 10

Analyze-Prevent-Correct

The following situations provide an opportunity to practice strategies in analyzing, preventing, and correcting classroom situations. Unfortunately, each of the following cases is based on factual classroom happenings.

Read each of the scenarios. For each, examine what is going on in the classroom. What are the teacher actions? What are the student actions? What are the actual problems? Develop ideas and suggestions for preventative measures that could have been used to avoid this type of situation. What could the teacher have done so that this situation would not have occurred?

What if preventative measures were put into play and the event happened anyway? After you have thoroughly evaluated the scenario, offer recommendations to help correct the problem(s). Table 10.1 will help guide you through the process for each scenario.

Table 10.1

Analyze *What is going on in this situation?*	*Prevent* *What could the teacher have done to prevent this situation from occurring?*	*Correct* *Now that it has occurred, what should the teacher do to correct the problem?*

BOOK TUG

Ms. Fraizer worked hard during the first weeks of school to establish a safe and nourishing climate for her group of first graders. She implemented class meetings as a way to bring up issues and concerns. Her students seemed to get along well. They were polite and usually followed the clearly defined rules and class procedures that they had helped define.

Each student understood that when they completed a seatwork activity, they were to select a book to read silently at their desk. Ms. Fraizer noticed that Pam and Michelle had completed their work and were heading toward the class library to find something to read. Both girls reached for the same Amelia Bedelia book at once, and a tugging match with angry words ensued.

Ms. Fraizer calmly got up from her desk and took the book from the girls and put it on her desk, accompanied by the statement, "Now neither of you will have the book." Michelle immediately stomped her foot and in a whiny voice announced that there was nothing good to read and that Ms. Fraizer wasn't fair. Both unhappy girls gave the teacher a surly look before they stomped back to their desks. Pam began to draw on her desk, and Michelle started talking to the boy who sat next to her.

CLEAR YOUR DESK

The closer it got to winter break, the more out of control the students seemed to become. Ms. Pursall was at her wits' end to come up with a reward-and-punishment plan that would work for the students and maintain some type of control until break. Even though this was her second year teaching, she felt less prepared this year than the previous year.

Steven was by far the most out of control. Having been retained in third grade, he was now much bigger than the other seventh-grade students. Lately, he seemed more moody and in constant need of attention. Ms. Pursall felt that she had a good rapport with Steven, since they were able to talk and even joke around on occasion.

This particular day, Steven seemed to come to school looking for a fight. He was angry and was even seen bullying the smaller boys.

While the teacher was at the back of the class working with another student, he deliberately broke the point of his pencil and managed to kick or hit every student on the way to the pencil sharpener. Ms. Pursall suggested that he return to his seat at once. Steven replied in a rather haughty and unpleasant voice that he would return to his seat when he was ready.

This was the last straw for Ms. Pursall. She angrily told Steven that he needed to "grow up." In a fit of rage, Steven quickly turned around and, using one arm and one swoop, managed to clear everything off the teacher's desk. Shaken by the act of violence toward her personal space, Ms. Pursall went to the office to get someone to remove Steven from the room.

IPOD PLUNDER

As Mr. Gray began his third-grade math lesson, he noticed that Nick had his iPod in his lap. Mr. Gray had already asked him once to put it away. When Nick noticed that the teacher was looking at him, he quickly shoved the device in his desk.

Infuriated, Mr. Gray reached in the desk, took the iPod, and put it in the top drawer of his own desk. He told Nick that his parents could come and collect it, but it would not be returned to him directly.

After school, while sitting at his desk grading papers, Mr. Gray reached in his top drawer for a red pen. He quickly realized that the iPod was missing. Furious, he marched to the office and called Nick's mother, explaining the entire situation and demanding a conference with both parents the next morning before school.

The following morning, Nick's irate parents and Nick showed up at the classroom door. Apparently Nick did not know what happened to the iPod. The last time Nick saw it, Mr. Gray was putting it in his top drawer.

RULES, RULES, AND MORE RULES

It was the beginning of Mr. Ware's second year of teaching fourth grade, and he felt more confident than he did last year at this time.

It was the opening parent night, and he wanted to give the impression that he was knowledgeable about teaching and pedagogy. He wanted to make sure the parents understood who was in control of the classroom.

As the parents sat in the student desks, Mr. Ware sat behind his desk at the back of the room and went over the information he had posted on the board. In a strong and no-nonsense voice, he told them about the fourth-grade curriculum and what they could expect to see as assignments for the year.

Each day of the week was dedicated to specific homework assignments. Tests would be given on Wednesdays and Thursdays. Homework would be given every evening, and it should take the student approximately one and a half to two hours to complete the night's assignments. This time included half an hour of reading aloud to a parent each evening. Monday, Tuesday, and Thursday nights were dedicated to math, social studies, and grammar/spelling assignments. Weekend homework would only be given when necessary or in the case of special projects.

Mr. Ware outlined the fifteen rules of good discipline that he had developed and the specific consequences for each time a rule was broken. The first time a rule was broken, a parent would be called. The second time a rule was broken, the parent would have to come in for a conference. The third time a rule was broken, there would be a one-hour detention.

Mr. Ware closed his presentation with a request that parents sign the document that outlined everything he just went over. Their signature would indicate that they understood and supported his ideas.

SEEING BLOOD

Mrs. Newell had already told her fifth-grade class that unless they saw blood (their own or someone else's), they were not to interrupt her when she was with a reading group. Even though they knew this, Sharmaine was standing at Mrs. Newell's side at the reading group circle, shifting from one foot to the other and requesting that she be excused. Mrs. Newell knew that Sharmaine had not completed the worksheet that she had been assigned and therefore only

acknowledged Sharmaine with a shake of her head and a wave of her hand.

Sharmaine continued to stand at the reading circle shifting and bouncing with her legs crossed. Mrs. Newell angrily stopped the round-robin reading activity to explain to Sharmaine that she knew the rules and must return to her seat immediately. Sharmaine quickly turned away and rushed from the room. Upon Sharmaine's return, Mrs. Newell immediately sent her to the principal's office.

SIMPLE MACHINES

It was the second week in December, and Mr. Exum's fourth-grade students had been working on science projects dealing with simple machines. They had worked in their groups to develop the machines and test their effectiveness in different situations.

Although he had never used cooperative groups before, Mr. Exum had recently attended a workshop about grouping and was anxious to see how his implementation would work. During the initial instructions for the activity, he had assigned the jobs of record keeper, passage locator, thinking monitor, and reporter. He had even given students a description of their duties in those jobs.

As he walked around the class, Mr. Exum realized that students were not on task. Some students were testing the machines by trying to bounce them off the wall. One group tried to pick up a desk with their simple machine. They seemed to understand the directions and purpose of the activity but were unable to follow through with the assignment.

Mr. Exum became very frustrated with the class and demanded that they put the materials away and start on the math worksheet. He decided that cooperative learning was not effective in his classroom.

THAT'S NOT FUNNY

Ms. Amad consistently modeled and reinforced the rules that her third-grade class developed at the beginning of the year. She worked to dem-

onstrate effective communication skills that would assist her students in expressing their wants and needs while at the same time effectively setting boundaries with their peers. Since her group of students came from very diverse backgrounds, she felt that the development of these skills was vital.

One day during lunch Ms. Amad noticed a great deal of disturbance at the end of the boys' lunch table. Voices were raised, and it seemed a fight would break out any minute. She quickly moved to intervene and stop the ruckus before it escalated.

What she found out disturbed her. It seems that Eddie told a joke that made derogatory references to several minorities that were sitting at the table with him. Instead of thinking the joke was funny, they took offense.

The next morning, as Ms. Amad entered the school building, the principal greeted her at the door and asked her to step into the office. Several parents of the boys sitting at the table with Eddie had called and complained about the joke telling, demanding to know what was going to be done about it.

WRONG FINGER

George was the class clown. He was less mature than the other eighth-grade students and was constantly trying to get attention from his classmates and the teacher. He constantly mumbled when Ms. Child was trying to give a lesson. Whenever she stopped for a minute, George took it upon himself to fill in the time with comments. To the amusement of the other class members, he seemed to take special joy in acting out what Ms. Child was saying.

As Ms. Child stood in front of the class giving the notes on government and democracy, she noticed that again George was in the back of the room acting out. This time he was pretending to give a speech regarding liberty and death. After giving him a harsh reprimand, she turned back to the board to write an additional vocabulary term for the students to write down and look up in their books. The rest of the class began to giggle and say "aaaahhhhhh." When Ms. Child turned around to the board, George had stuck up his middle finger.

POSSIBLE RESPONSES TO SITUATIONS

Book Tug

Analyze *What is going on in this situation?*	*Prevent* *What could the teacher have done to prevent this situation from occurring?*	*Correct* *Now that it has occurred, what should the teacher do to correct the problem?*
Ms. Fraizer has tried to implement a student-centered approach to management. Unfortunately, two students went to the class library at the same time and wanted the same book. She handled the situation poorly when she took the book away from both students.	Ms. Fraizer could implement a policy that only one student could go to the class library at a time. She could also have the students keep three books at their desk: a short read, a book they are currently reading, and a book they want to read next.	Ms. Fraizer should allow the students to come up with their own solution to the problem. Rather than Ms. Frazier telling them what they should do, they can be empowered to work the problem out for themselves.

Note: By taking the book away from both students, the teacher drew attention to herself and away from instruction.

Clear Your Desk

Analyze *What is going on in this situation?*	*Prevent* *What could the teacher have done to prevent this situation from occurring?*	*Correct* *Now that it has occurred, what should the teacher do to correct the problem?*
Winter break is coming and Ms. Pursall has a larger and older student in class who is not having a good day. He is looking for a fight, and Ms. Pursall gives him a reason for his outburst. She should not tolerate the bullying. She should never leave the class unattended with an angry child on the rampage.	This situation might have been prevented if Ms. Pursall had taken the time to talk to Steven. Since she had a rapport with him, a discussion may have sufficed in helping him get his anger under control.	Bullying should not be tolerated in the class. At the onset of the situation, an administrator needed to be called in.

Note: By telling Steven to "grow up," the teacher humiliated him in front of the entire class. He had to react to maintain his own dignity.

iPod Plunder

Analyze *What is going on in this situation?*	*Prevent* *What could the teacher have done to prevent this situation from occurring?*	*Correct* *Now that it has occurred, what should the teacher do to correct the problem?*
Nick has his iPod out during class. Mr. Gray takes it from him and puts it in his desk. When the iPod goes missing, he immediately blames Nick.	Nick would not have time to play with his iPod if he were actively engaged in learning.	Mr. Gray should never have to ask a second time, and he should have never taken the item. He should have asked Nick to put the iPod in a secure place until class was adjourned.

Note: Mr. Gray needs to find some other way to indicate problems with papers. Red pens are offensive.

Rules, Rules, and More Rules

Analyze *What is going on in this situation?*	*Prevent* *What could the teacher have done to prevent this situation from occurring?*	*Correct* *Now that it has occurred, what should the teacher do to correct the problem?*
Mr. Ware has given no rights or freedom to his students. He has unrealistic homework expectations and has probably alienated the parents. Rather than encouraging parents to become involved, he is demanding that they sign a contract.	The situation could have been prevented if Mr. Ware had a management policy in which students' individual needs were met. By establishing a climate that encourages respect and belonging, Mr. Ware may not have the problems that he seems to anticipate.	Mr. Ware needs to back up and readjust his policy. The rules can be eliminated and replaced by agreed-upon goals that students try to reach. Parents can be encouraged to participate in classroom events, and a weekly newsletter may be sent to improve communication.

Note: Fifteen rules is way too many. If rules are going to be used, it is a good idea to keep them between three and five. It is better, however, to establish goals rather than rules. Also, how does Mr. Ware know what the students will have mastered in order for them to have homework?

Seeing Blood

Analyze *What is going on in this situation?*	*Prevent* *What could the teacher have done to prevent this situation from occurring?*	*Correct* *Now that it has occurred, what should the teacher do to correct the problem?*
Mrs. Newell has a very inflexible policy regarding interruptions. Sharmaine feels that she has an emergency bathroom situation and tries to get help from Mrs. Newell. She is angrily addressed and must leave the room without permission.	If Mrs. Newell does not want to be disrupted when she is in the reading group, a bathroom policy would eliminate the conflict. If a student needs to go the bathroom, he or she can get the pass and go.	Sharmaine did nothing wrong. She had to leave, since Mrs. Newell's policy gave her no option. Mrs. Newell now needs to explain to Sharmaine that there was a misunderstanding and perhaps ask for Sharmaine's help in developing a bathroom policy.

Note: Round-robin reading is inappropriate. Students should never be asked to read aloud something that has not been previously read. Comprehension is not increased, since students are busy keeping up with where they are in the book in case they are called on.

Simple Machines

Analyze *What is going on in this situation?*	*Prevent* *What could the teacher have done to prevent this situation from occurring?*	*Correct* *Now that it has occurred, what should the teacher do to correct the problem?*
Mr. Exum has attempted a high-yield strategy in his instruction. Unfortunately, the first attempt did not go well, and now he is ready to give up.	Assigning roles in the group is a good strategy. Since these students had not used cooperative groups prior to this activity, they may have needed more guidance in what each job entailed. They also should have a pre-activity that would have helped them develop cohesiveness with the group and created an understanding of how to cooperate.	Mr. Exum needs to attempt more than one workshop on cooperative groups. He has the right idea but is incomplete in his approach. Rather than ban the use of the grouping, he needs to evaluate what went wrong and perhaps seek help.

Note: Math worksheets are not an engaging strategy that will help students learn the material or identify the relatedness of the skill to their own lives.

That's Not Funny

Analyze *What is going on in this situation?*	*Prevent* *What could the teacher have done to prevent this situation from occurring?*	*Correct* *Now that it has occurred, what should the teacher do to correct the problem?*
Ms. Amad found that Eddie told an inappropriate joke at lunch, insulting several minority students. These students went home and complained. Parents then notified the principal.	Ms. Amad made an attempt to prevent the situation by demonstrating effective communication skills and modeling an appreciation of diversity. She may not have been able to prevent Eddie from telling the joke, but she could have prevented the situation with the parents. She needed to address the situation with all of the students who were involved and come to an understanding of the inappropriateness of the joke.	Now that the parents are in the office, Ms. Amad needs to acknowledge that something should have been done. She needs to listen to the parents' concerns and validate their feelings. They would probably appreciate the opportunity to share ideas on how the situation could be improved.

Note: This would be an excellent situation in which to let the boys discuss how the incident made them feel. It might also provide an opportunity to encourage parents to take an active and visible role in the classroom.

Wrong Finger

Analyze *What is going on in this situation?*	*Prevent* *What could the teacher have done to prevent this situation from occurring?*	*Correct* *Now that it has occurred, what should the teacher do to correct the problem?*
Ms. Childs is lecturing about government and democracy. George is entertaining the class with his antics. When he is harshly reprimanded, he sticks up his middle finger.	George is immature and restless. He may not understand the material or he may just be bored. The whole situation could be prevented with an active and engaging lesson. Since Ms. Childs knows that George is the class clown, perhaps she could arrange for a role-play situation.	The middle finger is inappropriate. However, it is understandable, as George must save face among his classmates. Bringing more attention to the incident will not help. Perhaps an indication that they will talk later will suffice for now. It sounds like George needs attention.

Note: Giving notes is not engaging the students. Turning her back on them gave them the perfect chance to entertain themselves.

Conclusion

Throughout this book, you have been introduced to the concept of managing your classroom by meeting the basic needs of your students. Since changes in behavior come about as a result of learning, you first identified your own beliefs about how students learn. This was guided by investigating the behavioral, cognitive, affective, social, ecological, and brain-based theories. What you believe about how a student learns leads to your development of a management philosophy and, ultimately, management goals.

William Glasser suggests that when a student misbehaves, one or more of their basic needs is not being met. They act out because their need for survival, belonging, fun, freedom, and/or power is unfulfilled. By meeting these student needs, you help establish a classroom that promotes their academic and behavior success.

Using Glasser's basic needs as a foundation, this text introduced different models and theories. Some of these models and programs give steps and lists of actions to take. Others recommend attitudes and behaviors to develop and model. Although different in many perspectives, there are some common themes, which can be summarized in the five basic needs. At the very basic level, students need to survive. If a student is hungry, tired, or fearful, they are unable to stay focused in the classroom. Chapter 3, "Survival," provided a brief overview of the current beliefs on the nutritional needs of learners. We also looked at the attempts that schools make to address those needs. The chapter reviewed the relationship between learning and homelessness and the impact that homelessness has on classroom behavior. Survival, or physiological needs, must be met in order for learning to take place.

The physical safety of the classroom is enhanced with established routines and procedures. They need to be clearly stated and explicitly taught. Your consistency in their implementation is a cornerstone in developing a structured and well-organized classroom that promotes safety and a sense of security.

The works of Harry and Rosemary Wong, Carolyn Evertson, and Barbara Coloroso address and support the need for safety. The Wongs and Evertson provide resources for developing routines and procedures. They each stress that teacher behaviors have a direct influence on student behaviors. Coloroso, a noted expert in the field of bullying, provides insight into this current epidemic.

Another common management theme that emerges is one of developing a sense of classroom community. By developing an atmosphere of belonging, students establish a collaborative and cohesive relationship with the teacher and with their classmates. This sense of community is essential for students to develop an understanding that they are each a contributing and vital member of the group.

The use of cooperative groups and class meetings can assist in developing this cohesiveness. Theorists such as Alfie Kohn, Jane Nelson, Lynn Lott, Stephen Glenn, and Linda Albert support the idea that building a sense of belonging is essential for effective classroom management strategies.

How boring and dull life would be if there were no fun or humor. The classroom is no different. Chapter 5 explores ways to bring enjoyment into the classroom. If you can make learning fun and pleasurable for your students, they in turn will be more engaged in the learning process. The reverse is also true. If students are engaged in the learning process, school is more fun and enjoyable. When students are engaged, they are less likely to misbehave.

Jacob Kounin, Fred Jones, William Glasser, and Jerome Freiberg offer practical application of ways to incorporate fun in the classroom. Jacob Kounin suggests that instructional management is the key to behavior management. Through terms such as “withitness,” overlapping, and satiation, he promotes the teacher’s effectiveness.

Fred Jones stimulates engagement by offering techniques such as “Say, See, Do” teaching. This visual approach to instruction clarifies the content and therefore keeps the student engaged.

Jerome Freiberg's "Consistency" management allows students to become more engaged in the learning process. He stresses the idea that students need to be citizens of the classroom and not just tourists. Active involvement is the key.

Students can experience freedom when they are allowed to accept responsibility, make choices, and remain accountable. In their writings and management ideas, William Glasser, Barbara Coloroso, Alfie Kohn, and Curwin and Mendler each support the idea of freedom. Chapter 6 explores the concept of freedom and how it might be achieved in the classroom.

The overarching theme of power emerges in the study of management theory. Student power is expressed through quality instruction that promotes learning and academic success. Students gain power through knowledge and achievement. They also gain power through self-discipline and effective communication skills. The work of Robert Marzano and Jane Pollock provide strategies that promote student learning. The work of Hiam Ginott and congruent communication suggests techniques to gain power through effective communication.

In chapter 8, you looked at meeting the needs of students with special needs. In this chapter, you read about specific ways to track and modify disruptive behaviors. Data collection in classroom management is a vital component that can validate practices or identify areas of need.

Specific topics in the area of classroom management are explored in chapter 9. The chapter addressed questions in specific areas of management concerns. Outlined in the format of "Frequently Asked Questions," a brief overview of the topic was provided. This was followed by a general response to the question.

By now, you will have come to realize that there is no one method that is going to manage all of the behavior problems in the classroom environment. There are conflicting ideas and opposing arguments as to how classroom discipline should be addressed.

Rewards are offered in some of the outlined programs, while others adamantly oppose the use of rewards. Some of the management concepts offer ideas for rules and consequences, while others suggest that rules are not needed.

Regardless of whether the misbehavior is labeled as "ABCD" or mistaken goals, or if the response strategy is "three C's" or "three R's,"

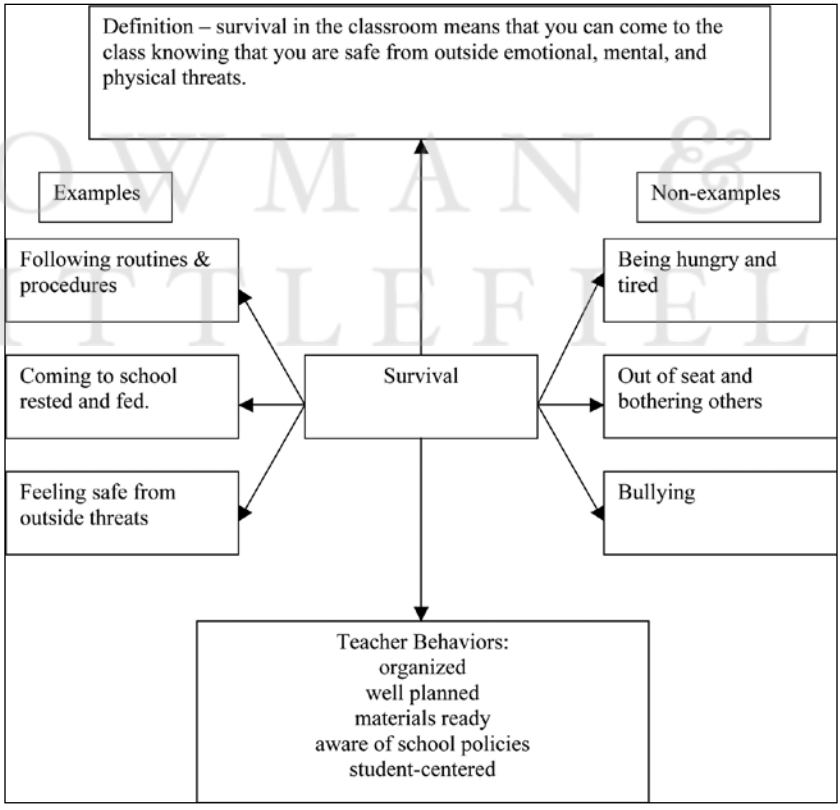
all of these ideas seem to promote the idea of meeting a student's five basic needs. Appendix G provides an outline of the five basic needs and the management theories that help support them.

Students must feel safe in their classroom. They need to have a sense of belonging. Learning needs to be relevant and engaging. Students need some type of freedom in order to develop an inner discipline and self-control that leads to long-term goal attainment rather than short-term fixes. Lastly, the student must be able to succeed in their academic and behavior efforts.

There is no need for students to act out if their basic needs are being met.

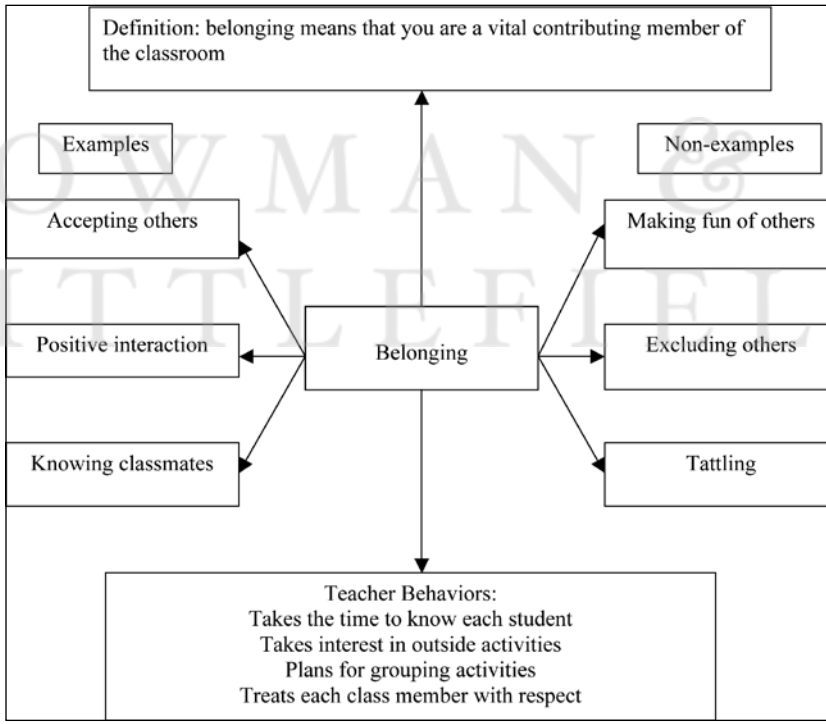
APPENDIX A

Survival



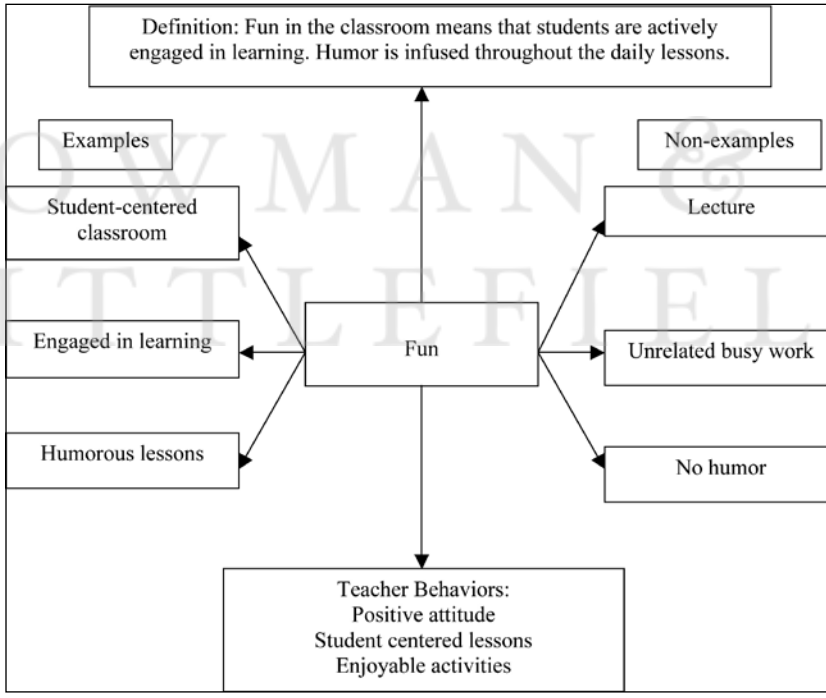
APPENDIX B

Belonging



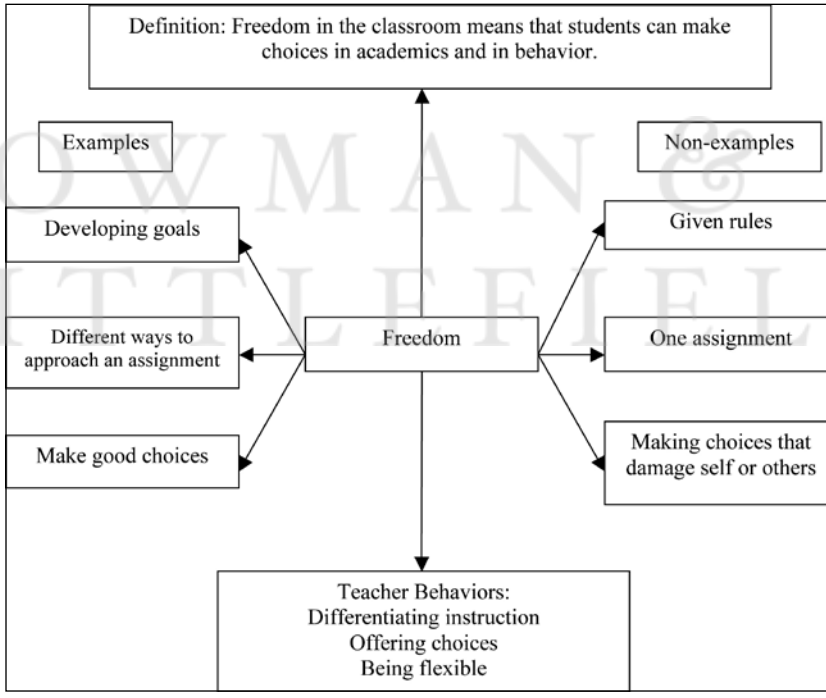
APPENDIX C

Fun



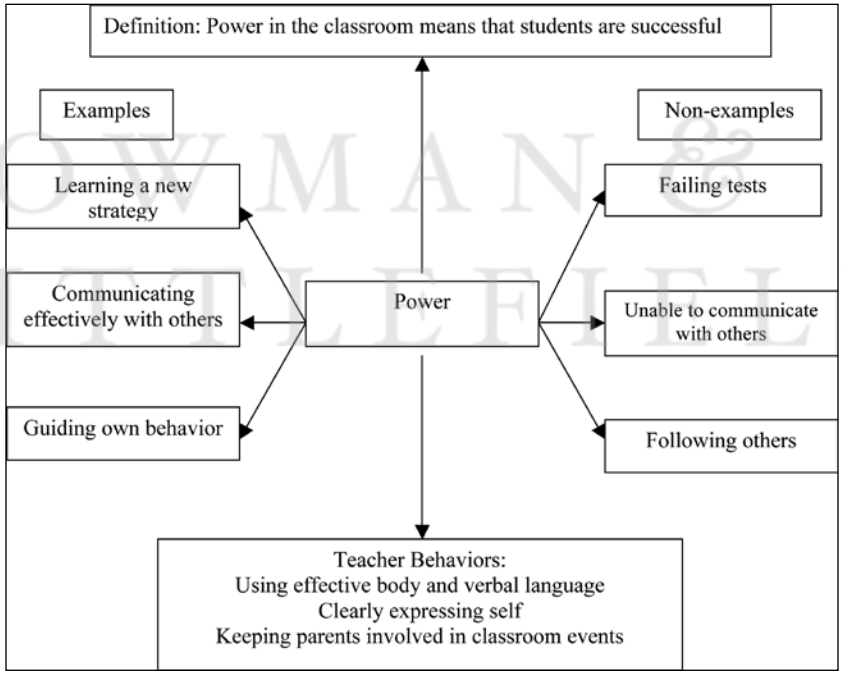
APPENDIX D

Freedom



APPENDIX E

Power



APPENDIX F

Classroom Goals

Goal	*How would it look?*	*How would it sound?* *In this class, we . . .*
Survival	Students following routines and procedures. Students well rested and well fed.	feel safe and ready to learn.
Belonging	Students have positive interactions. Classroom has atmosphere of acceptance. Grouping strategies are practiced.	feel accepted, respected, and heard.
Fun	Students are smiling and engaged in learning.	enjoy learning.
Power	Students are on task and motivated. They are successful in their attempts.	achieve our goals, experience success, and feel proud.
Freedom	Students have academic and behavior choices.	are responsible for our actions and choose to do what is right.

APPENDIX G

Supporting Glasser's Five Basic Needs

Need	*Addressed through*	*Corresponding Concepts*
Survival	Guidelines, procedures	Harry and Rosemary Wong
	"Classroom Organization and Management Program" (COMP)	Carolyn Evertson and Alene Harris
	Bullying	Barbara Coloroso
Belonging	Class meetings, community of caring	Alfie Kohn
	Cooperative learning	Linda Albert
	"Three C's": capable, connect, contribute	
	"6-D resolution" plan: define, declare, describe, discuss, decide, determine	
	Positive discipline approach: the "significant seven"	Jane Nelson, Lynn Lott, and Stephen Glenn
Fun	Instructional management	Jacob Kounin
	Engaging instruction: VIPs, "Say, See, Do"	Fred Jones
	Consistency management	Jerome Freiberg
Freedom	"Inner Discipline": "Three R's": restitution, resolution, and reconciliation	Barbara Coloroso
	Self-discipline	Alfie Kohn
	Meeting the needs of autonomy, relatedness, competence	
	"Discipline with Dignity"	Richard Curwin and Allen Mendler
	Classroom ownership	
Power	Congruent communication	Hiam Ginott
	Body language	Fred Jones
	Acquisition of knowledge: high-yield strategies	Robert Marzano
	Acquisition of knowledge	Jane Pollock
	"Least Coercive Road"	Diane Gossen

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About the Author

Suzanne G. Houff has taught at both elementary and middle school levels in the capacity of classroom teacher and library media specialist. After completing her doctorate at Old Dominion University, she moved into higher education, and she is currently professor and chair in the Department of Curriculum and Instruction at the University of Mary Washington.