



CLASSROOM MANAGEMENT STRATEGIES

Gaining and Maintaining Students' Cooperation

Seventh Edition



James S. Cangelosi



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Classroom Management Strategies

Gaining and Maintaining Students' Cooperation

JAMES S. CANGELOSI

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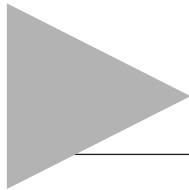
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*To
Beezus, Carly, Chilly, Cinnamon, Echo, Frodo, Harry,
Honeybear, Jesse, Lucy, Snoopy, Wylie, & Zoey*



Preface

The most commonly expressed school-related concern of students, teachers, parents, and instructional supervisors involves students who are disengaged from planned learning activities or who disrupt the learning opportunities of others. A tenth grader remonstrates, “School is a joke! I don’t learn anything because the teachers are so busy trying to keep order that they don’t take time to teach.” One seventh-grade teacher’s comment is indicative of the feelings of thousands of her colleagues: “I became a teacher because I love knowledge and I wanted to help children. But these pupils don’t want my help! They won’t sit still long enough to learn anything—except how to drive me out of the profession!” “What am I supposed to do?” a social studies teacher asks, “Six of the 28 students in my fifth-hour class are classified as behavior disordered—and some of the others ought to be!” Another teacher’s lamentations are all too common: “I used to look forward to each school day. Now, I start days hoping I can survive until school is out without being driven crazy, overly embarrassed, or physically harmed.” A parent expresses his dilemma: “My taxes go to support public education, but I had to find a private school for my child where teachers controlled students with good old-fashioned discipline.” A recent high school graduate suggests, “Teachers should exert more control. I just played around in school—rarely paid attention or did homework. Now I’m paying for my fooling around. I wish my teachers had made me work and learn.” A school principal states emphatically, “The number one thing I look for when hiring a new teacher is the ability to maintain discipline and order. What good does it do teachers to know all the subject matter and pedagogy in the world if they can’t control the kids?”

Not surprisingly, more than any other instructional variable, classroom observation instruments used in virtually every public school district for assessing teacher performance emphasize how teachers manage their students. Some teachers may blame student inattentiveness, lack of effort, disruptive behaviors, and general lack of cooperation on their students’ own flaws or on the lack of support provided by society, families, and school administrators. Yet thousands of other teachers manage to overcome these seemingly impossible circumstances and elicit their students’ cooperation in the face of unfavorable student attitudes and school conditions. These teachers orchestrate safe, productive classroom communities where students cooperate and enjoy learning.

How can you lead your students to willingly engage in the learning activities you plan for them and gain their cooperation? That is the question addressed by *Classroom Management Strategies: Gaining and Maintaining Students’ Cooperation* (7th ed.). This text contains a wealth of information about classroom management strategies that teachers successfully use to lead students to be on-task and engaged in lessons. The strategies are based on extensive school teaching experiences as well as on the findings of numerous studies in learning theory, social interaction, communication, developmental psychology, multicultural education, behavioristic psychology, motivation, student engagement, and violence prevention.

However, any strategy for maintaining students’ cooperation can be understood and applied only by teachers who are exposed to examples demonstrating how the strategy is used in everyday, realistic classroom situations. Thus, this book not only explains such strategies but also brings them to life in 328 cases—327 of which are drawn from a

wide range of actual elementary, middle, junior high, and senior high school teaching experiences as well as a few parent–child interactions. The one fabricated case is Case 7.1 but all the others—even those that seem out of the ordinary—are taken from actual events. The cases demonstrate the classroom management principles, as well as how teachers apply successful strategies and learn to modify strategies that are unsuccessful. Numerous cases “get inside” teachers’ minds, following thought processes as solutions to discipline problems are formulated, revised, and fine-tuned to meet the needs of particular situations.

In this seventh edition of *Classroom Management Strategies: Gaining and Maintaining Students’ Cooperation*, the practical orientation of prior editions is retained with its pedagogy that leads you—the preservice or in-service teacher—to discover how to apply research-based strategies in your own classroom. You will be prompted to analyze, contrast, and compare the cases, leading you to develop strategies for (a) establishing safe, nurturing classroom communities; (b) efficiently managing classroom time; (c) fostering cooperative relationships and healthy productive interactions; (d) effectively communicating with students and their parents; (e) establishing and enforcing standards of conduct and procedures for classroom routines; (f) collaborating in the development and implementation of schoolwide safety and discipline policies; (g) working with individual differences among students; (h) accommodating students’ exceptionalities; (i) utilizing the diversity among students to build strong, productive classroom communities; (j) teaching students to productively manage conflict; (k) motivating students to engage in learning activities; (l) conducting engaging learning activities; (m) effectively teaching students to supplant off-task behaviors with on-task behaviors; and (n) effectively dealing with misbehaviors—both nonviolent and violent.

However, the seventh edition is a major refinement of the sixth:

- Updated content is incorporated throughout that reflects advances in instructional technology and recently published research findings.
- Attention to legal implications of teachers’ choices of classroom management practices—especially teachers’ responses to students’ off-task behaviors—is more emphasized throughout the text than it was in the prior edition.
- Nineteen cases observed since the publication of the sixth edition have been incorporated, and some of the previous cases were deleted.
- To accommodate the new content without appreciably increasing the book’s length and to improve the pedagogy, the writing throughout has been edited so that the presentations are crisper and connections among various topics are more explicitly explained.

The book is presented in five parts with 12 chapters:

- Part I: The Research-Based Art of Leading Students to Cooperate
 - Chapter 1, “The Complex Art of Teaching,” introduces you to an advanced organizer that will help you integrate techniques and suggestions presented in Chapters 2 to 12 into your work as a classroom teacher.
 - Chapter 2, “Schools of Thought and the Research Bases for Classroom Management Strategies,” leads you to grasp some fundamental principles from

the various academic areas of study that provide the research-based foundation for the classroom management strategies you will be developing in your work with Chapters 3 to 12.

- Part II: Fostering Cooperation and Preventing Discipline Problems
 - ▶ Chapter 3, “Establishing a Favorable Climate for Cooperation,” leads you to develop strategies for establishing a classroom climate that is conducive to students’ cooperatively engaging in the business of learning.
 - ▶ Chapter 4, “Establishing Cooperative Relationships,” leads you to develop strategies for interacting and communicating with students and their parents in ways that foster productive, cooperative relationships.
 - ▶ Chapter 5, “Standards for Conduct, Routine Procedures, and Safe-School Policies,” leads you to develop strategies for establishing standards for classroom conduct, procedures for classroom routines, and schoolwide discipline and safety policies.
 - ▶ Chapter 6, “Working with Individual Differences among Students,” leads you to develop strategies for working with the individual characteristics of your students in ways that foster cooperation and engagement in learning activities. Particular attention is paid to the inclusion and accommodation of students’ exceptionalities, working with students for whom English is not a first language, working with and including students with characteristics typically disdained by so-called mainstream society, and using the cultural diversity of students to enhance classroom cooperation and student engagement.
- Part III: Motivating Students to Engage in Learning Activities
 - ▶ Chapter 7, “Conducting and Monitoring Engaging Learning Activities,” leads you to develop strategies for conducting and monitoring learning activities so that students willingly and enthusiastically engage in them. Particular attention is paid to problem-based lessons as well as the following types of learning activities: lecture, cooperative learning, discussion, questioning, independent work, and homework.
- Part IV: Confronting and Solving Discipline Problems
 - ▶ Chapter 8, “Approaching Off-Task Behaviors Systematically,” leads you to develop overall strategies for responding to students’ off-task behaviors.
 - ▶ Chapter 9, “Modifying Off-Task Behavior Patterns,” leads you to develop strategies for teaching students to supplant off-task behavior patterns with on-task behavior patterns.
 - ▶ Chapter 10, “Dealing with Nondisruptive Off-Task Behaviors,” leads you to develop strategies for constructively dealing with the following types of students’ off-task behaviors: mind wandering, daydreaming, refusing to participate in class activities, failing to complete homework assignments, failing to bring materials to class, being absent or tardy, and cheating on tests.
 - ▶ Chapter 11, “Dealing with Disruptive Behaviors,” leads you to develop strategies for constructively dealing with the following types of students’ off-task behaviors: interrupting, clowning, being discourteous, failing to

clean up, bullying, fighting, brandishing weapons, attacking teachers, and vandalizing.

- Part V: Making Classroom Management Strategies Work for You
 - Chapter 12, “Continuing to Build Your Classroom Management Talents,” heightens your awareness of the complexities of teaching and the need to use classroom experiences to further cultivate what you’ve learned from your work with this textbook.

Chapters begin with a goal defined by a set of objectives. Embedded throughout chapters are prompts for you to engage in activities designed to enhance your talent for developing classroom management strategies. Included at the end of each of the first 11 chapters are synthesis activities and a transitional activity. The synthesis activities are designed to help you (a) bring together the various ideas to which you have been exposed throughout the chapter, (b) reinforce and extend what you have learned in the chapter, and (c) assess what you have gained from the chapter so that you can identify both your areas of proficiency and those areas you need to review. The transitional activity sets the stage for the chapter that follows.

This textbook is designed for college- and university-level courses aimed at helping preservice and in-service teachers lead their students to choose cooperative, on-task, and prosocial behaviors. For professors who incorporate this edition into their courses, an instructor’s manual is available from John Wiley & Sons, Inc. The manual contains (a) suggestions for taking advantage of the book’s features in a variety of course structures, (b) a detailed sample syllabus, (c) a sample sequence of class-meeting agendas and activities for a semester-long course, and (d) sample unit, midterm, and final tests with scoring rubrics for each.

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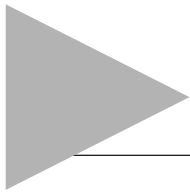


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PART

I

THE RESEARCH-BASED ART
OF LEADING STUDENTS TO
COOPERATE

The Complex Art of Teaching

► CHAPTER 1'S GOAL AND OBJECTIVES

The goal of this chapter is to introduce an advanced organizer that will help you integrate techniques and suggestions presented in Chapters 2 through 12 into your work as a classroom teacher. Specifically, Chapter 1 is designed to lead you to achieve the following objectives:

1. Organize your teaching responsibilities within the Teaching Cycles Model.
2. Examine your personal commitment to gaining and maintaining students' cooperation so that you enjoy satisfying teaching experiences and your students experience optimal learning opportunities.
3. Heighten your awareness of factors that need to be considered when developing classroom management strategies.
4. Distinguish between examples and nonexamples of each of the following: allocated time, transition time, student engagement, on-task behavior, off-task behavior, disruptive behavior, prosocial behavior, and antisocial behavior.

► TEACHING EXPERIENCES: SATISFYING OR FRUSTRATING

Some teachers orchestrate smoothly operating classrooms where students cooperatively and efficiently go about the business of learning with relatively few disruptions. Other teachers exhaust themselves struggling with student misbehaviors as they attempt to gain some semblance of classroom order. Those from the latter group who remain in the teaching profession eventually give up the struggle, deciding that today's students are so unmotivated and out of control that it is futile to attempt anything more than surviving the school day (Cangelosi, 2013; Clancy, 2005; Flannery, 2005). Whether your teaching experiences are satisfying or marked by frustrating struggles to get students to cooperate depends largely on your classroom management strategies and how you apply them. Through the application of such strategies, you are able to meet one of your primary instructional responsibilities: to provide students with a learning environment that is conducive to achievement and free from disruptions, distractions, and threats to their safety and well-being.

► TEACHING CYCLES

Before examining classroom management strategies for gaining and maintaining students' cooperation and effectively confronting discipline problems, briefly examine your role as a teacher. Classroom teaching is not brain surgery; teaching is far more complex. Brain surgery involves—with assistance—(a) studying a patient's symptoms and determining the need for surgery, (b) specifying what the surgery is to accomplish, (c) planning for the surgical procedure, (d) preparing for the surgery (e.g., sterilizing the tools and scheduling the operating facility), (e) conducting the surgery and monitoring the patient's progress, and (f) evaluating the outcome of the operation. Your work as a classroom teacher is conducted in cycles that parallel the stages of brain surgery. However, unlike the brain surgeon, you do not have the luxury of working with only one client (i.e., student or patient) at a time. Typically, a teacher deals with about 30 students at a time. Whereas the brain surgeon only engages in one surgery at a time, focusing on one aspect of the patient (e.g., removing an intraaxial neoplastic tumor from the occipital lobe) while others (e.g., an anesthesiologist) monitor variables (e.g., the patient's respiratory rate), the teacher—usually with no assistance—is expected to concurrently engage in numerous teaching cycles with about 30 students while monitoring myriad variables (e.g., self-image, aptitude, motivation, achievement, attention level, interest in the lesson's content, progress toward long-range goals, success with moment-to-moment objectives, and on-/off-task behavior).

Teaching is an extremely complex art; consider, for example, Case 1.1.

► CASE 1.1

Ms. Martinez, an English teacher at Carver High School, believes her students need to improve their abilities to communicate in writing. In her opinion, they should become aware of the different ways readers interpret what they write and be able to edit their own writing to convey their messages as unambiguously as possible. Thus, for one of her classes of 32 students, she designs a process writing unit with the following learning goal: "Students will be aware of the different ways their writing can be interpreted and will edit what they write in light of that awareness."

For the unit, she plans, prepares, and implements a number of learning activities over a 10-day period. For example, one day she divides the 32 students into five cooperative-learning groups of 6 or 7 each. Within each group, one student reads a paragraph she or he wrote for homework. The other students then discuss the meaning of the paragraph as if the writer were not present. The writer, who is not allowed to enter into the discussion, listens and takes notes on how the classmates interpreted the paragraph. Later, the writer is to modify the paragraph in light of the discussion. This activity continues until all students have had a chance to read their paragraphs and hear them discussed.

Near the end of the 10-day unit, Ms. Martinez uses a posttest to help her evaluate students' awareness of readers' interpretations and how effectively students learned to edit what they wrote.

The idea for Ms. Martinez's unit grew from her belief that her students needed to improve their writing and editing abilities. Deciding to do something about that need, she determined a learning goal. To help her students achieve that goal, she designed learning activities and then prepared for them (e.g., rearranging her classroom to accommodate five groups working independently). The term *learning activity* refers to what a teacher plans for students to experience to help them achieve a learning goal. When Ms. Martinez's students were writing paragraphs, reading them in their groups, listening

to others read, discussing what was read, taking notes, and rewriting paragraphs, those students were engaged in learning activities, and Ms. Martinez was conducting learning activities. Finally, Ms. Martinez evaluated how successfully her students achieved the unit's goal.

You, like Ms. Martinez, design and conduct teaching units by effecting the six stages of what is referred to throughout this textbook as a *teaching cycle*:

1. Determine needs of students.
2. Determine learning goal.
3. Design learning activities.
4. Prepare for the learning activities.
5. Conduct the learning activities.
6. Determine how well students have achieved the learning goal.

Not only is each individual teaching cycle filled with complex decisions for you to make, but you must also concurrently operate various stages of multiple teaching cycles as you teach. Two of the many concurrent teaching cycles Mr. Chacone operates are apparent in Case 1.2 (adapted from Cangelosi, 2000, pp. 2–4).

► CASE 1.2

While designing one of the mathematics units for his class of 26 second graders, Mr. Chacone thinks to himself, “For mathematics to be meaningful and useful to my students, they need to connect some key concepts to their own everyday lives. This unit involves some fundamental geometry. Circle is one of the key concepts with which this unit should deal. I don’t want them only to remember that a circle is something that’s round. They need to construct the concept of circle for themselves—internalizing the attributes of a circle and understanding how round is different from straight. Okay, if I think of some point as the center of my circle and some distance from that point as my radius, then my circle is made up of all the points in a plane that are that same distance from the center point. (See Figure 1.1.) At this time in their school lives, they don’t need a formal definition of circle with technical words like *radius*, *equidistant*, and *plane* until they’ve conceptualized circles.”

Mr. Chacone decides to include the following among the objectives for the unit he is planning: Students construct the concept of circle.

He then designs the lesson for the objective. Several days later, Mr. Chacone is with his students outside in the schoolyard engaging them in the lesson he designed. He places a soccer ball on the ground and marks a straight line about 15 meters from the ball. He directs the students to stand side by side on the line as shown in Figure 1.2 and explains the rules of a game they are about to play.

In the game, Mr. Chacone calls out two students’ names in rapid succession. Upon hearing their names, those students race from their places on the line and, without contacting one another, try to kick the ball before the other. After each race, the ball is replaced and another pair of names is called. As Rosita waits for her name to be called following the second race, she shoves her way from an outside position on the line to one closer to the middle of the line. Mr. Chacone thinks, “It’s good that Rosita has figured out that she gains an advantage by being nearer the middle of the line—that’s going to help her discover the attributes of a circle. But she also needs to comply with my directions and behave politely. To get her to learn to follow the rules and cooperate, I’ll intervene by applying the principle of negative reinforcement.” (Note that negative reinforcement is a principle that is explained in Chapter 2 of this text.) He calmly signals Rosita to come stand by him. After the third race, he tells her, “Rosita, you may rejoin the game as soon as you make

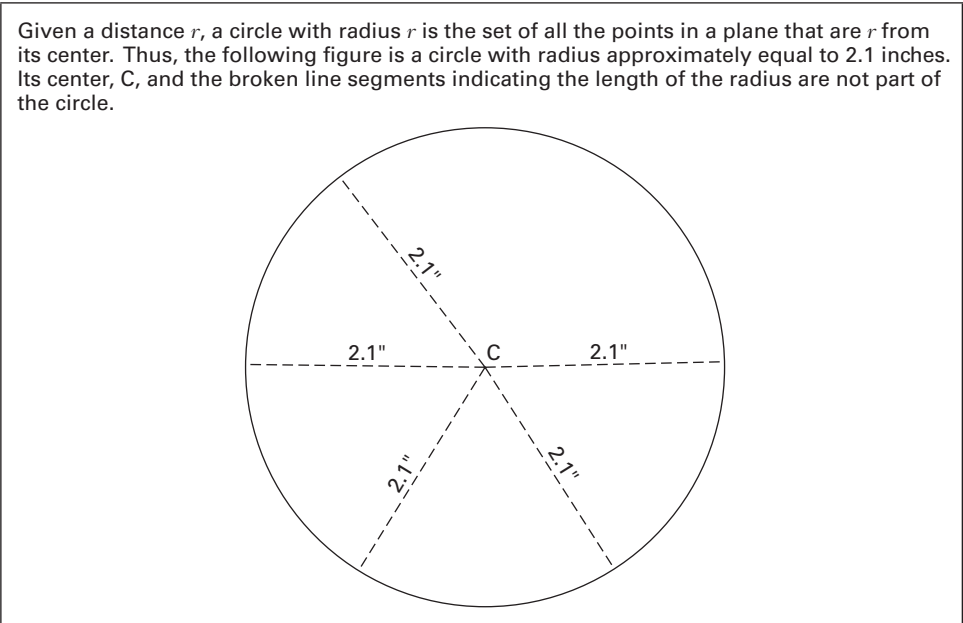


Figure 1.1. The Concept of Circle Mr. Chacone Wants His Second Graders to Construct for Themselves



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Figure 1.2. Early in Mr. Chacone’s Mathematics Lesson



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Figure 1.3. Later in Mr. Chacone’s Mathematics Lesson

up your mind to keep your place in line and respect your classmates’ rights.” Rosita: “But it’s not fair; Jamie is closer to the ball than me!” Mr. Chacone: “Yes, I know. You may rejoin the game as soon as you make up your mind to keep your place in line and respect your classmates’ rights.” After the fourth race, Rosita jogs over to her original place on the line. Through the next two races, Mr. Chacone observes her waiting to hear her name in compliance with the rules. To positively reinforce this on-task behavior, Mr. Chacone calls out her name along with a student’s who is located even farther from the ball than Rosita.

Although students aren’t shoving one another or getting out of line, they are squeezing closer to the middle of the line in anticipation of their names being called. As the races continue, they grumble about the game not being fair. Mr. Chacone calls a halt to the proceedings and engages them in a discussion to explain why they think the game isn’t fair. They agree that everyone should be “just as close to the ball.” Mr. Chacone directs them to change the rules so they are fair to everyone, but insists that they don’t shorten the distance between the starting line and the ball because everyone needs the exercise. The students discuss the problem and decide that everyone would have the same distance to run if they lined up around the ball. They arrange themselves as shown in Figure 1.3 and continue the game under the revised rules.

The following day, Mr. Chacone continues the lesson in the classroom with the students describing and illustrating why and how they revised the game. Aware students knew the word “circle” prior to the lesson, he writes it on the board and has students list those things that make circles special. The list includes “Circles are round and smooth,” “Circles are around something, always the same amount away,” “Circles are flat, unless you stand them up, which is when they’re skinny,” “Circles have a huge hole in the middle,” “A circle is like the outside of a hole that has been dug real even,” and “Circles don’t have any wiggles in them.” Such comments help Mr. Chacone to judge that most students are achieving the objective of the lesson.

As you work with students, you will orchestrate many interrelated teaching cycles. Engage in Activity 1.1.

► **ACTIVITY 1.1**

In Case 1.2, Mr. Chacone executed one teaching cycle by designing and conducting the lesson on circles. Using Figure 1.4 as a guideline, identify what he did for each of the six stages.

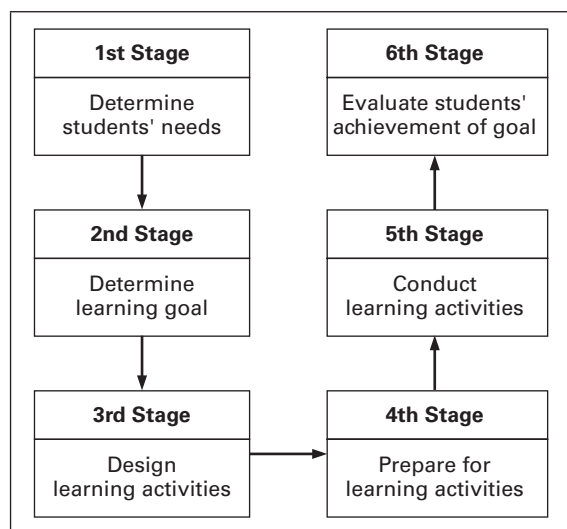


Figure 1.4. The Teaching Cycles Model

Compare what you identified to the following:

1. He recognized a student need when he decided, “For mathematics to be meaningful and useful to my students, they need to connect some key concepts to their own everyday lives. They need to construct the concept of circle for themselves—internalizing the attributes of a circle and understanding how round is different from straight.”
2. He determined an objective that addressed the need by deciding to lead students to construct the concept of circle.
3. He decided how to lead students to achieve the objective by designing the lesson involving the racing game with the soccer ball.
4. Among other things, he obtained the soccer ball, reserved the playing field, and marked the field with the straight line.
5. He implemented the plan by engaging the students in the lesson that included the racing game with the soccer ball.
6. After observing students’ activities and listening to their comments near the end of the lesson, he determined how well students achieved the objective by judging that most were in the process of learning.

Case 1.2 also relates another teaching cycle involving Mr. Chacone teaching Rosita to cooperate. Identify what he did for each of the six stages of that cycle.

Compare what you identified to the following:

1. He recognized a student need when he decided Rosita needed to comply with his directions and behave politely.
2. He determined an objective that addressed the need when he decided to lead Rosita to follow the rules and cooperate.
3. He decided how to lead a student to achieve the objective by planning to use the principle of negative reinforcement.
4. Case 1.2 doesn’t indicate Mr. Chacone specifically doing anything in preparation for implementing his plan.
5. He implemented the plan by signaling Rosita to stand by him and interacting with her as described in Case 1.2.
6. He determined how well Rosita achieved the objective after observing her waiting at her place in compliance with the rules.

Note that Mr. Chacone’s judgment that Rosita achieved the classroom management objective influenced him to initiate another teaching cycle—one with the objective of positively reinforcing Rosita’s cooperation. Of course, Mr. Chacone was also in the process of orchestrating another teaching cycle by designing and implementing the teaching unit of which the lesson on circles was a part. The Teaching Cycles Model will serve as an advanced organizer for systematically teaching students to supplant uncooperative behaviors with cooperative ones.

▶ ALLOCATED TIME AND TRANSITION TIME

The third stage of a teaching cycle requires you to design and plan your students' learning activities. Suppose that the learning activities you plan for one school period call for a group of students to (a) read a passage from a book, (b) discuss what they read, (c) listen to you give a brief lecture, (d) respond individually in writing to questions on a worksheet, and (e) read another passage and write a brief essay for homework. The intervals in that day when you *intend* to have your students engaged in these learning activities are referred to as *allocated times*. Obviously, allocated time cannot take up an entire school period. On the day you conduct the five learning activities, time must also be devoted to, among other things, (a) getting your students assembled and attentive, (b) assigning the reading and directing them to begin, (c) calling students' attention away from the reading and to the lecture, (d) after the lecture, distributing the worksheets and directing students to answer the questions, and (e) calling a halt to the worksheet activity and assigning the homework. The time intervals to take care of such tasks before and after scheduled learning activities (i.e., between allocated times) are referred to as *transition times*.

▶ STUDENT BEHAVIORS

On-Task, Engaged, Off-Task, and Disruptive

Consider the behaviors of the students in the following three cases:

▶ CASE 1.3

Mr. Isaac directs Buster and Elysia, two of his 28 first graders, to put on their aprons and remove their paints from their supply boxes in preparation for a learning activity. Buster puts on his apron, takes out his paints, and waits for directions. Elysia picks up a bottle of yellow paint and throws it across the room, splattering several students.

▶ CASE 1.4

Ms. Saunders, a high school history teacher, is in the midst of conducting a class discussion on why the U.S. Congress rescinded prohibition in 1933. Lia listens intently to the discussion, occasionally expressing her thoughts on the causes. Amy quietly sits at her desk daydreaming about riding horses.

▶ CASE 1.5

Coach Murphy directs 18 of his football players to take two laps around the field. Hewitt begins running while Ricky hides behind the blocking sled until the others have completed the exercise.

Buster's, Lia's, and Hewitt's behaviors, as described in Cases 1.3 to 1.5, are cooperative. These three students were acting as their teachers had planned. Because they were attempting to follow their teachers' directions, their behaviors were *on-task*. Buster was on-task during transition time. Lia, during the time that Ms. Saunders had allocated for discussing why Congress had rescinded prohibition, seemed to be involved in the discussion. Hewitt, like Lia, became engaged in a learning activity by