Principles of Classroom Management

A Professional Decision-Making Model

Seventh Edition

JAMES LEVIN | JAMES F. NOLAN

Seventh Edition

Principles of Classroom Management

A Professional Decision-Making Model

James Levin
Pennsylvania State University

James F. Nolan
Pennsylvania State University

PEARSON

Boston Columbus Indianapolis New York San Francisco Upper Saddle River
Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montréal Toronto
Delhi Mexico City São Paulo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Vice President and Editorial Director: Jeffery W. Johnston
Vice President and Publisher: Kevin M. Davis
Vice President, Director of Marketing: Margaret Waples
Editorial Assistant: Lauren Carlson
Marketing Manager: Joanna Sabella
Senior Managing Editor: Pamela D. Bennett
Production Project Manager: Liz Napolitano
Manager, Central Design: Jayne Conte
Cover Designer: Suzanne Behnke
Cover Image: ©Krivosheev Vitaly/Shutterstock
Full-Service Project Management: George Jacob/ Integra Software Services Pvt. Ltd.
Composition: Integra Software Services Pvt. Ltd.
Printer/Binder/Cover Printer: Courier/ Westford
Text Font: 10/12 ITC Garamond Std.

Credits and acknowledgments for material borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate page within the text.

Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.

Photo Credits: Valerie Schultz/Merrill, **p. 7**; © Chmura Frank/Prisma Bildagentur AG/Alamy, **p. 14**; Katelyn Metzger/Merrill, **pp. 27, 99, 101, 156**; Stockbyte/Getty Images, **p. 31**; Triangle Images/Getty Images, **p. 38**; Anthony Magnacca/Merrill, **p. 39**; Radosł aw Brzozo/Fotolia, **p. 76**; Michael Weber/ imagebroker/Alamy, **p. 78**; GeoStock/Getty Images, **p. 82**; Laura Bolesta/Merrill, **p. 132**; © Richard G. Bingham II/Alamy, **p. 177**; Monkey Business/Fotolia, **p. 186**; Image Source/Fotolia, **p. 188**; © Corbis, **p. 212**; Monkey Business Images/Getty Images, **p. 228**; Monkey Business Images/Shutterstock, **p. 231**; Maria B. Vonada/Merrill, **p. 268**.

Copyright © 2014, 2010, 2007 by Pearson Education, Inc. All rights reserved. Manufactured in the United States of America. This publication is protected by Copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, New Jersey 07458, or you may fax your request to 201-236-3290.

Library of Congress Cataloging-in-Publication Data
Levin, James
Principles of classroom management : a professional decision-making model/James Levin, Pennsylvania State University, James F. Nolan, Pennsylvania State University.—Seventh edition.
p. cm.
ISBN-13: 978-0-13-286862-4
ISBN-10: 0-13-286862-8
1. Classroom management—United States—Problems, exercises, etc. 2. Teaching—United States—Problems, exercises, etc. I. Title.
LB3013.L475 2014
371.102'40973—dc23

2012036986

10 9 8 7 6 5 4 3 2 1

PEARSON

ISBN-10: 0-13-286862-8
ISBN-13: 978-0-13-286862-4

To Sylvia and Herman Levin, Jim and Mary Nolan, Rocky and Andy, Heidi, Sarah, Geoff and Dan for their support, encouragement, and understanding.

This page intentionally left blank

PREFACE

Principles of Classroom Management: A Professional Decision-Making Model offers teachers an alternative to the coercive cookbook approach that is common in many popular classroom management texts. Rather than assuming that children need to be controlled through the teacher's use of rewards and punishments, this text asserts that children are better influenced to behave appropriately through the use of competent instruction, positive student-teacher-family relationships, intrinsic motivation, pro-social self-esteem, encouragements and natural/logical consequences. Similarly, rather than treating teachers like technicians by providing them with a cookbook of steps or strategies to follow, this text asserts that teachers are professionals. Therefore, the text expands on a variety of principles, theoretical perspectives, and empirical findings so that teachers have a depth and breadth of knowledge from which they are able to make professional decisions with respect to classroom behavior issues.

As in the previous editions, in this seventh edition, we identify and expand on two foundational beliefs that guide teachers' behavior. First and foremost, we believe that teachers cannot control student behavior. Thus, teachers influence student behavioral change by controlling or managing their own behavior, that is, by making professional decisions. Throughout the entire text, the reader will encounter language that consistently emphasizes the teacher's responsibility to make decisions and act in ways that will influence students to behave appropriately and be successful academically. Second, students who enjoy positive relationships with teachers are more likely to be successful academically and engage in pro-social behavior. Such positive relationships are potentially jeopardized by rewards and punishments and are likely enhanced by encouragements and natural/logical consequences.

WHAT'S NEW IN THIS EDITION

Although the basic approach of the text and the underlying principles remain consistent, we have made several changes, which were sparked by contemporary educational issues, comments from educators who have used the text, and detailed reviews of the sixth edition.

Based on feedback from the users and reviewers of the text, and the authors' own experiences, we made the following changes:

- Although the authors have always believed that students choose how to behave and that the teacher's role is to influence student behavior, we noted in previous editions of the text that the language did not always match those beliefs. In previous editions of the text, we sometimes talked about managing behavior or coping with behavior. In this edition, we have worked diligently to ensure that the language throughout the text conveys the message that the teacher's role is to use professional knowledge to decide how to act in order to influence students to choose to behave appropriately. This change in language is exemplified in the new titles for Chapters 8, 9, and 10.

- The power of building positive relationships with students and their families has taken a much more prominent role in the earlier chapters of this edition of the text. This edition also devotes an entire chapter, Chapter 7, to relationship building as well as devoting considerable attention to various dimensions of proactively building positive relationships in Chapters 3, 4, 5, and in working with students who display unremitting disruptive behavior in Chapters 10 and 11.
- In contrast to many texts that provide a list of do's and don'ts for building relationships, Chapter 7 in this text is intended to enable the teacher to generate strategies for relationship building by using professional knowledge about authority bases, self-esteem, and motivation. By employing professional knowledge, the teacher can create respectful and caring relationships, enhance student success expectations through the development of an internal locus of control, and influence the development of an internal value structure that enhances the value of desired student outcomes.
- The role of culture and cultural differences has been taken up more prominently in this edition. As the teaching force in the United States has become increasingly more white and middle class, the students in our nation's classrooms have become more culturally diverse and poorer. Thus, it is critically important that teachers understand the role that culture can and should play in thinking about how they should behave in order to influence students to choose to behave appropriately and to expend effort to be successful academically. In this seventh edition, the role of culture and cultural differences is discussed in reference to many topics, including understanding student behavior, appropriate use of teacher authority bases, teacher expectations, building relationships, breaking the cycle of discouragement, and in working positively with families.
- In the sixth edition of the text, we provided three cases, one elementary, one middle, and one high school, that could be used for iterative analysis on the part of the reader as a way of assessing how the text was influencing the reader's understanding of and response to the cases. In this edition, we have included six cases for iterative analysis, two at each level.
- In each chapter of this edition, we have also provided pre- and postreading activities focused on the "Principles of Teacher Behavior That Influence Appropriate Student Behavior" as an opportunity for the reader to reflect on how his or her understanding of the principles grows over time.
- In Chapter 2, we have included an expanded section on new uses of technologies including cyberbullying, cybercheating, and sexting that alerts teachers to some of the problems that can be created through student access to these technologies. Obviously technology can bring powerful benefits to the instructional process, but it can also create new sorts of problems.
- In Chapter 3, the concepts of motivation and self-esteem are defined and then used to analyze students' disruptive behavior. The understanding gained from the analyses enables the professional teacher to target specific components of motivation and self-esteem for intervention to influence students to behave appropriately.
- In Chapter 4, we have changed our terminology from "teacher power bases" to "teacher authority bases." This change in terminology reminds us that teachers derive their authority and the ability to influence students by using professional

knowledge to determine their classroom behavior. The notion of relationship building also plays a more prominent role in the discussion on referent authority.
- In Chapter 5, we have included a new section on student-teacher relationships and effective teaching and updated the research on effective teaching using concepts from current research on instruction.
- We have reworked Chapter 6 so that it focuses on designing the physical environment and effectively establishing and teaching classroom guidelines. We have expanded our discussions on effectively teaching both procedures and rules to ensure that students have a clear understanding of what appropriate behavior looks like and also that they are capable of behaving in the expected way.
- In Chapter 9, we have added a discussion that relates the concept of cultural stereotyping to the cycle of discouragement for students who exhibit chronic behavior problems or who underachieve.
- In Chapter 11, we have expanded our discussion of working collaboratively with families when outside assistance is needed to work effectively in resolving problems and have added a new section on alternatives to suspensions that reports some of the empirical findings concerning the negative outcomes associated with out-of-school suspensions.
- In addition to adding the three new cases to the iterative case analysis sections, we have updated the references (which are now all located after Appendix C), added new case studies within chapters, and updated/revised/added exercises included throughout the text.

HOW TO USE THIS TEXT: A FOCUS ON PEDAGOGY

This text presents in detail a professional decision-making model. The model requires teachers to use their professional knowledge base to change their behavior (teaching practices) in order to influence students to choose to behave appropriately.

Conceptualizing and implementing teaching as a way of influencing students is an inherently challenging endeavor requiring a high level of expertise. Additionally, it is an approach that is contrary to the unexamined beliefs, past experiences, and current practices of many educators. Therefore, it is incumbent upon educators who wish to practice this approach to develop a deep understanding of the content of this text so that they can employ the approach in classrooms with confidence and, when called upon, can explain the approach to administrators, professional peers, families, and students.

To fully understand this model, it is necessary to have a thorough grasp of the model's foundational concepts, principles, and classroom applications. The principles, found at the beginning of each chapter, are statements that relate two or more concepts. Without these integrative statements the concepts would stand alone, and their connection to teaching practices would be relatively meaningless. The interpretation of the principles into classroom practices and the decision-making hierarchies are applications of the model.

The first four chapters of the text focus on foundational concepts that the wise teacher must consider in building a set of operational beliefs about influencing student behavior and its connection to teaching. These concepts include teaching, learning, discipline problems, motivation, self-esteem, rewards, punishments, authority bases,

and theories of teacher influence. Chapters 5 through 7 focus on concepts and principles that teachers can employ to create a learning and instructional environment that will influence students to behave appropriately and strive for academic success. These concepts include effective teaching, teacher expectations, classroom design, guidelines for behavior, and encouragement. Chapters 8 through 11 focus on concepts and principles that teachers can employ using a hierarchical approach to influence and redirect student behavior from inappropriate to appropriate behavior.

To aid readers in learning the professional decision-making model, the authors deliberately designed the text with pedagogy in mind. The many pedagogical features to aid the learner include the following:

Iterative Case Studies Six iterative case studies are provided at the beginning of the text and repeated at three points later in the text. The case studies enable readers to continually revise their analyses of real classroom events as they proceed through the text, applying their new understandings of how to influence students to behave appropriately. Comparisons of earlier with later analyses should clearly show readers their growth in understanding and applying the concepts and principles. Instructors and students are also encouraged to use additional cases studies of their own that they have experienced or observed.

Pre- and Postreading Activity of Explaining Principles In each chapter, "Principles of Teacher Behavior That Influence Appropriate Student Behavior" are presented at the beginning and end of each chapter. Readers are asked to explain the principles before they read the chapter and then again after reading the chapter. It is a readiness and closure activity that focuses the reader's attention on how the principles integrate the various concepts and how the principles are applied to the classroom.

Prereading Questions This readiness activity is intended to enable readers to uncover and examine their initial thinking about some of the major concepts that will be covered in each chapter.

Flow Charts Flow charts are presented at the beginning of each chapter. These flow charts illustrate the hierarchy of teacher knowledge and how the present content relates to what was previously learned.

Exercises Exercises are found at the end of each chapter and provide readers with the opportunity to analyze and apply the chapter's concepts and principles.

Embedded Cases Each chapter presents multiple cases that illustrate the concepts and principles in practice. The cases are drawn from real classroom, school, and community events that the authors have experienced, witnessed, or been told about.

Tables and Figures Throughout the book, tables and figures are used to illustrate the content being read.

Appendices At the end of the book there are three appendices. Appendix A Analysis Inventory of Teacher Behavior that Influences Appropriate Student Behavior is a tool that the classroom teacher can use to reflect upon her behavior used to influence appropriate student behavior. Appendix B summarizes

teacher behavior that is congruent with the text for Working with Students With Special Needs. Appendix C Decisions and Tasks for Beginning the School Year lists important tasks and decisions that teachers should consider that will get the school year off to a good start.

SUPPLEMENTS

A **Test Bank** that includes multiple choice, true/false, and discussion questions and a **PowerPoint® Presentation** for each chapter are available online. Instructors can access these supplements by contacting their local representative for a password.

ACKNOWLEDGMENTS

We are especially grateful to the following reviewers who completed very helpful reviews of our work on this edition: Kelechi Ajunwa, Delaware County Community College; Beverly Doyle, Creighton University; Mary Estes, University of North Texas; Marilyn Howe, Clarion University of Pennsylvania; Anita Welch, North Dakota State University; and Eleanor Wilson, University of Virginia. A special thanks goes to Andrew Thompson, during his senior year did an extensive literature search regarding influences on students' behavior and alternatives to suspension which are used in the text.

Ultimately, the authors' goal is to present a contemporary approach to classroom management that will improve teaching and learning for today's teachers and students. Please feel free to let us know if we have been successful.

BRIEF CONTENTS

Iterative Case Study Analyses 1

Iterative Case Study Analyses: First Analysis 2

SECTION 1 Foundations

Chapter 1 The Basics 4
Chapter 2 Nature of the Discipline Problem 23
Chapter 3 Understanding Why Children Misbehave 44
Chapter 4 Philosophical Approaches to Influencing Students 86

Iterative Case Study Analyses: Second Analysis 112

SECTION 2 Prevention

Chapter 5 The Professional Teacher 114
Chapter 6 Structuring the Environment 150
Chapter 7 Building Relationships 174

Iterative Case Study Analyses: Third Analysis 200

SECTION 3 Interventions for Common Behavior Problems

Chapter 8 Using Nonverbal Interventions to Influence Students to Behave Appropriately 202
Chapter 9 Using Verbal Interventions and Logical Consequences to Influence Students to Behave Appropriately 215

SECTION 4 Interventions for Chronic Behavior Problems

Chapter 10 Classroom Interventions for Working with Students Who Exhibit Chronic Behavior Problems 236
Chapter 11 Seeking Outside Assistance 274

Iterative Case Study Analyses: Fourth Analysis 291

Appendix A Analysis Inventory of Teacher Behavior That Influences Appropriate Student Behavior 293
Appendix B General Guidelines for Working with Students with Special Needs 299
Appendix C Decisions and Tasks for Beginning the School Year 302

References 304
Index 321

This page intentionally left blank

CONTENTS

ITERATIVE CASE STUDY ANALYSES 1

ITERATIVE CASE STUDY ANALYSES: FIRST ANALYSIS 2

Section 1 Foundations

Chapter 1 THE BASICS 4

Principles of Teacher Behavior That Influence Appropriate Student Behavior 4

Prereading Activity: Understanding the Principles of Teacher Behavior 4

Prereading Questions for Reflection and Journaling 5

Introduction 5

Defining the Process of Teaching 6

▶ **CASE 1.1 Getting Students to Respond** 9

▶ **CASE 1.2 "Why Study? We Don't Get Enough Time for the Test Anyway!"** 10

Principles of Teacher Behavior That Influence Appropriate Student Behavior 11

Professional Decision-Making Hierarchy 18

▶ **CASE 1.3 The Vice-Principal Wants to See Whom?** 19

Summary 21 • Exercises 22

Chapter 2 NATURE OF THE DISCIPLINE PROBLEM 23

Principles of Teacher Behavior That Influence Appropriate Student Behavior 23

Prereading Activity: Understanding the Principles of Teacher Behavior 23

Prereading Questions for Reflection and Journaling 24

Introduction 24

Defining a Discipline Problem 25

Problem Student Behavior Outside the Definition 29

▶ **CASE 2.1 Can a Teacher Be a Discipline Problem?** 30

▶ **CASE 2.2 Solving a Motivational Problem** 31

Extent of the Problem 32

Public's Perceptions 32

Teachers' Perceptions 32
Students' Perceptions 32
Magnitude 32
The Effect of Classroom Discipline Problems on Teaching and Learning 34
Impact on Students 34
▶ **CASE 2.3 Discipline: A Costly Waste of Time** 35
▶ **CASE 2.4 The Ripple Effect** 35
Impact on Teachers 36
New Concerns: Technology 38
Cybercheating 38
Cyberbullying 40
Summary 41 • Exercises 41

Chapter 3 UNDERSTANDING WHY CHILDREN MISBEHAVE 44
Principles of Teacher Behavior That Influence Appropriate Student Behavior 44
Prereading Activity: Understanding the Principles of Teacher Behavior 45
Prereading Questions for Reflection and Journaling 45
Introduction 45
Societal Changes 46
The Knowledge Explosion and the Erosion of Respect for Authority *47*
The Knowledge Explosion, Teacher and Student Feelings of Frustration, and the Relevancy of Schooling 48
▶ **CASE 3.1 "This Is the Greatest Thing That Has Happened to Me in 20 Years of Teaching"** 48
Television and Violence 49
▶ **CASE 3.2 Who Really Cares?** 50
Television and Alternative Role Models 52
Changes in Ethnicity 53
Understanding Behavior by Analyzing Motivation and Self-Esteem 54
▶ **CASE 3.3 Being Unprepared** 55
Student Mobility 56
Failure to Meet Children's Basic Needs 56
The Home Environment 56
▶ **CASE 3.4 Hanging on the Corner** 57
▶ **CASE 3.5 Marital Conflict** 59

The School Environment 60
Physiological Needs 60
▶ **CASE 3.6 Forgetting to Sit Down** 61
Safety and Security Needs 61
▶ **CASE 3.7 There Must Be a Better Way** 62
▶ **CASE 3.8 Too Much Noise** 63
▶ **CASE 3.9 Afraid of Going to School** 63
Belonging and Affection Needs 64
▶ **CASE 3.10 Turning Off Students** 64
▶ **CASE 3.11 "I'm Going to Be Sorry When Fifth Grade Is Over"** 65
Children's Pursuit of Social Recognition and Self-Esteem 65
Social Recognition 65
▶ **CASE 3.12 Seeking Faulty Goals** 67
Self-Esteem 68
A Parallel Process 69
Bullying 70
▶ **CASE 3.13 "Get Out of My Face"** 71
Cyberbullying 73
Sexting 73
Stages of Cognitive and Moral Development 74
Cognitive Development 74
Moral Development 75
Behavior: The Interaction of Cognitive and Moral Development 76
Neuroscience Research *79*
Instructional Competence 79
▶ **CASE 3.14 Not Being Able to Teach** 80
Resiliency 81
Summary 83 • Exercises 84

Chapter 4 PHILOSOPHICAL APPROACHES TO INFLUENCING STUDENTS 86

Principles of Teacher Behavior That Influence Appropriate Student Behavior 86
Prereading Activity: Understanding the Principles of Teacher Behavior 87
Prereading Questions for Reflection and Journaling 87
Introduction 87
▶ **CASE 4.1 The Tricks-of-the-Trade Approach** 88

Teacher Authority Bases 90
Referent Authority 90
▶ **CASE 4.2 The Involved Teacher** 91
▶ **CASE 4.3 Demand without the Warmth** 92
Expert Authority 93
▶ **CASE 4.4 Her Reputation Precedes Her** 93
Legitimate Authority 94
▶ **CASE 4.5 "School Is Your Job"** 94
Reward/Coercive Authority 95
▶ **CASE 4.6 Going to Recess** 95
Theories of Teacher Influence 98
Student-Directed Theories 98
▶ **CASE 4.7 Handling Disruptive David** 99
Collaborative Theories 104
Teacher-Directed Theories 106
Summary 108 • Influence Theories on the Web 109 • Exercises 109

ITERATIVE CASE STUDY ANALYSES: SECOND ANALYSIS 112

Section 2 Prevention

Chapter 5 THE PROFESSIONAL TEACHER 114

Principles of Teacher Behavior That Influence Appropriate Student Behavior 114
Prereading Activity: Understanding the Principles of Teacher Behavior 115
Prereading Questions for Reflection and Journaling 115
Introduction 115
Positive Student-Teacher Relationships and Effective Teaching 116
▶ **CASE 5.1 Relating to Jennifer** *119*
The Basics of Effective Teaching 119
Lesson Design 120
Student Motivation: Teacher Variables 123
▶ **CASE 5.2 The Popcorn Popper** 124
▶ **CASE 5.3 Talking Between Classes** 125
▶ **CASE 5.4 Nonconstructive Feedback** 127
Teacher Expectations 128
Classroom Questioning 131

Maximizing Learning Time 133
Allocated Time 133
Time-on-Task (Engaged Time) 133
Beyond the Basics 134
Teaching for Understanding 136
Creating Communities of Learners 137
Teaching Toward Multiple Intelligences 138
▶ **CASE 5.5 Cooperative Learning in Biology** 139
Differentiating Instruction 141
▶ **CASE 5.6 Differentiation Through Technology** 143
Student Motivation: Student Cognition 144
▶ **CASE 5.7 Three Years of History Rolled into One** 146
Summary 147 • Exercises 148

Chapter 6 STRUCTURING THE ENVIRONMENT 150

Principles of Teacher Behavior That Influence Appropriate Student Behavior 151
Prereading Activity: Understanding the Principles of Teacher Behavior 151
Prereading Questions for Reflection and Journaling 151
Introduction 152
Designing the Physical Classroom Environment 152
Environmental Conditions 152
Use of Space 153
Seating Arrangements 153
Bulletin Boards and Display Areas 154
▶ **CASE 6.1 Fourteen to Ten, Music Wins** 154
▶ **CASE 6.2 Having Your Name Placed on the Board Isn't Always Bad** 155
Establishing Classroom Guidelines 155
Classroom Procedures *155*
▶ **CASE 6.3 Hitting the Bull's-eye** 157
Classroom Rules 157
▶ **CASE 6.4 Leave Me Alone** 158
The Need for Rules 158
Determining Necessary Rules 158
Developing Consequences 159
Communicating Rules 164
Obtaining Commitments 165
▶ **CASE 6.5 "I Don't Know If I Can Remember"** 165
▶ **CASE 6.6 "I'm Not Promising Anything"** 166

Teaching and Evaluating 166
▶ **CASE 6.7 Calling Out Correct Answers** 167
▶ **CASE 6.8 The Smiley Face Self-Analysis** 167
Teaching Appropriate Behavior 170
Summary 171 • Exercises 172

Chapter 7 BUILDING RELATIONSHIPS 174
Principles of Teacher Behavior That Influence Appropriate Student Behavior 175
Prereading Activity: Understanding the Principles of Teacher Behavior 175
Prereading Questions for Reflection and Journaling 175
Introduction 176
The Cultural Embeddedness of Rules and Guidelines 176
▶ **CASE 7.1 Believing What You Want To** 178
▶ **CASE 7.2 No One Looks Like Me** 180
Creating Group Norms to Structure Appropriate Behavior 181
Relationships 183
Student-Teacher Relationships 183
Building Student-Teacher Relationships 187
Family-Teacher Relationships 194
Benefits 194
Reluctance to Contact Parents 194
▶ **CASE 7.3 The Doctor Said He Was OK** 195
Building Parent-Teacher Relationships 196
▶ **CASE 7.4 Not Doing Homework** 197
Summary 198 • Exercises 198

Iterative Case Study Analyses: Third Analysis 200

Section 3 Interventions for Common Behavior Problems

Chapter 8 USING NONVERBAL INTERVENTIONS TO INFLUENCE STUDENTS TO BEHAVE APPROPRIATELY 202
Principles of Teacher Behavior That Influence Appropriate Student Behavior 203
Prereading Activity: Understanding the Principles of Teacher Behavior 203
Prereading Questions for Reflection and Journaling 203

Introduction 203
Prerequisites to Intervention 204
Surface Behaviors 205
▶ **CASE 8.1 "…3, 2, 1, Blast Off"** 205
Proactive Intervention Skills 206
Remedial Intervention Skills 207
Planned Ignoring 209
Signal Interference 210
Proximity Interference 210
Touch Interference 210
Effectiveness of Nonverbal Intervention Skills 211
▶ **CASE 8.2 Notes versus Math** 211
▶ **CASE 8.3 Let Your Fingers Do the Walking** 213
Summary 213 • Exercises 214

Chapter 9 USING VERBAL INTERVENTIONS AND LOGICAL CONSEQUENCES TO INFLUENCE STUDENTS TO BEHAVE APPROPRIATELY 215
Principles of Teacher Behavior That Influence Appropriate Student Behavior 216
Prereading Activity: Understanding the Principles of Teacher Behavior 216
Prereading Questions for Reflection and Journaling 216
Introduction 217
▶ **CASE 9.1 Blowing His Stack** 217
Classroom Verbal Intervention 218
▶ **CASE 9.2 Marcus, the Little Sneak** 219
Adjacent (Peer) Reinforcement 222
Calling on the Student/Name-Dropping 222
Humor 223
Questioning Awareness of Effect 223
Sending an "I Message" 224
Direct Appeal 225
Positive Phrasing 225
"Are Not For's" 225
Reminder of the Rules 225
Glasser's Triplets 226
Explicit Redirection 226
Canter's "Broken Record" 227

Comply or Face the Logical Consequences: "You Have a Choice" 227

▶ **CASE 9.3 "Doing Nothin'"** 230

When "You Have a Choice" Doesn't Work 230

Summary 233 • Exercises 234

Section 4 Interventions for Chronic Behavior Problems

Chapter 10 CLASSROOM INTERVENTIONS FOR WORKING WITH STUDENTS WHO EXHIBIT CHRONIC BEHAVIOR PROBLEMS 236

Principles of Teacher Behavior That Influence Appropriate Student Behavior 237

Prereading Activity: Understanding the Principles of Teacher Behavior That Influence Appropriate Student Behavior 237

Prereading Questions for Reflection and Journaling 238

Introduction 238

The Dynamics of Chronic Disruptive Behavior 239

▶ **CASE 10.1 "I Just Dropped My Book"** 239

Long-Term Problem-Solving Strategies 242

Relationship Building 242

▶ **CASE 10.2 Darnell** 243

▶ **CASE 10.3 Relating to Evan** 244

Breaking the Cycle of Discouragement 246

Talking to Solve Problems 251

Receiving Skills 251

Sending Skills 252

Asking Authentic Questions 253

Specific Short-Term Problem-Solving Strategies 254

Self-Monitoring 255

Anecdotal Record Keeping 258

Functional Behavior Assessment 262

Behavior Contracting 266

Summary 272 • Exercises 272

Chapter 11 SEEKING OUTSIDE ASSISTANCE 274

Principles of Teacher Behavior That Influence Appropriate Student Behavior 275

Prereading Activity: Understanding the Principles of Teacher Behavior 275

Prereading Questions for Reflection and Journaling 275
Introduction 276
The Nature of Persisting Misbehavior 277
Failure in the Classroom Environment 277
Failure Outside the Classroom Environment 278
Failure as a Result of Primary Mode of Conduct 278
When Outside Assistance Is Needed 278
The Referral Process 279
The Role of the Counselor 279
The Role of the Administrator 280
The Role of the School Psychologist 280
The Consultation Team 280
Working with Families 281
When Families Should Be Contacted 281
The Importance of Working with Families 282
Understanding Families 282
▶ **CASE 11.1 To Drive, You Must Speak Spanish** 283
Conducting Family Conferences 284
▶ **CASE 11.2 "Won't Be Much Help"** 285
A Question That Will Surely Be Asked 286
Alternatives to Suspensions 286
Symptoms of Serious Problems 287
Legal Aspects of Seeking Outside Assistance 288
Summary 289 • Exercises 289

ITERATIVE CASE STUDY ANALYSES: FOURTH ANALYSIS 291

Appendix A ANALYSIS INVENTORY OF TEACHER BEHAVIOR THAT INFLUENCES APPROPRIATE STUDENT BEHAVIOR 293
Part I: Have I Done All I Can to Prevent Misbehavior? 293
Chapter 1: The Basics 293
Chapter 2: Nature of the Discipline Problem 293
Chapter 3: Understanding Why Children Misbehave 293
Chapter 4: Philosophical Approaches to Influencing Student 294
Chapter 5: The Professional Teacher 294
Chapter 6: Structuring the Environment 295
Chapter 7: Building Relationships 295

Part II: Am I Effectively Resolving Misbehavior? 295

Chapter 8: Using Nonverbal Interventions to Influence Students to Behave Appropriately 295

Chapter 9: Using Verbal Interventions and Logical Consequences to Influence Students to Behave Appropriately? 296

Chapter 10: Classroom Interventions for Working with Students Who Exhibit Chronic Behavior Problems 296

Chapter 11: Seeking Outside Assistance 298

Appendix B GENERAL GUIDELINES FOR WORKING WITH STUDENTS WITH SPECIAL NEEDS 299

Appendix C DECISIONS AND TASKS FOR BEGINNING THE SCHOOL YEAR 302

References 304

Index 321

Iterative Case Study Analyses

Six case studies of discipline problems at different grade levels are described. One or more of the case studies can be analyzed four times.

The first analysis should be completed before you begin to read and study the text. This analysis will serve as a baseline from which you can reflect on your growth of understanding and ability to analyze complex student behaviors as you study the text and reanalyze the cases.

The second analysis occurs after you have read and studied Section 1, Foundations, which includes Chapters 1 through 4. The third analysis should incorporate the concepts discussed in Section 2, Prevention, which includes Chapters 5, 6 and 7. The fourth and final analysis should use the concepts found in Section 3, Interventions for Common Behavior Problems, and Section 4, Interventions for Chronic Behavior Problems, which include Chapters 8 through 11.

For each reanalysis, consider what has changed and what has stayed the same from the previous analysis/analyses. As you read each chapter and gain additional understandings and skills, you are encouraged to reconsider everything you have written in earlier analyses. For example, even though the definition of teaching is first introduced in Chapter 1, if what you read in later chapters causes you to reexamine the definition, do so and discuss the change in your analyses.

Iterative Case Study Analyses

First Analysis

Select one or more of the case studies. Before studying the text, how would you analyze the case study? In your analysis, consider why the students may be choosing to behave inappropriately and how you might intervene to influence them to stop the disruptive behavior and resume appropriate on-task behavior.

Elementary School Case Studies

"I don't remember" During silent reading time in my fourth-grade class, I have built in opportunities to work individually with students. During this time, the students read to me and practice word work with flash cards. One student has refused to read to me but instead only wants to work with the flash cards. After a few times, I suggested we work with flash cards this time and begin reading next time. He agreed. The next time we met, I reminded him of our plan, and he screamed, "I don't remember. I want to do word cards." At this point, I tried to find out why he didn't like reading and he said, "There's a reason, I just can't tell you," and he threw the word cards across the room, some of them hitting other students. What should I do?

"Let's do it again" Cathy is in my third-grade class. Whenever I ask the class to line up for recess, lunch, or to change classes, Cathy is always the last to get in line. When she does, she pushes, shoves, and touches the other students. When this happens, I usually demand that all the children return to their seats, and we repeatedly line up again and again until Cathy lines up properly. I thought that peer pressure would cause Cathy to change her behavior, but, instead, it has resulted in my students being late to "specials" and having less time for recess and lunch.

Middle School Case Studies

"It makes me look cool" I can't stop thinking about a problem I'm having in class with a group of 12-year-old boys. They consistently use vulgar language to one another and to some of the shy kids in the class, especially the girls. In addition, they are always pushing and shoving one another. I've tried talking to them about why they keep using bad language when they know it's inappropriate.

The response I get is that "it makes me look cool and funny in front of my friends." I have asked them to please use more appropriate language in the classroom, but that has not worked. I haven't even started to deal with the pushing and shoving. What should I do?

"My parents will be gone all weekend" One of my seventh-grade girls was passing notes to a boy two rows over. After the second note, I made eye contact with her and it stopped for about half an hour. When I saw her getting ready to pass another note, I went over to her desk and asked her to give me the note and told her that that the note passing had to stop. She looked very upset, but she did give me the note. I folded it and put it in my desk drawer. When class ended, she ran out of the room crying. My personal policy is not to read students' notes but, instead, give it back to the student at the end of class or throw it away. However, this time, maybe because of her reaction, something told me to read the note. It said, "Mike, my parents will be away Saturday don't you and John sleep will be fun. I promise I'll do whatever you want me to do and that you and John can do anything you want to me." What should I as the teacher do?

High School Case Studies

"Homo" This past week I had a student approach me about a problem he was experiencing in our class. This eleventh-grade student had recently "come out" as a homosexual. He said he was tired and upset with the three boys who sit near him. These boys frequently call him a "homo" and a "fag" every time they see him, both in and out of class.

"Why don't you get out of my face?" A twelfth-grade student came up to me the first day of class and said, "My name is Ted. I don't want to be here, so just leave me alone and we'll get along just fine." I did not react to his comment but, instead, said, "After you see what we will be learning, I think you will find the class interesting." Ted walked away and took a seat in the back of the room. Later that week, I noticed Ted was reading a magazine while everyone else was working on an in-class assignment. Without making it obvious, I walked by Ted's desk and quietly asked him to put away the magazine and begin working on the assignment. Ted turned to me and said, "Maybe you don't understand; I asked you not to bother me. I'm not bothering you so why don't you get out of my face"

Chapter

1

The Basics

The Basics

Conceptualizing the Process of Teaching • Understanding Principles of Teacher Behavior That Influence Appropriate Student Behavior • Understanding the Professional Decision-Making Hierarchical Approach

PRINCIPLES OF TEACHER BEHAVIOR THAT INFLUENCE APPROPRIATE STUDENT BEHAVIOR

1. The single most important factor in determining the learning environment is teacher behavior. Intentionally or unintentionally, teachers' verbal and nonverbal behaviors influence student behaviors.

2. Teachers have the professional responsibility for assuming the role of instructional leader, which involves employing techniques that maximize student on-task behavior.

3. Teachers who have clearly developed ideas of (a) the relationship between teaching and discipline, (b) the factors influencing student behavior, (c) their own personal expectations for student behavior, and (d) a systematic plan to influence appropriate student behavior have classrooms characterized by a high percentage of on-task student behavior.

4. A preplanned decision-making hierarchy of intervention strategies increases the likelihood of influencing appropriate student behavior.

PREREADING ACTIVITY: UNDERSTANDING THE PRINCIPLES OF TEACHER BEHAVIOR

Before reading Chapter 1, briefly describe your understanding of the implications of the principles for a classroom teacher.

Principle 1:

Principle 2:

Principle 3:

Principle 4:

PREREADING QUESTIONS FOR REFLECTION AND JOURNALING

1. Educators generally believe that teaching is a profession. What does it mean for a teacher to be a professional?

2. Influencing appropriate student behavior is a challenging process. As you think about your experiences as student and teacher, are there any guidelines that you could suggest to teachers to make this process more effective?

INTRODUCTION

Many years ago both authors had the opportunity to take a graduate class entitled "Classroom Management." It was our first formalized instruction in this area. A significant change in the appropriate way to conceptualize "classroom management" has occurred in the 30 years since the authors were graduate students. Then, the goal was "coping" with disruptive behavior and/or managing student behavior. Now, the goal is "influencing" appropriate behavior. This change is not trivial or just semantic; it represents a major change in how teachers view discipline problems and how teachers interact with students who exhibit disruptive behaviors.

A catalyst for this change is a basic understanding that the only person a teacher can control is herself,[1] or, in other words, the only behavior a teacher can control is her own. Therefore, a teacher does not control students but rather influences them by changes in her own behavior she can control. Additionally, the dictionary.com definition of *coping* is "to handle something successfully" with synonyms including *manage*, *handle*, *deal with*. The dictionary.com definition of *influence* is "to have an effect on the outcome of something or the behaviors of others" with synonyms including *guide*, *impact*, *transform* (thesaurs.com). Furthermore, coping with discipline problems infers an inevitability that there will be discipline problems that the teacher must endure. It is reactive and pessimistic in that it implies the teacher can do little about future student behavior other than cope with it when it occurs.

In contrast, influencing infers discipline problems need not be inevitable but may actually be preventable. Influencing is proactive, taking place before any

[1]To foster equality without being cumbersome, gender pronouns will be alternated by chapter. Chapter 1 will have female pronouns; Chapter 2, male; Chapter 3, female; and so forth. The new Chapter 7 will have both gender pronouns.

discipline problems even exist, and optimistic in that the teacher can impact students to behave appropriately, greatly reducing the frequency of discipline problems. The authors have chosen this orientation because it offers an optimistic approach to teaching based on a clear understanding of what teachers can control and whom they can influence. The result is increased teacher empowerment and efficacy that comes from thinking about the possibility of influencing students to choose appropriate behavior and to strive for academic success. A conscious effort has been made to orient the content of the text toward influencing positive behavior rather than coping with misbehavior. This becomes very evident in the next section in which teaching is defined.

At that time when we were enrolled in the graduate course, little research had been conducted on the subject of how teachers influence students to behave appropriately. Even with this limitation, the instructor did an excellent job of organizing what was available into a systematic approach for influencing students who display disruptive behavior to behave appropriately. Throughout the course, however, students continually asked the instructor to define teaching and explain how teaching and influencing students were related.

Unfortunately, the instructor was never able to give a satisfactory answer. Questions about the relationship between teaching and influence continually arose: Should a teacher plan objectives for appropriate behavior in her lesson plan? How do various teaching strategies increase or reduce the likelihood of students behaving appropriately? Should a student's grades be affected by misbehavior?

The lack of a definition of teaching not only plagued this class but also several other education courses. Even today, many texts still use the term *classroom management*, and many teachers who use various "management techniques" still lack a clear definition of teaching and an understanding of how teachers influence students. This is most unfortunate because teaching and influencing students cannot exist independently of each other.

Therefore, we begin by setting forth a definition of teaching and explaining how influencing behavior is part of the teaching process. The rest of this chapter presents a structural overview of the text. First, we present the principles of teacher behavior that influence students to behave appropriately. These principles form the text's foundation. Second, we provide an explanation of the decision-making hierarchical approach to intervention. Last, we offer a flowchart of the knowledge, skills, and techniques that make up a hierarchy of teacher behaviors that result in successful classrooms in which teachers are free to teach and students are free to learn.

DEFINING THE PROCESS OF TEACHING

Each year, colleges and universities educate and graduate thousands of students who then enter the teaching profession. All of these new teachers have accumulated many credit hours of coursework in their chosen area of specialization, in professional knowledge, in methodology, and in practical experiences. Armed with this background, they enter classrooms and teach for an average of approximately 20 years or more. The average number of years of teaching experience of in-service

teachers is 16.1 years with close to 40 percent of teachers having more than 20 years experience (National Education Association, 2010). Even with this background, however, many teachers, seasoned professionals as well as recent graduates, are unable to provide an adequate operational definition of teaching. Some argue that a formal definition is not necessary because they have been teaching for years and whatever they do seems to work. For those of us who consider teaching a professionally sophisticated endeavor, however, experience, although invaluable in many teaching situations, is not the only factor that should be used to develop and plan instruction. Furthermore, this "gut-reaction" approach is sorely limited when the old "proven methods" seem not to work, and there is a need for modifying or developing new instructional or management strategies. This is conspicuously evident in today's technology-enhanced classrooms, which are characterized by increases in student diversity and students with special needs. Others, when asked, define teaching as the delivery, transference, or giving of knowledge or information. Definitions such as these give no clue to how knowledge is transferred and the strategies that are used to deliver it. They limit teaching to only the cognitive domain, thus failing to recognize the extraordinary level of competence needed for making hundreds of daily content and pedagogical knowledge-based decisions in complex and dynamic classroom environments.

Teaching always has emphasized the cognitive domain. However, when teaching is viewed as concerned solely with cognitive development, teachers limit their effectiveness when working with students who exhibit disruptive behavior. These students often need growth and development in the affective domain, such as cooperating with others, valuing others' viewpoints, volunteering, and developing motivation and interest, as well as in cognitive areas. Teachers who understand the critical nature of the affective domain are in a much better position to work with students who exhibit disruptive behavior. Indeed, many exceptional teachers actually approach their work with the attitude that the students need teachers because there are behaviors that seriously interfere with teaching and learning (Haberman, 1995). Teachers with this attitude are better prepared to work effectively with all students. They do not get as frustrated or feel as if they are wasting their time because they understand that teaching is helping students mature not only cognitively but also affectively.

Through careful lesson planning, teachers can design strategies that have an increased probability of gaining students' interests and preventing discipline problems.

When teaching is defined, teachers have a clearer perception of what behaviors

constitute the practice of their profession. Before we present our formal definition, however, we must consider an important assumption that underlies it. One of the major tenets of the theory of psychology developed by Alfred Adler is that each individual makes a conscious choice to behave in certain ways, either desirable or undesirable (Sweeney, 1981). Building on this tenet, we believe that individuals cannot be forced to change their behavior they must choose to do so. Therefore, individuals cannot be forced to learn or to exhibit appropriate behavior. In other words, teachers do not control student behavior. Students control their own behaviors. If this idea is accepted, it follows that a teacher changes student behavior only by *influencing* the change through changes in her own behavior, which is the only behavior over which she has total control. In the classroom, then, a teacher is continually involved in a process in which student behavior is monitored and compared with the teacher's idea of appropriate behavior for any given instructional activity. When actual student behavior differs from appropriate student behavior, the teacher attempts to influence a change in student behavior by changing her own behavior. For the skilled veteran teacher, the monitoring of student behavior and the appropriate adjustment of teacher behavior are automatic, transparent, and seamless to the outside observer. The behavior the teacher decides to employ should be one that maximizes the likelihood that student behavior will change in the appropriate way. The probability of choosing the most effective behavior increases when teachers have a professional knowledge of instructional techniques, cognitive psychology, and child development and use it to guide the modification of their own behavior (Brophy, 1988).

With this background, we can define teaching as *the use of preplanned teacher behaviors, founded in learning principles and child development theory and directed toward both instructional delivery and classroom behavior that increase the probability of effecting a positive change in student behavior.* The significance of this definition in trying to change any student's behavior is threefold. First, teaching is concerned with what the teacher controls, her own behavior, and this behavior is preplanned. Teaching is not a capricious activity. Second, the preplanned behaviors are determined by the teacher's professional knowledge. This knowledge guides the teacher in selecting appropriate behaviors. It is the application of this specialized body of professional knowledge and knowing why it works that makes teaching a profession (Tauber and Mester, 1994). Third, many teaching behaviors are well founded in professional knowledge. The teacher's challenge is to select those behaviors that increase the probability that a corresponding behavioral change will take place in the student. For this to occur, the teacher not only must know the students' initial behaviors but also have a clear picture of desired student behaviors for any given instructional activity.

The emphasis on the use of professional knowledge to inform teacher behavior is critical. The public should expect no less from teachers than it does from physicians, engineers, or other professionals. When a physician is asked why she performed a certain procedure, we expect her answer to be more scientifically based than "It seemed like a good thing to do at the time" or "It worked before." If teaching is a profession, teachers must understand and be able to explain the knowledge and beliefs that lie behind their teaching decisions. If a teacher is asked why she interacted with a student in a particular manner or why she used a particular instructional strategy, her response should be based on pedagogical or psychological research, theory, or methodology.

Case 1.1 illustrates the application of the definition of teaching to instructional delivery. Ms. Kelly was aware of the present student behavior and had a clear picture of what she wanted the behavior to become during questioning. To effect this change, she analyzed her behaviors and how they affected her students. Because changes in teacher behavior influence changes in student behavior, the former is often termed "affecting behavior" and the sought-after student behavior is termed "target behavior" (Boyan and Copeland, 1978). Using her professional knowledge, Ms. Kelly modified her behavior to improve her practice of teaching and bring about the target behavior. The behaviors she chose to employ were well founded in the educational literature on questioning methodology (see Chapter 5). Ms. Kelly performed as a professional.

CASE 1.1

Getting Students to Respond

Ms. Kelly believes that students must actively participate in class activities for learning to take place. She prides herself on her ability to design questions from all levels of the cognitive domain; she believes that students benefit and enjoy working with questions that require analysis, synthesis, and evaluation. However, she is sorely disappointed because very few students have been volunteering to answer questions and those who do volunteer usually give very brief answers.

Observation of Ms. Kelly's class indicates a fairly regular pattern of behaviors during questioning. Standing in front of the class, she asks the first question: "Students, we have been studying the westward movement of pioneers during the 1800s. Why do you think so many thousands of people picked up and moved thousands of miles to a strange land knowing that they would face incredible hardship and suffering during the long trip?" Two hands shoot up. Ms. Kelly immediately calls on Judy. "Judy, why do you think they went?" "They wanted new opportunities," she answers. Ms. Kelly immediately replies, "Great answer. Things where they lived must have been so bad that they decided that it was worth the hardships that they would face. In a new land, they would have a new beginning, a chance to start over. Another thing might be that some of the pioneers might not have realized how difficult the trip would be. Do you think that the hardships continued even after the pioneers arrived in Oregon and California?"

After discussion, Ms. Kelly realizes how her behaviors are affecting student behavior. Instead of increasing participation, they actually hinder participation. After further discussions and reading about questioning strategies, Ms. Kelly decides to change her questioning behavior. She begins to ask questions from different locations throughout the room. She also waits three to five seconds before calling on any student. After a student answers, she again waits at least three seconds and then points out the salient parts of the response, rephrases another question using the student's response, and directs this question to the class.

As before, her behaviors affect student behavior. However, this time more students volunteer initially, responses are longer, and additional students are willing to expand on initial answers.