MANAGING THE CLASSROOM ENVIRONMENT

Leadership means not having to be completely in harmony with everyone else.

WINSTON CHURCHILL

OVERVIEW

Conducting the business of the classroom for the achievement of learning intent is the function of a teacher, and one that requires skill at effective leadership and management. Management is often difficult in the classroom, which is a dynamic system of hundreds of interactions that must be monitored. In other words, classroom management is not an easy task. It takes planning.

All teachers have management problems. Therefore, you must deal effectively with misbehavior if you are to accomplish your instructional goals. How you deal with misbehavior depends on your management philosophy and the approach you tend to endorse. As such, this chapter will examine the principles of three current approaches to classroom management and some illustrative models.

Also, if classroom managers are to function effectively, they require an understanding of misbehavior. Therefore, I will address how to deal with misbehavior. I will examine such issues as ways to start the year off right, the establishment of rules, the effective monitoring of a classroom, and the appropriate use of punishment. Finally, teacher-tested ideas for conducting the business of the classroom will be presented.

OBJECTIVES

After completing your study of Chapter 13, you should be able to do the following:

1. Define classroom management and identify its various aspects.

2. Identify similarities and differences in classroom management at the elementary, middle, and secondary levels.

3. Identify and describe the self-discipline, instructional, and desist approaches to classroom management, as well as characteristics of the different...
Effective teaching requires effective classroom leadership and management. Indeed, teachers, administrators, parents, and students report that misbehavior interferes a great deal with the ability of a teacher to teach and with the ability of students to learn (Charles, 2002; Evertson, Emmer, & Worsham, 2003; Gallup & Elam, 1988). Although such reports suggest that there are serious management and discipline problems in the public schools, it would be a mistake to assume that schools are out of control.

What is the role of classroom leadership and management? Before we can develop techniques for its improvement, we must know what their functions should be.

The Role of Classroom Leadership

What type of leader do you want to be? Do you want to be stimulating, warm, caring, fair, funny, and interesting? Or would you prefer to be commanding, dominating, sharp, critical, and harsh? Perhaps you choose to be lackadaisical and completely permissive? These characteristics determine your leadership style: authoritarian, democratic, or laissez-faire. The type of leader you become also depends on the policies of the school, your students, and your personality. Some teachers feel students lack the maturity and ability to be involved in decision making; therefore, they rely heavily on the authoritarian style of leadership.

The authoritarian style of leadership is characterized by power, domination, pressure, and criticism. The authoritarian teacher assumes the sole responsibility for making all decisions for the class and uses pressure, a sharp voice, and fear in forcing compliance. Accordingly, the authoritarian teacher uses criticism and “put-downs” for motivating students, which often results in an atmosphere of hostility and, for students, feelings of powerlessness, competitiveness, high dependency, and alienation from the subject matter (Schmuck & Schmuck, 1988). Students in this type of atmosphere often develop a fear of failure, low self-esteem, and a defeatist attitude. Consequently, students tend to give up when they encounter a new or difficult task.
Making instruction relevant and interesting keeps students on task and curbs potential undesirable behaviors.

The democratic teacher is kind, caring, and warm, but also firm. The democratic leader tries to provide stimulation from within through a sharing of responsibility and encouragement, rather than demands. Self-esteem is developed by a sharing of responsibility, and students are encouraged when they make mistakes. The democratic classroom atmosphere is one of openness, friendly communication, and independence, with a resultant high level of productivity and performance.

The laissez-faire leader is completely permissive. Anything goes, which generally leads to chaos. The classroom is often disorganized, which causes student frustration, a high level of stress, and a feeling of being totally overwhelmed and lost.

A change from the obsolete authoritarian approach of demanding submission to a more democratic approach based on freedom, choice, and responsibility would do much for helping students develop a positive feeling toward school and your subject. Students might learn to be truly responsible individuals.

**The Role of Classroom Management**

Classroom management is the process of organizing and conducting the business of the classroom relatively free of behavior problems. Classroom management is often perceived as related to the preservation of order and the maintenance of control. But this view is too simplistic; classroom management means much more. Indeed, it involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished.
1. Why is classroom management a major problem for many teachers?
2. Can teachers really treat all students equally?

I believe the selection of a classroom management strategy has to be based on the teacher's personality and the characteristics of the class being managed. To use a system that doesn't fit you will create unnecessary stress and you won't use it well. If it doesn't suit the students, it will not work either. So, I suggest that you study as many strategies as you can and evaluate them in terms of your personality.

My biggest suggestion is, whatever strategy you choose, do not attempt to teach until it is working. If you begin the year insisting on proper discipline and behavior, it will become a habit that will continue through the rest of the year. If you let things slide at the beginning, the students will expect it to last till the end. This doesn't mean that you have to be an ogre until Thanksgiving. It does mean that you must find a way to create the atmosphere you want before you do any serious amount of teaching.

As for respect, the students will respect you when you are consistent. Students, as a group, don't like surprises. There can be few, if any, exceptions to rules and procedures. If any exceptions should become necessary, you should explain to the students why an exception has been made. The other side of respect is to respect students in return. Whatever forms of respect you demand from your students you should extend to them as well.

—JOHN VOSE, elementary school teacher

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Central to effective management is the ability to provide a positive social and physical environment conducive to the learning process. Although not its sole component, another highly important aspect of classroom management is discipline, which, as noted earlier, perennially appears as the major concern of teachers, administrators, parents, and students. Discipline should not be viewed as being primarily concerned with punishment. Punishment involves the consequences of misbehavior, whereas discipline deals with the prevention of classroom misbehavior as well as the consequences of disruptive actions. This chapter will focus on discipline rather than punishment because your success as a classroom teacher will depend on your adequacy in making sound decisions in both of these areas.

Classroom management experts report changes in thinking about the best way to manage classrooms. The emphasis has been on creating and applying rules to control students' behavior. The newer focus, however, is more on students' needs for nurturing relationships and opportunities for self-regulation (Kennedy, Long, Kristine, Cox, Tang, & Thompson, 2001). The newer trend places more emphasis on guiding students to become more proficient at self-discipline and less dependent on external control. We will look at some of these models in the next section.
Elementary, middle, and secondary school classrooms involve many similar management issues. At all levels, good classroom managers design the classroom environment for optimal learning, establish and maintain rules, get students to cooperate, effectively deal with problems, and use good communication strategies. Middle and secondary students’ problems, however, can be more long-standing and more deeply ingrained, and as such more difficult to modify, than those of younger children. Also, in secondary school, students sometimes are resistant to authority and discipline problems are frequently more severe and students potentially more unruly and even dangerous. At the same time, some adolescents resist authority and place greater importance on peer norms. Because most middle and secondary students have more advanced reasoning skills than younger students, they generally demand more elaborate and logical explanation of rules and discipline. Keep these differences between elementary, middle, and secondary schools in mind as we explore effective classroom management.

As a teacher, you must be aware of the principles and consequences of any classroom management decisions and strategies you may wish to implement. For an overview of the various strategies, let’s take a look at three such management approaches: the self-discipline approach, the instructional approach, and the desist approach.

“I’d like to overwhelm them with instructional excellence, but I’m not above winning through intimidation.”
Approaches to Classroom Management

The three approaches to classroom management form a continuum, from the self-discipline approach at one extreme, to the instructional approach, to the desist approach at the opposite extreme. The representative models to be discussed are depicted in Figure 13.1.

The Self-Discipline Approach

The self-discipline approach is built on the premise that students can be trusted to evaluate and change their actions, so their behaviors are beneficial and appropriate to self and to the class as a whole. The approach views classroom management as a function of the teacher’s ability to build and establish working teacher-student relationships. In a word, advocates argue that teachers need to recognize the dignity of students and that they must exhibit the attitudinal qualities of realness, trust, acceptance, and empathy. This approach represents the most democratic view of classroom management. With these attitudinal qualities in mind, let’s look at four of the more democratic classroom management models.

Reality Therapy

Developed by William Glasser (1965, 1977, 1986), reality therapy is a strategy that helps students take the responsibility for examining and solving their own problems. Glasser believes that students are rational beings and can control their behavior if they wish. For example, witness the usual good student behaviors found on the first day of school.

Furthermore, Glasser suggests that students often must be assisted in making good choices rather than bad choices. Indeed, he feels that students must be guided so that they become responsible individuals able to satisfy their needs in the real
world. That is to say, they must be guided toward reality. It is the teacher’s job to provide the needed guidance so that students make good choices. The teacher must help students examine their behaviors in light of their benefit to self and to the class. If a behavior is found inappropriate, the individual student must be assisted in devising a realistic, written plan for changing the inappropriate behavior. No excuses are acceptable for not carrying out the devised plan. The student has made a commitment and is held to it. If the original plan proves inadequate, it is essential that both the teacher and student be willing to reexamine the plan and to renew or change the commitment. If the student is unwilling to make the commitment, he or she should not be allowed to remain in the classroom.

Note that reality therapy places the responsibility on the student, not the teacher. The teacher does not punish. In fact, Glasser does not believe in punishment. He feels punishment hinders personal development and is ineffective. If a student disrupts the class, he or she simply is removed until a commitment for change has been worked out. Thus, the teacher’s function is to assist students in becoming responsible, productive members of the classroom.

Rules that are enforced are essential according to Glasser. Indeed, background and poor upbringing do not make poor behavior acceptable. Student responsibility must be stressed continually. Students are forced to acknowledge their behavior, and they should make value judgments regarding that behavior. For example, when a disruption occurs, the teacher should never ask why a student is doing what he or she is doing; rather, the teacher should ask, “What are you doing?” The emphasis should be put on the you so that there is no misinterpretation as to who is responsible. This question should be followed up with queries such as “Is this behavior against the rules?” or “Is this behavior helping you or this class?” If the misbehavior persists, a (private) conference is needed for working out a commitment for change. If the disruptions continue or the commitment is not followed, the consequences should become progressively more severe: principal conference, followed by parent conference, followed by in-school suspension, followed by out-of-school suspension, and finally with permanent exclusion from school.

Classroom meetings are an essential element in addressing problems in the Glasser model. Students sit in a close circle and discuss classroom situations and problems. The teacher’s role is to provide background information as needed by the group and to give opinions sparingly. Classroom rules, consequences, and procedures are developed at such meetings, and all students are expected to participate in their formation. All students are expected to observe the agreed-upon rules and consequences. The rules are flexible, however, and could be changed with another meeting as the situation changes.

**Apply and Reflect:** You should always stress student responsibility. Emphasize that good behaviors result from good choices. How easy would this be at the grade level you expect to teach?

**Teacher Effectiveness Training (TET)**

Teacher Effectiveness Training (TET), conceived by Dr. Thomas Gordon (1974), stresses the establishment of positive working relationships between teachers and students. Gordon believes that teachers can reduce disruptive student behaviors by
using clearer, less provocative communication. Furthermore, he recommends that nonverbal language and listening should be stressed as the teacher interacts with students in an atmosphere of openness and trust.

According to Gordon, the key to Teacher Effectiveness Training is to identify who owns the problem when one develops in the learning environment: teacher or student. If the teacher is blocked from reaching the instructional goals by the student’s actions, then the teacher owns the problem. For example, if students continuously talk as the teacher tries to teach, the teacher owns the problem because he or she is kept from reaching the goal of teaching. On the other hand, if the teacher feels annoyed by a student’s behavior or if the teacher wishes a student would change his or her behavior, the problem likely belongs to the student. The student who says he or she hates the teacher or hates the subject has a problem.

When the teacher owns the problem, an I-message should be sent. An I-message tells the student how you feel about a problem situation and invites the student to change, to correct that situation—for example, “I am angry with this continuous talking in class,” “I am disappointed in your behavior at the assembly,” or “I can’t hear myself think with the noise in this classroom.” If the process works, the student (or class) should see the harm being done and change his or her (or their) behavior. If an I-message does not correct the problem, however, the teacher and student (class) are in a conflict situation, which calls for finding a solution through problem solving. When this happens, Gordon recommends that a “no-lose” problem-resolution tactic be employed. The no-lose strategy is a six-step form of negotiation in which teacher and student (class) contribute relatively equally. First, the problem or conflict is clearly determined. Second, possible solutions are generated, with the teacher and student (class) presenting an equal number of ideas. These ideas are evaluated in the third step, and those unacceptable are rejected. During the fourth step, the remaining ideas are ranked and the best solution is selected. This is followed by the fifth step, a determination of how to implement the selected solution so that all parties are satisfied. The sixth and final step entails an assessment of how well the solution works.

A student-owned problem calls for active listening (or empathetic listening) on the part of the teacher. That is, the teacher should listen carefully and become a counselor and supporter for the student who should be encouraged to express his or her views. As such, the teacher should reflect back only the student’s point of view and help the student find his or her own problem solution. The teacher’s function is not to give or impose solutions to students’ problems.

**Inner Discipline**

**Inner discipline**, developed by Barbara Coloroso (2002), a former nun and now a teacher and author, rejects “quick fix” solutions to discipline problems. Instead, she suggests you focus on helping children develop their own self-discipline by owning up to their mistakes, thinking through solutions, and correcting their misdeeds while leaving their dignity intact.

Coloroso suggests that teachers treat kids with respect and help them develop inner discipline that will enable them to handle their own problems and to interact successfully with others. She believes that children can develop the ability to handle their own problems and can learn from their successes and mistakes. Coloroso
suggests the teacher’s role is to help students develop this ability by allowing them to make their own decisions and to grow from the results of those decisions, whatever they may be. It means giving students a sense of power in their own lives and offering them opportunities to make decisions, take responsibility for their actions, and learn from their successes and mistakes. Coloroso contends that students are worth all the effort teachers can expend on them and that school should be neither adult dominated nor student controlled. It should be a place where joint efforts are made to learn, relate, grow, and create community.

Teachers must, however, make sure that student decisions don’t lead to situations that are life threatening, morally threatening, or unhealthy. This ability should be developed apart from typical systems of reward and punishment and will then serve individuals for the rest of their lives. Consequences, natural and reasonable, should be associated with rules, and should be allowed or invoked consistently when rules are violated. Students will then develop the inner discipline and self-confidence that will help them grow into responsible, resourceful, and resilient adults.

Coloroso suggests that teachers fall into three categories. “Brickwall teachers” are rigid, use power and coercion to control others, and teach what instead of how to think. They demand that students follow the rules without question. “Jellyfish teachers” provide little structure, consistency, or guidance, and rely on put-downs, threats, and bribery to control students. Punishment and rewards are often arbitrary and inconsistent. These teachers are lax in discipline, set few limits, and more or less let students do what they want. “Backbone teachers” provide the support and structure necessary for students to behave creatively, cooperatively, and responsibly, which leads to inner discipline. They use rules that are clear and simple, with consequences that are reasonable, simple, valuable, and purposeful. Students have freedom to pursue opportunities and solve problems within established limits.

Beyond Discipline

In his book, Beyond Discipline: From Compliance to Community, Alfie Kohn (1996) questions the assumption that classroom problems are always the fault of students who don’t do as they are told. Most teachers work to control children’s behavior either by punishment or reward, which is often ineffective. Instead of acknowledging the possible problems of a dull curriculum or poor teaching, teachers place complete blame on students for their negative behavior.

Kohn suggests that our present approaches that are based on reward and punishment are only short-term solutions to classroom problems. He contends that punishment only teaches students that they will suffer dire consequences when they are caught misbehaving and rewards teach them how to respond positively only in order to win a prize or praise. Therefore, both punishments and rewards do not cultivate long-lasting moral values in students.

Kohn would have teachers do away with classroom discipline and in its place have teachers work to develop a sense of democratic classroom community that recognizes the needs and interests of both teachers and students. A classroom community is a place where students are cared about and care about others, are valued and respected, and think in terms of we instead of I. Students are involved in the decision-making process and are continually brought into making judgments, expressing their opinions, and working cooperatively toward solutions that benefit the class, which will have a positive impact on students and eliminate behavioral problems. Kohn
believes rules are of no practical value in the classroom; rules blind teachers to what
students can achieve. When problems arise, the teacher should ask the student “What
do you think we can do to solve this problem?” Class meetings should be used as the
forum for addressing questions that affect the class, including problems of behavior.

**APPLY AND REFLECT:** Should you ask your students to make value judgments about
their personal behavior? Should students be asked to make value judgments about
each other’s behavior?

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**The Instructional Approach**

The premise that forms the basis for the *instructional approach* to classroom manage-
ment is that well-planned and well-implemented instruction will prevent most
classroom problems. Basically, the assumption is that students will not engage in
disruptive behavior when lessons are geared to meet their interests, needs, and abil-
ities. In other words, the instructional approach is predicated on the assumption
that well-planned and well-implemented lessons that engage students in their own
learning and afford them the opportunity to be successful learners will prevent and
solve most management problems. Let’s now look at two models of classroom manage-
ment that focus on the principles of the instructional approach.

**The Kounin Model**

In a comprehensive comparison of effective and ineffective classroom managers,
Jacob Kounin (1970) found that the teachers differed very little in the way they han-
dled classroom problems once they arose. The primary difference was in the things
the successful managers did that tended to prevent classroom problems. First, these
teachers were environmentally aware. In other words, they knew everything that
went on in their classrooms at all times. Second, the effective managers were skilled
as group leaders and at keeping activities moving. That is, these teachers had students
involved and doing something productive at all times. No one ever just sat and
waited for work or watched others. The teachers had lessons that were well planned
and conducted at a smooth, even, appropriate pace. Kounin concluded that some
teachers are better classroom managers because of skill in four areas: “withitness,”
overlapping activities, group focusing, and movement management (Charles, 2002).

**Withitness** is the skill to know what is going on in all parts of the classroom at all
times; nothing is missed. “Withit” teachers note and act quickly and accurately in
curbing class disturbances. They prevent minor disruptions from becoming major,
and know who the instigator is in a problem situation.

Effective classroom managers are also skilled at overlapping. **Overlapping**
means handling two or more activities or groups at the same time. Essentially, it
is the ability to monitor the whole class at all times. It involves keeping a small
group on task, for example, while also helping other students with their seatwork.

Finally, Kounin notes that successful classroom management also depends on
movement management and group focus—that is, the ability to make smooth
lesson transitions, keep an appropriate pace, and involve all students in a
lesson. Moreover, effective managers do not leave a lesson hanging while tending to something else or change back and forth from one subject or activity to another. They keep students alert by holding their attention, by holding them accountable, and by involving all students in the lesson.

**The Jones Model**

Frederick Jones (1979), in his more than 10 years of researching the problems teachers encounter in the classroom, found that most management problems result from massive time wasting by students. In other words, most classroom problems are a result of students being off task. In fact, Jones estimated that teachers lose 50 percent or more of their instructional time through student’s time wasting (e.g., talking and walking around the room). Jones contends that this wasted instructional time can be reclaimed when teachers correctly implement four strategies: limit setting, good body language, incentive systems, and giving help efficiently.

**Limit setting** is the establishment of classroom boundaries for appropriate behavior. According to Jones, these limits should include the formation of rules of behavior, as well as descriptions of appropriate work behavior, procedures for getting supplies and materials, instruction on what to do when stuck on seatwork, and what to do when finished with assigned seatwork.

Ninety percent of discipline and keeping students on task, Jones contends, involved the skillful use of body language. **Body language** is a set of physical mannerisms that tend to get students back to work, the most effective of which are physical proximity to students, direct eye contact, body position (body orientation toward student), facial expressions, and tone of voice.

Jones contends that **incentive systems** also can be used effectively to keep students on task and to get them to complete their work. Indeed, he suggests that preferred activities, such as time on the computer, free time, use of educational games, and free reading, can serve as motivational rewards for desired behaviors. Furthermore, Jones adds, the use of peer pressure represents a quite effective motivator. For example, time can be deducted from the class preferred-activity time when an individual student misbehaves. The deduction of time can be recorded, as Jones suggests, with a large stopwatch placed at the front of the room, so the whole class can see. If a large stopwatch is not available, a standard amount of time (e.g., one minute) can be deducted for each instance of misbehavior.

Finally, Jones found that **giving help efficiently** is related to time on task. His research revealed that teachers on the average spend 4 minutes helping individual students who are having difficulty with seatwork. Jones recommends that this time be cut to no more than 20 seconds per student. Doing so allows more students to be helped and reduces the tendency for students to work only when the teacher is standing over them.

Setting limits, using of body language, implementing an incentive system, and giving help efficiently will not eliminate all behavior problems. When such problems do develop, Jones suggests, a back-up system, such as in-class isolation or removal from the room, is needed.

**APPLY AND REFLECT:** It is suggested that you use body language instead of words to show you mean business. How would you do this?
The Desist Approach
The desist approach to classroom management gives the teacher full responsibility for regulating the classroom. The teacher enforces a set of specific rules to control student behavior in the classroom. Because the desist approach models of classroom management give teachers power to deal forcefully and quickly with misbehavior, they can be viewed as power systems. The desist approach probably is the most widely used strategy in today’s schools. Two common desist models of classroom management are assertive discipline and behavior modification.

Assertive Discipline
Lee and Marlene Canter (1976) contend that teachers have a basic right to require decent behavior in the classroom. To this end, the Canters advocate assertive discipline, which calls for assertive teachers. Assertive teachers clearly and firmly communicate needs and requirements to students, follow up their words with appropriate actions, and respond to students in ways that maximize compliance but in no way violate the best interest of the students (Canter & Canter, 1976, p. 9). Assertive teachers take charge in the classroom in a calm yet forceful way.

Assertive teachers do not tolerate improper behavior that interrupts learning. Commonly used excuses—peer pressure, home environment, and heredity, for example—are not accepted for misbehavior. The assertive teacher establishes rules and limits for behavior, along with consequences for proper behavior and improper behavior. Students who follow the established rules receive positive consequences, such as a material reward, free time, or special privileges, whereas students who break the rules receive negative consequences, such as detention, giving up part of their lunch period, staying after school, or going to the principal’s office. The rules, limits, and consequences are communicated to students and parents in clear terms at the beginning of the year.

Assertive teachers insist on decent, responsible behavior from their students. After establishing expectations early in the year, assertive teachers consistently reinforce the established procedures and guidelines. In other words, the teachers make promises, not threats. They do not threaten to enforce the rules and guidelines and apply the consequences to misbehavior; they promise to do so. It is assumed that all students, if they want, are capable of behaving; it is a matter of choice.

**APPLY AND REFLECT:** Make promises, not threats. What does this mean to you?

Behavior Modification
Behavior Modification, based on the ideas and work of B. F. Skinner (1968, 1971), is an approach that evolves from the assumptions that students will change their behavior to receive definite rewards.

The basic premise of behavior modification is that student behavior can be changed by altering the consequences that follow their actions and behaviors. Technically, reinforcement principles are used systematically for changing some aspect of educational practice or student behavior. Students who follow established procedures, who follow the rules, or who perform well on required work are given reinforcers, or rewards. The reinforcers may be teacher praise, good grades, or even
such tangible items as stickers or appropriate free movies. Students who do not follow the procedures, who misbehave, or who perform poorly are denied desired rewards or are punished in some way.

Basically, there are four general categories of consequences that can follow students’ actions: positive reinforcement, negative reinforcement, punishment I, and punishment II. As noted in Chapter 12, positive and negative reinforcement are used for maintaining or increasing the occurrence of a desired student behavior. In the case of positive reinforcement, a reward (e.g., praise, grades, or free time) is presented for desired behavior, whereas negative reinforcement involves the removal of an undesired stimulus (e.g., weekend homework, no visiting, or a change in the seating arrangement).

Inappropriate student actions can be discouraged through the use of punishment. Like reinforcement, punishment comes in two categories, simply labeled I and II. Punishment I, the most commonly used form, involves the application of some undesirable stimulus. For example, undesirable student action can be followed by a private reprimand, isolation, or a trip to the principal’s office. In contrast, punishment II involves the removal of a desired stimulus or the withholding of an anticipated positive stimulus. For example, inappropriate student behavior could be followed by a loss of free time, exclusion from a school film, or loss of computer time for a week. If used appropriately, both punishments I and II should result in the elimination of, or at least a decrease in, undesired student behaviors.

Reinforcement can also be a complex system. For example, one such program is the token reinforcement system, in which students earn tokens for both positive classroom behaviors and academic work. The tokens earned are then periodically exchanged for some desired activity or reward (see Chapter 12).

**APPLY AND REFLECT:** Accept no excuses for improper behavior. This is often not an easy task. Can you do so?

Management approaches can be studied and analyzed. But you must decide on your own modus operandi with regard to managerial style. These management approaches are summarized in Table 13.1. How you respond to management problems will depend on which approach or approaches along the continuum of management strategies best fits your educational philosophy. Moreover, how you respond to student misbehavior should also be related to the cause of the misbehavior. Complete Expansion Activity: Management Approaches to further address the different approaches to classroom management.

**EXPANSION ACTIVITY**
Form groups of four or five. Discuss the virtues of the self-discipline, instructional, and desist approaches to classroom management. Which approach is most applicable to the elementary classroom? Middle school classroom? Secondary school classroom? Give a rationale for your conclusions.

Let’s now look at some of the reasons students misbehave. But, first, review the approach summary and complete Review, Extension, and Reflective Exercise 13.1.
Causes of Misbehavior

Classroom misbehavior can often be attributed to conditions that are not readily obvious. Therefore, if you are to deal successfully with misbehavior, you must try to identify the deeper problems that are causing the actions. That is, you must get to the root of the problems that are causing students to misbehave. A careful examination of students’ classroom behaviors, desirable as well as undesirable, can reveal that they are influenced by forces and pressures inside and outside the classroom.

### Table 13.1 Management Approaches

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<tr>
<th>Approach</th>
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<tr>
<td>Self-Discipline</td>
<td>View that students can evaluate and change to appropriate behavior</td>
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<tr>
<td>Instructional</td>
<td>View that well-planned and well-implemented instruction will prevent classroom problems</td>
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<tr>
<td>Desist Approach</td>
<td>View that the teacher should have full regulatory power in the classroom</td>
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### Review, Extension, and Reflective Exercise 13.1

Describe the broad approaches to classroom management.

Connection to INTASC Standards:
- Standard 5: Learning Environment. The teacher must be able to use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Connection to the NBPTS:
- Proposition 3: Teachers are responsible for managing and monitoring student learning.

Review
- Describe the goals and challenges of good classroom management.
- Is good classroom management related to school level (elementary, middle, high school)?
- Outline the major elements of the three broad approaches to classroom management.

Reflection
- What elements of the three broad approaches to classroom management would be effective at the grade level you expect to teach? What approaches have your past teachers used? Were they successful? If not, how would you change them?
Home Environment

Relationships with parents and siblings often affect classroom behavior. Parents usually serve as models and communicate important attitudinal ideals and feelings to their children. If these parental influences are negative toward school or learning, a student might develop these same negative ideals and feelings.

Through daily interactions, parents establish the general acceptable conduct of behavior of their children and, therefore, directly influence students’ classroom behavior. Consequently, when parents are extremely tolerant and do not teach respect for others, when they allow their children to talk back, or when swearing and fighting are tolerated in the home, these behaviors often carry over into the classroom. Conversely, students who come from homes with overly strict parents may be inclined to be followers who do not question authority, or they may resent anyone in authority—including the teacher. Therefore, you must try to determine the rules of conduct established in the home before you can deal effectively with misbehavior in the classroom.

Students from homes where there is constant family friction and a related lack of parental support sometimes develop discipline problems. Constant involvement in the home’s emotional turmoil and a too-often associated feeling of rejection can also lead to problems in the classroom. You should be sensitive to abrupt behavioral changes that might be a result of a student’s problems at home.

Lack of supervision in the home is a common problem in our society. Many students come from single-parent homes or from homes where both parents are too busy with their own lives to be concerned with the children. Therefore, you may have students who work, who stay out late at night, or who watch television late into the night. These students often fall asleep in class or are inattentive. Other students may live on junk food or come to school without breakfast. These students sometimes lack the energy to carry out assignments or even to pay attention. You need to counsel these students, and perhaps the parents, on the importance of rest and proper diet.

Parental attitudes toward schooling influence students’ behavior in the classroom. Parents who put little value on education, for example, often instill these attitudes in their children. Furthermore, parents who communicate negative feelings toward educators (classroom teachers as well as administrators) often pass on such feelings to their children, who, in turn, will have little respect for educators.

Conversely, some parents value education so highly that they establish unreasonable expectations for their children—for example, parents who accept nothing but straight-A work. Similarly, problems may develop when parents have unrealistic goals for their children—for instance, parents who want their sons or daughters to be physicians and, so, insist that they enroll in advanced science courses. Problems often develop because of lack of interest or lack of academic ability. Both high expectations and unrealistic goals can result in poor motivation, low self-esteem, and behavior problems.

The Teacher

Teachers who do not plan have trouble with class control. Teachers who do not start class when the bell rings, who are sidetracked from their lessons into unrelated talk, or who are not sure where they are going next in their lessons communicate
Student busing often impacts what teachers can do in the classroom.

...disorder to their students. Too often, such a message of disorder leads to disrespect toward the teacher and a dislike of the subject.

**APPLY AND REFLECT:** You should establish procedures for starting and ending (dismissing) your classes. What will yours be?

Teachers must teach at the level of their students’ ability. Lessons aimed too low bore and irritate bright students, whereas lessons geared too high frustrate low-ability students. But the teacher who focuses on the average students, as many teachers do, are still not challenging the bright students and are not giving low-ability students a reasonable opportunity to be successful. As a result, both groups can become mischievous, inattentive, and interruptive in class. In short, you must design lessons that offer challenge to your bright students but, at the same time, give low-ability students reasonable opportunities for success.

Teachers must show respect for students as individuals with rights, values, and feelings. They must exercise control and refrain from ridiculing them, both in front of their peers and in private. Ridicule and sarcasm back students into a defensive position to save face with peers, which can cause problems. Also, teachers should refrain from demanding an unreasonable degree of inactivity from students. Some talking, scuffling of feet, and paper shuffling is unavoidable. Remember that students need some outlets for their energy. In fact, students often find it difficult to be perfectly quiet, inactive, and attentive in the classroom for extended periods of time, as some teachers insist. In short, don’t be oversensitive to noise in the classroom, but let common sense be your guide. Establish your limits, however, and don’t tolerate all the desires of students in your classroom.
Personality and Health Problems

Some student classroom problems can be attributed to immaturity and/or problems related to health. Immaturity is especially a problem with elementary school students.

Older students often feel insecure about their appearance, lack of peer recognition, and lack of parental respect. Such feelings may stem from a lack of self-respect and self-control, which results in constant talking, no consideration for others, immature actions, and a lack of responsibility. These behaviors, although usually viewed as minor, when exhibited daily should be addressed at once so that their escalation into more serious problems can be averted.

More serious problems, such as cheating on tests and talking back to teachers, often can be traced back to the home environment or even to some deep, underlying causes, which may require expert assistance. Keep in mind, however, that some students go to such extreme measures to obtain attention from their parents, teachers, or classmates.

Some students present problems to the teacher because of health problems. Allergies, poor eyesight, respiratory ailments, and poor hearing can affect classroom behavior. It is difficult to concentrate when you have trouble breathing, or seeing, or hearing. Indeed, an illness may be so severe that students are not able to exert the energy needed for classroom activities or homework exercises. It is important that you be sensitive to the health problems of students and refer those with such problems to the school nurse, principal, and/or parents so they become aware of the problem.

Once a philosophy of classroom management has been formulated and the cause of misbehavior understood, your managerial style must be implemented in such a way that it prevents problems from developing and deals with the misbehavior that does take place. This requires that you organize for the prevention of problems, as well as deal with the ongoing management of the class.

Organizing for Effective Management

Effective classroom management takes organization. Indeed, much of what we have covered should prove useful in organizing your classroom for effective management. Such techniques as motivation and variety in instructional planning represent major factors in the prevention of management problems. Let’s look, however, at some other key classroom problem-prevention areas.

Planning

Obviously, classroom order takes planning. Plans must be devised such that classroom problems are minimized and learning time is maximized. In other words, if you are to be effective, you should be well prepared: You should know exactly what and how you will teach and have all required materials ready for students. In fact,
Effective planning is often the key to a smooth-running classroom.

you should overestimate what can be accomplished in the allowed time. It can be extremely frustrating and embarrassing to find yourself with 15 to 20 minutes of class time and nothing to do. Needless to say, problems often develop. Therefore, overplan—with activities that are interesting, stimulating, and relevant—and keep your lessons moving at a brisk but appropriate pace. Finally, it is good practice to have alternative activities planned and available in case they are needed.

The school calendar should be consulted when planning, because certain days or weeks require special steps to avoid potential behavior problems. For instance, the day before a major holiday, the day of an afternoon assembly or pep rally, the day of a big football or basketball game, and the week before Christmas or spring break are apt to require special attention and preparation. At such times, it is essential that students be involved in highly motivating and interesting activities that will compete successfully with other, external events.

The Establishment of Routines

Many school and classroom activities are basically routine—for example, the taking and reporting of attendance, the issuing of passes for students to leave the room or building, and the distribution and collection of papers. Some of these routines are established by the school for all teachers, whereas others are established by individual teachers. Teachers often spend too much time on simple classroom routines. For example, some elementary teachers spend much time getting students ready for lunch, recess, and dismissal because they call students by name, one at a time. This time wasting is unnecessary. Many teachers establish routines early in the year that require an entire row or table to be quiet and ready to go before are students called
to line up. Lining up then takes seconds, not minutes. Other such procedures should also become routine for students.

What are the standard school-operating procedures and routines? To find out, you should consult the school handbook and talk with your department head, other teachers, and the principal. In most schools, routines and procedures are established for (1) taking and keeping of attendance, (2) dealing with tardy students, (3) issuing passes to leave the classroom or building, (4) having students in after school, (5) recording and reporting grades, (6) using the school library, (7) dealing with ill students, (8) issuing failing notices, and (9) conducting parental conferences. Such school routines and procedures must be adhered to by all teachers, because if each teacher were to establish individual school routines and procedures, the results would more than likely be student uncertainty and discipline problems. Therefore, you should find out the established school routines and procedures prior to the reporting of students to class.

Routines and procedures must also be established for the classroom. Routines and procedures should be established for activities such as entering the classroom and starting class, checking attendance, passing out materials, and collecting and checking homework. You should, for instance, have a short activity ready when students enter the classroom (e.g., a problem or question on the overhead or a few pages to read) that they will complete as you take care of routine activities.

Attendance represents a problem area for many teachers in that they will spend as much as 10 minutes calling roll. Students usually use this wasted time at the beginning of the period for talking and other mischievous activities. Instead of calling roll, you should prepare a seating chart for each class (see Figure 13.2). A pocket-type seating chart works best, because you or your students will request

"Tommy's bad behavior wouldn't be so intolerable if it weren't for his perfect attendance."
some changes in seating during the year. During the first class meeting, students should be given the opportunity to select a seat. Once the selection has been made, have students write their names—or you write their names—on slips, which are placed in the appropriate slots. You may have to change some seat assignments later, but in the beginning give them their choice.

The collection and distribution of papers should be streamlined as much as possible. Unnecessary amounts of time spent on such tasks often lead to student misbehavior. Collecting and passing out materials can be accomplished by passing to, or from, the front of the class seating rows. In other seating arrangements, a similar technique—for instance, assigning one student per group to collect or pass out materials—can be used.

Taking care of excused absences is another time-consuming administrative chore. In handling these, you must, of course, sign the admission slip, but you must also bring the student up-to-date as to missed classroom activities and assignments. When several students have been absent on a given day, the handling of missed work can often delay the start of class considerably. This delay usually will result in talking and general student misbehavior. A monthly calendar, such as that shown in Figure 13.3 can be helpful in dealing with absences. Students know what classroom activities were completed on a given day; they know what assignment was given. The calendar also gives your better students the opportunity to work ahead so they can work on other individual projects. Indeed, announcements, messages of recognition, and motivational messages (e.g., awards, birthdays, and accomplishments) can be shared with the class through the class calendar. Computer programs are available to make the construction of class calendars a relatively easy task.
You should never become a slave to routine; however, when routines will be of assistance in carrying out classroom business efficiently, they should be used. You should determine and use the routines and procedures that are appropriate for your particular classroom.

**APPLY AND REFLECT:** Set up a class routine or activity for the first 4 or 5 minutes of class. Share it.
Managing Space

Your classroom should be arranged to be an environment in which it is easy for you and students to work and so that it does not encourage misbehavior. The pencil sharpener, for example, should not be positioned in a place where students must pass close to other students when going to use it. Students often can't leave each other alone as they pass nearby. In addition, it is usually unwise to place the waste-basket at the front of the room; it is an inviting target for basketball practice.

Most classrooms today have moveable chairs. Therefore, don’t get in the habit of seating students only in straight rows. You should try different seating arrangements (e.g., circles, semicircles, U-shapes, and squares). In fact, arrange your seating according to the activity to be completed by students. Experiment with various arrangements and see what works best with your students.

Constructive use of wall space makes a classroom more conducive to learning and evokes a more positive climate. For example, walls can display motivational statements, materials to spark interest in a topic, or classroom procedures. Moreover, before school begins, put up a bulletin board and be prepared to change it periodically. Make your bulletin boards attractive, interesting, and colorful so they help promote a positive attitude toward your room and subject. You might also want to devote one bulletin board to announcements, such as the bell schedule, the weekly lunch menu, news items of interest to the class, and classroom rules and consequences.

Establishing Usable Limits

Limits specify the expected and forbidden actions in the classroom. Students need and want limits (rules); that is, they want to know what is expected of them and why. Teachers who try to avoid setting limits and imposing necessary structure will often find that chaos results. But don’t establish rules for the sake of having rules. Indeed, you should take care not to have too many rules, unenforceable rules, and unnecessary rules; only essential rules and limits should be set.

Clarity and consistency are vital in the establishment of rules. Your rules should always reinforce the basic idea that students are in school to study and learn. When no longer needed, a rule should be discarded or changed. But, as long as they are retained, rules must be enforced. You should always explain and discuss with students why certain rules are necessary. You may even want to spend time negotiating the establishment of certain rules with students at the beginning of the year.

It is often better to have five or six general rules that cover many specifics, rather than to list all the specifics. But if specific actions represent a problem area (e.g., chewing gum or using reference books), then a rule should cover the specific problem. Examples of appropriate general rules that might be established and discussed are these:

1. Be prepared with books, paper, pencil, and so on when you come to class. You should discuss exactly what is to be brought to class.
2. Be in your seat and ready to work when the bell rings. You may want students to begin working on a warm-up activity that is written on the overhead, you may require that they have homework ready to be checked, or you may ask that they have notebooks open and ready to take notes when the bell rings.
3. **Take care of your classroom and respect other people's property.** This means school, teacher, and fellow student property is to be left alone.

4. **Be polite and respectful.** This conduct covers verbal abuse, fighting, talking back, and general conduct.

5. **Obtain permission before speaking or leaving your seat.** Address exceptions to this rule—such as when to sharpen pencils, throw trash away, and go to the teacher's desk for assistance.

Again, your rules should always be discussed with and taught to students. In fact, some teachers require that students pass a test about classroom regulations at the beginning of the year. Specific behaviors that are included and excluded in each general rule should be explained and discussed at the beginning of the year. Indeed, you might be wise to have students record the rules for future reference. You should also consider sending parents a copy of your classroom rules.

**APPLY AND REFLECT:** Will you have rules in your class? If yes, why do you think you will need them? If not, why not?

As soon as you have established your rules, you must decide on the consequences for breaking a rule. It is often rather difficult to make this decision at the time the rule is broken. The appropriate response is often to have the student “do it right.” For example, messes can be cleaned up, incomplete papers can be finished or redone, and broken property can be replaced.

When you have established the rules for your classroom and the consequences for breaking the rules, you have taken the first step in making students aware of what will and will not be tolerated in the classroom. You must now think about managing the classroom on a daily basis. Complete Expansion Activity: Misbehaving Students to explore some common classroom problems.

**EXPANSION ACTIVITY**

**Misbehaving Students**

Some students will misbehave or show off in class in an attempt to gain peer recognition and approval. Others will misbehave just for the sake of misbehaving. Some will deliberately not follow classroom procedures or break classroom rules in an attempt to challenge your authority or to find out how far they can push you. How would you go about getting the classroom cooperation of students without constant nagging and reminders? What about students who fail to get assignments turned in or turn in assignments late or poorly done? How would you address these problems?

**Managing the Class**

Effective classroom management is a daily and essential challenge to teachers. Managing a class basically involves getting off to a good start, then keeping the class moving smoothly toward established goals.
Sharing Control

Controlling the students is one of the biggest concerns of most teachers. They fear classroom chaos. They fear open defiance. Moreover, new teachers tend to be worried about basic classroom survival.

Some experts believe that the best way to avoid many of the classroom fears and concerns is through shared control. That is, the teacher should give students a voice in decision making. Students can be given the opportunity to provide input in establishing classroom rules and in curriculum decisions. This shared decision making gives students a stake in the educational process and a sense of ownership. You do not rely on “blind obedience” but, instead, “negotiate the learning space together.”

Shared control does not mean students do whatever they want. Limits are established, but students participate in the setting of these limits. In so doing, they discuss appropriate and inappropriate classroom behaviors and ways to address classroom problems. The process gives students some ownership of the classroom environment. It places more of the burden on students for controlling their own behaviors, but the teacher still sets and guards the boundaries beyond which students may not transgress.

Getting Started

Wong and Wong (1998) contend that the first days of school can make or break a teacher. They suggest that the first few days—or even the first few minutes—of school or a class will determine your success or failure for the rest of the school year. During these initial days, it is essential that you establish your credibility as a manager. In fact, student respect for you as a teacher will often be established during the first few days.

What do effective classroom managers do during those first critical days? Experienced teachers begin the first day of school or a class with an activity. Inexperienced teachers often want to begin that first day or class with a fun activity. This is not recommended. Effective managers begin with classroom management procedures. School should be viewed as a serious place to learn, not a place to go to have fun. You can make learning fun at times, but you can’t make learning fun all the time.

Experienced teachers suggest the secret to successful management is organization. The focus during the first few days of school should be on the teaching of rules, the organizational system, classroom procedures, and expectations. Feedback on appropriateness of actions is essential in these early stages. In other words, you should create a positive classroom environment and establish rules and consequences. Planning is the key to management: Make sure your content is interesting and meaningful to students. Moreover, it is important that you clearly communicate
standards for academic work and establish an atmosphere of free exchange. Indeed, involve students as much as possible in the learning process. Finally, monitor student behavior closely, and deal with misbehavior quickly and firmly.

Making full and meaningful use of time on the first day is especially critical. Therefore, it might be helpful to plan, using the following:

1. **Seating slips.** Pass out seating slips and have students sign them. Collect them in order, separating each row with a paper clip. It is often wise to count and inspect the slips as they are collected. If you don’t, you may find slips signed by “Snow White” or not signed at all.
2. **Books.** Assign books to students keeping an accurate record of assigned book numbers. Books sometimes get lost or stolen. Remember, you or the student will replace any unreturned book. Have a short activity for students to do as you distribute books.
3. **Assignment sheet.** Distribute an assignment sheet with at least one week’s work on it. Explain it to students. Make your first assignment short, interesting, involving, and not dependent on the textbook.
4. **Class discussion.** Discuss unique contributions of your subject that make it important and relevant to them.
5. **Homework.** Discuss assigned homework topic. Pose some provocative questions.
6. **Marking system.** Give a brief explanation of your grading system, of when you collect homework, of when tests are administered, and so on.

Completing all of these tasks will be difficult on the first day, but accomplishing a great deal the first day may serve you well. Students will be impressed with your organization and businesslike manner, and first impressions are important.

Finally, leave 2 or 3 minutes at the end of the period for closure. That is, save some time at the end of the period for needed cleanup and for giving assignments. When—and only when—you are ready, you should dismiss the class. Don’t let the bell dismiss (or start) the class. This should be understood from the first day.

### Getting to Know the Students

It is good practice to know as much as possible about your students. Of course, middle school and secondary teachers may have 25 to 30 students per class and up to 150 students total in all classes. Just learning names can be a chore. Learning names as soon as possible, however, shows definite interest. A seating chart is helpful in remembering names.

It is advisable to know more about students than just their names. An information card (Figure 13.4), completed during the first class period, can provide some of this information. If more information is needed, student files are usually available to teachers. Information on students often proves helpful in understanding why students act the way they do.

### Enforcement of Rules

Lax enforcement of established rules makes them worthless. In fact, students like to know where they stand and will periodically test your enforcement of the rules.
Bored students often cause problems for teachers.

Figure 13.4
Information Card

Family Name: ____________________________ First Name: ____________________________
Address: ____________________________ Telephone: ____________________________
Homeroom Teacher: ____________________________
Father's First Name: ____________________________
Occupation: ____________________________
Mother's First Name: ____________________________
Occupation: ____________________________
Number of Siblings: ____________________________
Interests (hobbies, clubs, sports, other activities): ____________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
When this happens, quick and firm application of the consequences should follow. If a student tries you—and one always will—you cannot ignore the breaking of the rules, because the behavior will ripple to other students, and they will also want to test you. Conversely, if you are firm when a student tests you, this action, too, will ripple out to other students, and they will be less likely to test you in the future.

The use of the ripple effect is especially effective with high-status students. Consequently, you should be firm with these students, and other students will give you fewer problems.

**APPLY AND REFLECT:** Effective managers use the “ripple effect” to their advantage. How would you do so?

Be consistent and fair in your enforcement of the rules. Treat all students the same, but be humane. Sometimes you must consider the reasons for misbehavior and make exceptions with regard to punishment. But make sure the class as a whole understands the reason for an exception.

**Monitoring the Classroom**

You should be aware of what is going on in the classroom at all times. Therefore, room arrangement is an important part of your ability to monitor the classroom: You must be able to monitor all areas of the classroom from your desk and from any other classroom area. When a potential problem is spotted, a simple pause in conjunction with eye contact (a stare) usually curbs the inappropriate activity.

Two aspects of room arrangement are critical to effective monitoring: your ability to see students at all times and the traffic patterns within the room. Your capacity for seeing students and moving quickly to be in proximity of a potential problem will often control the misbehavior. Therefore, apply careful thought to your room arrangement. Eliminate barriers that may keep you from seeing certain areas of the room.

Monitoring the classroom as you teach is not an easy task. You must be well prepared, know your content thoroughly, and maintain contact with all areas of the classroom at all times. If you are uncertain about what you are to teach or if there are dead spots in your lesson, students may recognize the insecurity and become inattentive.

**Resolving Conflict**

Modern society glamorizes violence. It portrays heroes as people who win through violence. In doing so, it teaches children to be violent. They are learning to inflict pain, to destroy, to kill one another with no apparent remorse. No school appears to be immune to the violence problem.

Violence, however, is preventable. Young people must realize that they have many choices for dealing with conflict other than passivity and aggression. They need to learn conflict-resolution skills. Conflict resolution encourages young people to openly discuss their conflicts. Young people must also learn the skills needed to
make choices in light of their understanding and appreciation of their own and other cultures. A supportive atmosphere must be established to support these conflict-resolution skills.

Teachers, too, must learn and apply a new set of skills for heading off and resolving conflict. Teachers must learn to share their power with students, so that they can help deal with their own disputes. To this end, training in a peer mediation system can be indispensable (Johnson, Johnson, Stevahn, & Hodne, 1997). Peer mediation teaches young people how to engage in problem-solving negotiations and how to mediate schoolmates’ conflicts.

Using Punishment

Sooner or later, no matter how well you plan to prevent problems, student misbehavior is going to demand that you administer punishment. Some student behavior will be so severe that some kind of adverse stimulus must be employed to decrease the occurrence of the behavior. You must be aware, however, that what is considered punishment by one individual might not be considered punishment by another—in fact, it may even be considered rewarding. Also, when applying adverse consequences for misbehavior, be sure that you communicate to students that they have chosen the consequence. They should understand that by choosing to misbehave, they have also chosen the consequences.

The most common consequence used for curbing disruptive behavior is probably the verbal reprimand. But, all too often, these reprimands become mere nagging. As a rule, older students are at an age when they react negatively to being treated other than as adults. Efforts to apply adverse stimulus such as criticism may provoke hostility. Indeed, the student may blow up and say something unintentional. Thus, criticizing, ridiculing, or embarrassing a student can result in a power struggle between the student and teacher, which does little for resolving the long-term behavior problem.

One way of avoiding a confrontation with offending students is to administer the reprimand privately rather than publicly. In this way, the student “saves face,” and there is no need to engage in a power struggle. Moreover, a private talk gives you the opportunity to develop a closer personal relationship with the misbehaving student. If the private talk fails to solve the problem, more severe consequences must be administered. Other consequences often applied when severe misbehavior occurs are, in order of severity, loss of privileges, detention, in-school suspension, and out-of-school suspension.

Loss of privileges is a common and effective form of punishment. Examples are the loss of free time, the loss of time on the computer, the loss of a weekend free of homework, or the loss of any other preferred activities. Other options include requiring students to stay in the classroom when others attend an assembly or pep rally. Unfortunately, the problem with this form of punishment is the lack of privileges commonly available for use in most classrooms and, consequently, the shortage of privilege to be denied.

Detention is one of the most frequently used means of punishment, which generally comes in two forms. One type requires that all students serving detention report to a detention hall at a specified time (e.g., Monday after school or Saturday morning). The other kind requires that the students report back to the teacher’s
classroom after or before school. But because many students ride buses or work, many teachers have students return to the classroom during a break during the day (e.g., part of their lunch break). When using detention as a punishment option, the student should be required to complete a serious academic task. Moreover, you should avoid engaging in conversation with students serving detention. Conversation with the teacher may be perceived as enjoyable, and, hence, the misbehavior might be repeated for more of the “enjoyable” detention.

On occasion, misbehavior becomes so serious or persistent that you must solicit outside assistance. As a general rule, assistance comes from two sources: the school administration (e.g., the vice principal or principal) and parents. When a student is sent to the principal’s office, you should phone or send a message to the office, reporting that a student is being sent and why. A call to parents about a behavior problem usually has positive results. Most parents are concerned about the behavior and progress of their children and are willing to work cooperatively in correcting any misbehavior. There are exceptions; some parents feel that taking care of school misbehavior is your job.

In-school suspension is becoming very common. This technique involves removing misbehaving students from a class and placing them in a special area, where they do their schoolwork. They generally are placed in a bare room, furnished with only a table and chair. They report to this room at the beginning of the school day and remain until the end of the day. Meals are sent in, and teachers send in the schoolwork for the day. If the in-school suspension does not correct the misbehavior, out-of-school suspension usually follows. But, out-of-school suspension should be used with extreme cases and as a last resort.

Assigning extra work or deducting from academic grades for misbehavior should be avoided. Associating grades and subject work with punishment only creates a dislike for the subject. It is often good policy, however, to request that students redo sloppy or incorrect work. Indeed, accepting sloppy work or incorrect work only encourages more of the same.

Punishment of the whole class for the misbehavior of one or two students sometimes creates negative effects. Indeed, such an approach may curb the inappropriate behavior, but other students often feel the teacher is unfair and, as a result, will develop a negative attitude toward that teacher. On the other hand, if the teacher is well respected and viewed as fair, the use of peer pressure can be an effective approach to discipline.

To this point, I have not mentioned the use of corporal punishment as an option. First of all, it is illegal in most states for teachers to administer corporal punishment. Secondly, some students are too old for corporal punishment. Moreover, corporal punishment often fails to address the long-term problem.
In short, corporal punishment has proven to be ineffective. Also, other techniques can be more effective with older students. And corporal punishment can lay you open to accusations of brutality and legal difficulties.

APPLY AND REFLECT: The use of corporal punishment is not advised. Do you agree?

When used, punishment should be administered immediately after the misbehavior, and it should be fair—that is, the punishment should fit the crime. Certainly, the same punishment should not be administered for constant talking as for constant harm to other students. Of course, all misbehavior must be dealt with. Therefore, keep your emotions under control and deal with problems consistently, fairly, and professionally. In other words, when you do use punishment, make it swift, sure, and impressive.

When administered appropriately, punishment can be an effective deterrent to misbehavior. Punishment should only be used, however, when no other alternatives are available. If the misbehavior is not severe, a warning should first be issued. If a warning does not work, you should consider punishment.

This completes our study of classroom management. Complete Web Link: Classroom Discipline Techniques and Web Link: Discipline Problems, which will let you explore some of the problems you may encounter as a teacher.

WEB LINK

Access Internet URL site www.disciplinehelp.com. The site gives a list of 117 problem behaviors and suggestions for handling the problems. Select five of the problems that you think will cause you concern at the grade level you expect to teach. Analyze the website advice for the five problems and write a summary of your conclusions. Present your five problems and analysis to the class.

Table 13.2 summarizes the control aspect of classroom management. Review the summary and complete Review, Extension, and Reflective Exercise 13.2.

<table>
<thead>
<tr>
<th>TABLE 13.2</th>
<th>Control Techniques</th>
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</thead>
<tbody>
<tr>
<td>Element</td>
<td>Description</td>
</tr>
<tr>
<td>Routines</td>
<td>Classroom activities that are repetitive and follow a common procedure</td>
</tr>
<tr>
<td>Limits</td>
<td>The accepted and nonaccepted actions in the classroom</td>
</tr>
<tr>
<td>Monitoring</td>
<td>Being aware of what is taking place in the classroom</td>
</tr>
<tr>
<td>Punishment</td>
<td>The application of a negative stimulus or removal of a positive stimulus for inappropriate behavior</td>
</tr>
</tbody>
</table>
Formulate techniques for effective classroom management.

Connection to INTASC Standards:
• Standard 5: Learning Environment. The teacher must be able to use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Connection to the NBPTS:
• Proposition 3: Teachers are responsible for managing and monitoring student learning.

Review
• What elements contribute to an effective learning environment?

• What strategies are most likely to get the school year off to the right start for a teacher?
• Describe how you would prevent serious discipline problems.

Reflection
• How worried are you about problem behaviors among the students you plan to teach? In view of your own current skills, how prepared are you for dealing with these problem behaviors?
• Based on your personal experiences and classroom observations, which would probably be easier for you to manage—an elementary school classroom, a middle school classroom, or a high school classroom? Why? What standards of “good” behavior would be nonnegotiable? Would you be flexible about some things? Explain.
What do teachers think about classroom management? Teacher survey results relative to topics presented in this chapter are expressed below. Review these results and discuss with classmates.

<table>
<thead>
<tr>
<th>Where did you learn your most effective behavior management techniques?</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the job (in the trenches)</td>
</tr>
<tr>
<td>From colleagues</td>
</tr>
<tr>
<td>From a workshop</td>
</tr>
<tr>
<td>From an excellent book</td>
</tr>
<tr>
<td>College/university</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Are teachers getting the respect they deserve from students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you feel you get the respect you deserve from your students’ parents?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>What do you consider to be the average size of a class where you work?</th>
</tr>
</thead>
<tbody>
<tr>
<td>16–25 students</td>
</tr>
<tr>
<td>26–35 students</td>
</tr>
<tr>
<td>10–15 students</td>
</tr>
<tr>
<td>5 students</td>
</tr>
<tr>
<td>36–45 students</td>
</tr>
<tr>
<td>46+ students</td>
</tr>
</tbody>
</table>

SOURCE: Excerpted from Teach-nology, available at www.teach-nology.com/poll
Summary

- A classroom must be organized and orderly, and it must run smoothly for learning to take place.
- Handling management problems is an integral part of teaching.
- Positive management strategies are essential to effective teaching and learning.

Misbehavior sometimes can be attributed to influences outside the classroom, such as home environment or the community.
Misbehavior can be caused by attributes associated with the teacher or with students themselves.

The Role of Classroom Management

- There are many schools of thought on effective classroom management.
- Three common schools of thought on classroom management are the self-discipline approach, the instructional approach, and the desist approach.

Organizing for Effective Management

- Effective classroom management requires organization as well as the ability to deal with an ongoing learning environment.
- Effective management calls for planning well, establishing routines, arranging your room to avoid problems, and formulating limits.
- Effective managers must try to foresee classroom problems and try to prevent their occurrence.

Approaches to Classroom Management

- Principles of the self-discipline approach to classroom management are supported by the Glasser reality therapy model, Gordon teacher effectiveness training (TET) model, Coloroso inner discipline model, and Kohn beyond discipline model.
- Principles of the instructional approach to classroom management are emphasized by the Kounin model and the Jones model.
- Principles of the desist approach to classroom management are integral components of assertive discipline and behavioral modification.

Causes of Misbehavior

- Misbehavior has many causes.

Managing a Class

- A class must be kept on task.
- Teachers must establish credibility at the beginning of the year—and then keep it.
- Teachers must be fair, firm, and consistent with students.
- Teachers must monitor their classrooms and apply the consequences to misbehavior.
- Teachers should use punishment only as a last resort.
- Teachers should establish a positive classroom atmosphere, where students have an opportunity to develop a sense of self-discipline.
**Discussion Questions and Activities**

1. **Discipline approaches.** Analyze the three approaches to classroom management. Which approach, if any, do you prefer? Can you put together parts of the different approaches and come up with an eclectic approach that you think would work for you? Can you identify some basic concepts that appear to be true of all three approaches?

2. **Causes of misbehavior.** Think back over the classes you have attended in which there have been disciplinary incidents. List the possible causes for any such misbehavior. How might knowledge of the causes of these incidents influence a teacher’s actions? Some behavior problems are teacher-created and some are student-centered. Can you think of examples?

3. **Planning.** Plan a first day for a class you may teach. What activities would you try on the first day? The first few weeks? What rules and consequences would you plan to implement and discuss?

4. **Rules and consequences.** Prepare a list of rules for a classroom at the grade level you expect to teach. After you have established a set of rules, prepare a list of consequences for breaking the rules.

5. **Maintaining control.** What types of procedures would you use to maintain control throughout the year? What measures would you take for severe misbehavior problems?

**Praxis II Connection**

The following test preparation exercises are intended to help you prepare for the Praxis II: Principles of Learning and Teaching. The Praxis II may be required by your teacher education preparatory program and for state certification or licensing. These exercises will give you direct access to pedagogical knowledge from Chapter 13 that may be expected of you on the Praxis II and other pedagogical exams that may be required at the end of your teacher education program.
Now that you have completed your study of *Effective Instructional Strategies: From Theory to Practice*, once again access the Educational Testing Service (ETS) website below that corresponds to the grade levels you expect to teach. Review the site and again complete the site sample exercises. This will give you the opportunity to review the format and to reexamine your initial responses to the PLT assessment.


### Topic Connections

1. **Classroom management approaches**
   (I. C4)

   There are many approaches to classroom management. How you deal with classroom problems depends on your beliefs, personality, and goals. Describe the three broad classroom management approaches.

2. **Rules**
   (I. C4)

   Rules are essential for the establishment of an effective learning environment. Describe how to establish and maintain classroom rules.

3. **Behavior**
   (I. C4)

   All teachers encounter some behavior problems. Describe techniques and strategies for dealing with common behavior problems.
ON YOUR OWN
Log on to the web-based student study site at http://www.sagepub.com/eis for more information about the vignettes and materials presented in this chapter, suggestions for activities, study aids such as electronic flashcards and review quizzes, and research recommendations including journal article links and questions related to this chapter.