

**BEHAVIOR MANAGEMENT
STRATEGIES FOR TEACHERS**

Second Edition

**BEHAVIOR MANAGEMENT
STRATEGIES FOR
TEACHERS**

A Student Workbook

By

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and

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INTRODUCTION

This student workbook is designed to accompany the textbook, *Behavior Management Strategies for Teachers* (2nd ed.) by Dr. Joan C. Harlan and Dr. Sidney T. Rowland. This workbook is intended to help reinforce understanding of the basic principles described in the companion textbook.

There are 15 chapters in the textbook and, therefore, there are 15 chapters in this workbook. A summary of the key concepts within each chapter is presented herein at the beginning of each chapter. These concepts also appear in the companion textbook at the end of each chapter. Questions in this student workbook are based on the content of each chapter. The responses require paraphrasing and application of textbook content.

Your course instructor may require that you, the student, answer all or some of the questions herein. We suggest that you answer the questions as this student workbook serves as an excellent study guide; it can help prepare you for examinations as well as insure your mastery of the textbook content.

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Section I
UNDERSTANDING BEHAVIOR
AND SELECTED MODELS

Chapter 1

UNDERSTANDING BEHAVIOR

SUMMARY OF KEY CONCEPTS

1. Everyone needs to succeed and to be recognized for success.
2. Students, school personnel, and parents want students to succeed in school and, collectively, all have a legitimate and significant interest in students' school success.
3. School success is the mastering of our society's educational goals and commonly accepted requisite skills and concepts.
4. Everyone wants students to become adults who are happy, healthy, competent, confident, self-sufficient, problem solving, life-long learners capable of functioning at their maximum potential and prepared to assume a productive role in society.
5. Students will excel in academics, athletics, or at *misbehaving* because they want to succeed and be recognized for succeeding at something.
6. Our schools' goals will not be met if students are misbehaving.
7. Misbehaving students are, by definition, inattentive and often disruptive.
8. Getting students to behave in ways that are consistent with achieving instructional effectiveness must be a cooperative endeavor among students, school personnel, and parents.
9. There is great diversity among students, school personnel, and parents.
10. Motivational, challenging, and interesting tasks are essential for learning and successfully managing students' behavior.

11. Student motivation and instructional effectiveness are required for effective behavior management.
12. Various motivational and instructional strategies are needed, by a diverse group of school personnel and teachers, for successfully teaching and managing a diverse group of students.
13. Parents need to be integrally involved in helping their children succeed in school.
14. An eclectic approach to management, motivation, and instruction is clearly indicated if we are to expect student success and behavioral compliance.
15. Behavior refers to a response or an action.
16. The term “behaving,” when used without a modifier, does not signify the appropriateness or inappropriateness of the action.
17. Appropriate and inappropriate behaviors need to be pinpointed and specifically described.
18. Characterize the behavior and do not label the student.
19. No behavior is good or bad.
20. Behaviors have to be judged in relation to the context in which they occur.
21. Overt behaviors are those behaviors than can be seen, counted, and measured.
22. Covert behaviors are those behaviors that are not readily observable and, therefore, have to be inferred from overt behaviors.
23. Values, attitudes, and feelings are examples of covert behaviors.
24. Autonomic behaviors are those involuntary, automatic, internal responses that keep you alive and functioning and over which we have no conscious control.
25. Our educational system stresses overt measurable behaviors more than covert behaviors or attitudes, values, and feelings. This imbalance trivializes the educational process. School personnel need to focus on both overt and covert behaviors.
26. Covert behaviors significantly effect performance.

27. People choose their own behavior.
28. Students need to know what constitutes appropriate or inappropriate behavior and what are the natural, related, and often logical consequences of those chosen behaviors.