

BEHAVIOR MANAGEMENT STRATEGIES FOR TEACHERS

ABOUT THE AUTHORS



Dr. Joan Carol Harlan is a Professor Emeriti of Elementary Education, The University of Mississippi. This is her eleventh book that pertains to the behaviors of children and adults. She is a sought-after consultant about classroom and behavior management and has hundreds of professional publications and presentations related to the behaviors of children, teachers, and parents.

Dr. Harlan, along with her husband, Dr. Grady Edward Harlan, Professor Emeritus of Counseling and Educational Psychology, The University of Mississippi, are the proud parents of five children. This book is dedicated to her daughter, Elizabeth Ann Carson, D.O., whose development, demeanor, and character are a living testimony to the power of the strategies described herein.

Dr. Sidney Tucker Rowland is an Assistant Professor of Curriculum and Instruction at The University of Mississippi. She teaches Classroom Management, Human Development and Diversity, Effective Teaching Strategies, and other courses related to the preparation of teachers. Dr. Rowland presents professional development seminars to numerous school districts about classroom management, Attention-Deficit Hyperactivity Disorder, and Diverse Learners.

Dr. Rowland was named as Outstanding Teacher by The University of Mississippi Education Alumni Chapter for 2000-2001. This book is dedicated to her children, grandchildren, and to "Flo" for her inspiration and vision.



Second Edition

BEHAVIOR MANAGEMENT STRATEGIES FOR TEACHERS

Achieving Instructional Effectiveness, Student
Success, and Student Motivation-Every
Teacher and Any Student Can!

By

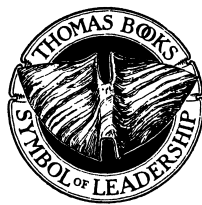
JOAN C. HARLAN, Ph.D.

*Professor of Elementary Education
The University of Mississippi
University, Mississippi*

and

SIDNEY T. ROWLAND, Ed.D.

*Assistant Professor of Elementary Education
The University of Mississippi
University, Mississippi*



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Cover photograph: Elizabeth Ann Carson, D.O., Dr. Harlan's daughter.

To my parents, George and Gladys Blandon, for their continued support and love.

To my dear husband, Grady E. Harlan, for his perpetual modeling of only the most appropriate teacher, counselor, and spousal behaviors; and

To my beautiful daughter, Elizabeth Ann Carson, D.O., who is my life's pride and joy, and who is living testimony to the success of the positive procedures described herein.

J. C. H.

To students, teachers, and parents who want classrooms to be peaceful and productive;

To my grandchildren who provide "lessons" to be learned; and

To "Flo" who provides love, support, and inspiration.

S. R.

PREFACE

Two main ideas are essential to appreciating and understanding the philosophical foundation on which this text is written. First, an effective teacher is an effective behavior manager; instructional and managerial successes are inseparable. Secondly, when students are motivated and working on interesting and meaningful tasks, their learning and retention increase, and there are fewer behavior problems than if students are bored, frustrated, uninterested, or otherwise unmotivated.

Therefore, this book provides in great detail proven and tested methods for teachers to use to be successful in their behavior management and instructional efforts. It provides teachers with all the necessary strategies they need for maintaining and increasing appropriate behaviors as well as for preventing and remediating inappropriate behaviors. Teachers can select from hundreds of suggestions and approaches, all based on real classroom examples, about how to manage, motivate, and teach students of all ages, ability levels, and motivational levels.

The contents of this text reflect the authors' nearly three decades of combined experience in the field of education, as elementary and special education teachers and supervisors, teacher educators, educational consultants, researchers, and as the authors of numerous articles and eight other texts. Their experiences led to the purposeful design of this text's layout and content: namely, that teachers at all grade levels need assistance that is straightforward, easy to implement, and realistic for the variety of classroom settings and problem behaviors with which they are confronted. The text content is largely drawn from eclectic, research-based as well as common sense and practical knowledge bases, and the text is, above all, "reader-friendly" and replete with easy-to-implement, concrete, specific suggestions. Additionally, each chapter has a summary of key concepts, and references for additional reading are provided for each chapter and for the text as a whole. Each chapter also contains suggested activities and assignments that instructors can use with their students. The comprehensive index also allows readers to instantly access content and solutions as needed.

The first section of the text, *Understanding Behavior and Selected Models*, contains Chapters 1 through 3. Chapter 1 addresses the commonality of goals that all school personnel have for students' academic successes, appropriate behaviors, and motivation for learning. It also addresses diversity and introduces some basic concepts about behavior. Chapters 2 and 3 present numerous strategies and selected models of instruction, management, and motivation.

The second section of the text, *The Basics of Behavior Management*, contains Chapters 4 through 7. Chapter 4 provides critical information about antecedents, behavior, and consequences. Chapter 5 provides detailed information about using reinforcement, reinforcement menus, and various ways to schedule the delivery of reinforcement. Chapter 6 provides numerous examples of how to establish and enforce rules and procedures, with an emphasis on the importance of consistency and suggestions for the use of contingency contracting. Chapter 7 provides many examples about how to deal with students' inappropriate behaviors by using a variety of non-physical forms of punishment.

The third section of the text, *The Basics of Classroom Management*, contains Chapters 8 through 13. Chapter 8 describes the traits, human relations skills, dispositions, and behaviors that effective teachers cultivate, refine, and utilize as they attempt to teach and manage students. Chapter 9 includes suggestions and strategies for effective conferences, collaboration, and communication. Chapter 10 explores a variety of approaches that effective teachers use and behaviors they should model to enhance student-teacher interactions.

Chapter 11 presents numerous suggestions for creating a classroom community where diversity is respected, recognized, and responded to so that all students feel valued, accepted, and included. Chapter 12 includes information regarding legislation that pertains to students with disabilities. It describes various categories of disabilities, and it provides strategies for the accommodation, management, and motivation of students with disabilities. Chapter 13 presents parental involvement as an integral part of effective classroom management. Suggested techniques for increasing parental involvement in schools and classrooms are described.

The fourth section of the text, *Legal Issues and School Violence*, includes Chapters 14 and 15. Chapter 14 contains a brief analysis of some of the legal issues associated with use of corporal punishment in the public schools by school personnel. Chapter 15 provides suggestions for the creation and maintenance of a safe school environment.

Teachers, administrators, and counselors face many challenges and problems when they attempt to teach, manage, motivate, and otherwise interact with students and their parents. Successfully motivating, managing, and

instructing students results in profound professional and personal satisfaction for school personnel who can then take solace in the fact that they have made a lasting and significant impact on all students.

To all readers of this book, then, we strongly encourage you to adapt and utilize this book's contents. As I indicated in one of our other (still available) books (Carson and Sykes, *Behaviors of Preschoolers and Their Teachers*, 1991: Charles C Thomas), "preschoolers are cuddly little pretzels who demand attention, sometimes defy explanation, and deserve compassion, love, and understanding" (p. 187). We add that the same is true for children and people of all ages!

And it is with great love and pride that we dedicate this book to our children, Elizabeth Ann Carson, Lynn Fleming, Leigh Fox, and our spouses, Grady Edward Harlan and Bill Rowland. They are all cuddly pretzels whose reciprocal respect, compassion, positive regard, understanding, and love make parenting, marriage, living, and teaching so unconditionally rewarding and worthwhile.

J. C. H.
S. T. R.

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I lovingly give special thanks to my parents for their encouragement, love, and understanding;

I sincerely express my love to my husband, Dr. Grady E. Harlan, Professor Emeritus of Counseling and Educational Psychology, The University of Mississippi;

I gratefully recognize the invaluable assistance of an outstanding secretary, Mrs. Shirley A. Messer, without whom the preparation of this and many of my previous texts would not have been possible; and

I proudly and fervently acknowledge, with evident maternal love, the overwhelming reciprocal love and devotion of my daughter, Elizabeth Ann Carson, D.O.

J. C. H.

There are a number of people that I wish to acknowledge and thank for their encouragement, understanding, and assistance.

- Special thanks to “Flo” for understanding and encouraging completion of this text.
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- Special thanks to my husband, Bill.
- Thanks to the professionals who assisted in bringing this work to an end: Shirley Messer and colleagues at The University of Mississippi School of Education.
- Thanks to my co-author, Joan Harlan, for years of mentoring, friendship, and fun.
- Special thanks, love, and appreciation to the “twins,” and to my grandchildren.

S. R.

CONTENTS

	<i>Page</i>
<i>Preface</i>	vii
<i>Chapter</i>	
SECTION I: UNDERSTANDING BEHAVIOR AND SELECTED MODELS	
1. UNDERSTANDING BEHAVIOR	5
Student Success/Common Goals	5
The Reality of Diversity	7
Behavior	9
There Are Choices To Be Made: Appropriate and Inappropriate Behaviors	13
Summary of Key Concepts in Chapter 1	15
References	16
Suggested Activities/Assignments	16
2. STRATEGIES AND SELECTED MODELS OF INSTRUCTION, MANAGEMENT, AND MOTIVATION—I	18
Effective Instruction	18
The Kounin Model	23
The “With-it” Teacher	25
The Cooperative Discipline Program	28
Kagan’s Cooperative Learning Model	31
Curwin and Mendler’s Discipline with Dignity Approach	33
The Assertive Discipline Model	34
Glasser’s Reality Therapy Model	35
Summary of Key Concepts in Chapter 2	38

References	39
Suggested Activities/Assignments	40
3. STRATEGIES AND SELECTED MODELS OF INSTRUCTION, MANAGEMENT, AND MOTIVATION–II	41
Basic Motivational and Instructional Management	
Strategies	42
Other Strategies	47
Motivation, Needs, and Choices	51
Maslow's Theory of Self-Actualization	52
Rogers' Fully Functioning Model	53
Glasser's Reality Therapy and Social Learning	54
Dreikur's Choices and Logical Consequences	55
Self, Self-Concept, and Self-Esteem	55
Implications	56
Summary of Key Concepts in Chapter 3	57
References	58
Suggested Activities/Assignments	59

SECTION II: THE BASICS OF BEHAVIOR MANAGEMENT

4. ANTECEDENTS, BEHAVIOR, AND CONSEQUENCES	63
Antecedents	63
Behavior	67
Consequences	70
Summary of Key Concepts in Chapter 4	74
References	75
Suggested Activities/Assignments	75
5. REINFORCEMENT: PRINCIPLES, TYPES, MENUS, AND SCHEDULES	77
Principles	77
Types of Reinforcement	82
Reinforcement Menus	91
Reinforcement Schedules	93
Summary of Key Concepts in Chapter 5	98
References	101
Suggested Activities/Assignments	101

6. RULES AND PROCEDURES, CONSISTENCY, AND CONTINGENCY CONTRACTING	103
Rules and Procedures	103
Consistency	111
Contingency Contracting	113
Summary of Key Concepts in Chapter 6	115
References	117
Suggested Activities/Assignments	117
7. DEALING WITH INAPPROPRIATE BEHAVIOR	119
Punishment	120
Non-Physical Forms of Punishment	124
The School Counselor	133
Summary of Key Concepts in Chapter 7	135
References	138
Suggested Activities/Assignments	138

SECTION III: THE BASICS OF CLASSROOM MANAGEMENT

8. THE EFFECTIVE TEACHER	143
The Traits and Behaviors of Effective Teachers	143
Space, Seating Arrangements, and Furniture Location	155
Summary of Key Concepts in Chapter 8	158
References	160
Suggested Activities/Assignments	161
9. CONFERENCING, COLLABORATION, AND COMMUNICATION	162
Conferences	162
Collaboration	169
Communication	170
Summary of Key Concepts in Chapter 9	175
References	175
Suggested Activities/Assignments	176
10. TEACHER-STUDENT INTERACTIONS: WHAT EFFECTIVE SHOULD DO AND WHAT THEY SHOULD NOT DO	178
What Effective Teachers Should Do	178
Effective Teachers Avoid Physical Punishment	185

Resources to Help Educators End the Use of Corporal Punishment in Schools	196
Summary of Key Concepts in Chapter 10	196
References	200
Suggested Activities/Assignments	201
11. TEACHING DIVERSE LEARNERS: THE THREE R'S RECOGNIZE, RESPECT, AND RESPOND	203
Recognizing Diversity	203
Respecting Diversity	208
Responding to Diversity	211
Summary of Key Concepts in Chapter 11	211
References	212
Suggested Activities/Assignments	213
12. STUDENTS WITH DISABILITIES: MANAGEMENT AND MOTIVATION	215
Major Legislation that Pertains to Students with Disabilities	215
Inclusive Education	217
General Classroom Management Strategies for Students With Special Needs	218
Categories and Disability Types: Accommodations and Modifications	218
Students with Attention Deficit Hyperactivity Disorder (ADHD)	224
Home Management Techniques for Students with ADHD	227
Summary of Key Concepts in Chapter 12	228
References	229
Suggested Activities/Assignments	230
13. PARENTAL INVOLVEMENT: A KEY TO EFFECTIVE CLASSROOM MANAGEMENT	232
Types of Parental Involvement	233
Possible Barriers to Parental Involvement	235
Techniques for Increasing Parental Involvement	236
Summary of Key Concepts in Chapter 13	239
References	240
Suggested Activities/Assignments	240

SECTION IV: LEGAL ISSUES AND SCHOOL VIOLENCE

14. LEGAL ISSUES ASSOCIATED WITH THE USE OF CORPORAL PUNISHMENT	245
National Organizations that Oppose Corporal Punishment And Supreme Court Decisions	245
States Where Corporal Punishment is Banned or Permitted ...	250
Arguments Against Corporal Punishment	252
Summary of Key Concepts in Chapter 14	253
References	253
Suggested Activities/Assignments	254
15. STRATEGIES FOR PREVENTING VIOLENCE IN SCHOOLS	255
Violence and Crime: A Societal Problem	255
Preventing Violence in Schools	257
Identifying and Responding to Early Warning Signs of School Violence	262
Identifying and Responding to Imminent Warning Signs of School Violence	263
Developing a Violence Prevention and Response Plan	264
Forming a Violence Prevention and Response Team	266
What Else Can be Done to Minimize School Violence?	267
Summary of Key Concepts in Chapter 15	272
References	273
Suggested Activities/Assignments	274
<i>References</i>	275
<i>Index</i>	281

**BEHAVIOR MANAGEMENT
STRATEGIES FOR TEACHERS**

Section I

UNDERSTANDING BEHAVIOR AND SELECTED MODELS

Chapter 1

UNDERSTANDING BEHAVIOR

STUDENT SUCCESS/COMMON GOALS

“Elizabeth Anne is doing great in school,” brags her proud mamma. “Grady is sensational in statistics,” boasts a pleased Dad. You hear parents and teachers talk about “Bill, the super speller,” “Diane, the wonderful writer,” “Michael, the gifted geometry student,” “Amanda, the accomplished artist,” “Lynn, the prolific poet,” and “Leigh, the magical musician.” What do these boastful statements have in common? They reflect parents’ and teachers’ pride in students’ achievements and successes.

Everyone has a need to succeed and to be recognized for success. Student success is typically conceptualized as mastering our society’s educational goals and commonly accepted requisite skills and concepts. Students themselves want to succeed in school. Some students succeed in arithmetic while others succeed in art. There are students who succeed in Latin while others students succeed in linguistics. Some students succeed in social studies while other students succeed in the sciences. There are students who succeed academically and other students who succeed athletically. Some students succeed in both athletics and academics. There are students who succeed in the creative arts while other students succeed in computer applications.

Then, too, there are students who are neither athletically nor academically successful. Such students are likely to be successful at *mis*behaving or behaving inappropriately because of the attention and recognition that such misbehaviors often, albeit unfortunately, yield from peers as well as from frustrated school personnel. Since everyone—students and others—desires success, attention, and recognition, students who are not succeeding at academic or athletic tasks are likely to be successful at *mis*behaving or behaving inappropriately.

Misbehaving or inappropriately behaving students are typically inattentive, often disruptive, and they are a very realistic fact of life in virtually all of our public and private schools. It is critical that students, school personnel, and parents work together to help students to succeed and to behave appropriately. Students' successes and appropriate behaviors should then be acknowledged with positive attention, praise, or some other form of reinforcement.

Teachers, assistant teachers, counselors, administrators, and other school personnel want students to succeed in school for various reasons. Student success, in and of itself, is the very purpose of education and is essential to society's well-being and improvement. Student success, further, is often considered an indicator of how well students, school personnel, and parents are performing. School personnel are trained and paid to perform their professional roles in such a way as to make a significant and positive difference in students' lives. School personnel consider themselves successful if they facilitate students' school successes. Students' school successes are reflected when students become happy, healthy, competent, confident, self-sufficient, problem solving, lifelong learners capable of functioning at their maximum potential and prepared to assume a productive role in society, and *any student can!*

Parents want their children to succeed in school as a preparation for success in life. Parents are a child's first, and therefore, most important teachers. Parents can continue as such if they actively encourage and support their child and work cooperatively with school personnel. Like parents, everyone has a vested interest in students' school successes. Students who succeed in school contribute to both their own and to society's well-being. When students become capable of assuming independent and productive lifestyles, student success has positive, significant, and far-ranging personal, interpersonal, economic, social, psychological, and societal ramifications.

Though parents, teachers, principals, and students may articulate different educational goals and commonly accepted requisite skills and concepts expected of students, there are more commonalities than differences. There are personal and social goals related to self-esteem, self-understanding, self-direction, communication, compassion, and caring. There are goals related to physical fitness as well as to psychological wellness.

There are skills that may be manual, psychomotor, technical, vocational, recreational, or social in nature. The concepts that students are expected to master range from simple to complex, and they are in many different academic subject areas. The skills and concepts together equip students for success in the various roles they inevitably will assume as adults: workers, spouses, parents, community participants, and family members. As any teacher will admit, however, the educational goals will not be met if students

are misbehaving, inattentive, unmotivated, and distracting other appropriately behaving students.

Students, school personnel, and parents want students to behave in ways that are consistent with achieving instructional effectiveness, and instructional effectiveness is the consummate common goal. Getting students to behave in ways that are consistent with instructional effectiveness is related to a number of student, teacher, assistant teacher, counselor, administrator, and parent behaviors; is all parties' responsibility; and is a cooperative endeavor among students, school personnel, and parents. There are motivational and management techniques that significantly impact how and/or if students succeed and behave appropriately. There are communication, counseling, and classroom management techniques that significantly impact how and/or if students succeed and behave appropriately. There are instructional, interpersonal, and intervention techniques that significantly impact how and/or if students succeed and behave appropriately. The primary focus of this text, therefore, is on the behaviors, attitudes, roles, and responsibilities that school personnel must assume if students are to succeed and behave appropriately, and *any student can!*

THE REALITY OF DIVERSITY

Long gone are the "good old days," when, by and large, school personnel had to deal with behavior problems no more worrisome than students talking out of turn, making noise, chewing gum, running in the halls, getting out of turn in line, or not putting paper in the wastebasket. While these behavior problems still exist, they are frequently overshadowed by far more serious misbehaviors which often are of a violent or life-threatening nature. Today, school personnel, students, and parents, in urban and rural communities nationwide, have to deal on a daily basis with the problems and ramifications of violence, concealed weapons, drug abuse, alcohol abuse, AIDS, pregnancy, suicide, rape, robbery, assault, gangs, vandalism, and abuse.

Each student's individual background and environment makes that student uniquely challenging for a teacher to educate and manage. There are students from single parent families, divorced families, blended families, and intact families. In terms of birth order, there are students who are the oldest or the older child within a family, and others who are younger or who are middle children. There are the only children, the twins, and in fewer cases, the triplets, quintuplets, etc. There are students from economically impoverished backgrounds and students from more economically privileged backgrounds. There are emotionally abused, sexually abused, and physically