



JOSSEY-
BASS

FIFTH EDITION

Classroom Management Strategies



GAINING AND

MAINTAINING

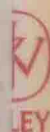
STUDENTS'

COOPERATION

James S. Cangelosi



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WILEY

FIFTH EDITION

Classroom Management Strategies

Gaining and Maintaining Students' Cooperation

JAMES S. CANGELOSI




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Preface

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

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

How can you maintain your students’ attention, effort, and cooperation? That is the question addressed by *Classroom Management Strategies: Gaining and Maintaining Students’ Cooperation*. This text contains a wealth of information about classroom management strategies that successful teachers use to get and keep students on-task and engaged in lessons. The strategies are based on extensive school teaching experiences, as well as on the findings of numerous studies in learning theory, student motivation, behavior modification, counseling psychology, violence prevention, group dynamics, student engagement, and classroom organization.

However, any strategy for maintaining students’ cooperation can be understood and applied only by teachers who are exposed to examples demonstrating how the strategy is

used in everyday, realistic classroom situations. Thus, this book not only explains such strategies but also brings them to life in 306 cases drawn from a wide range of actual elementary, middle, junior high, and senior high school teaching experiences. The cases demonstrate the principles of classroom management, as well as how teachers apply successful strategies and learn to modify strategies that are unsuccessful. Many cases “get inside” teachers’ minds, following thought processes as solutions to discipline problems are formulated, revised, and fine-tuned to meet the needs of particular situations.

In this fifth edition of *Classroom Management Strategies: Gaining and Maintaining Students’ Cooperation*, the practical orientation of prior editions has been retained with its pedagogy that leads you—the pre-service or in-service teacher—to discover how to apply research-based strategies in your own classroom. You will be prompted to analyze, contrast, and compare the cases (305 of the 306 are actual—Case 6.7 is the only one that is not), leading you to develop strategies for (1) establishing safe, nurturing classroom communities, (2) efficiently managing classroom time, (3) fostering cooperative relationships and healthy productive interactions, (4) effectively communicating with students and their parents, (5) establishing and enforcing standards of conduct and procedures for classroom routines, (6) collaborating in the development and implementation of school-wide safety and discipline policies, (7) working with individual differences among students, (8) accommodating students’ exceptionalities, (9) utilizing the diversity among students to build strong, productive classroom communities, (10) teaching students to productively manage conflict, (11) motivating students to engage in learning activities, (12) conducting engaging learning activities, (13) effectively teaching students to supplant off-task behaviors with on-task behaviors, and (14) effectively dealing with misbehaviors, both nonviolent and violent.

However, the fifth edition is a major refinement of the fourth:

- New content is incorporated in the fifth edition that reflects recent advances in the research-bases for classroom management strategies, especially in the areas of community building, communications, behavior assessment, and violence prevention. New cases have been collected to illustrate recently developed strategies (e.g., involving teaching students to communicate assertively, use of naturalistic classroom conversations as opposed to IRE cycles, and monitoring student engagement).
- The book has been re-formatted to be more reader-friendly with better use of white space.
- In addition to the synthesis and transitional activities at the end of chapters, you are prompted to engage in activities throughout chapters—primarily activities in which you are to analyze and reflect on specific questions related to cases.
- To accommodate the new content and the prompts for activities embedded throughout chapters without increasing the length of the book, the following changes from the fourth edition were also made:
 - The writing is crisper so that explanations and descriptions are not as wordy.
 - Some of the content from the fourth edition’s Chapters 1 to 3 are incorporated into subsequent chapters with the remaining content collapsed into a single opening chapter. Thus, the fifth edition contains only 12 instead of 14 chapters.

- ▶ Some of the more dated cases from the fourth edition were eliminated.
- Besides substantive updating of content to reflect recent research findings, some terminology has been changed to attend to recent shifts in the literature (e.g., “teaching cycles” and “problem-based” supplant “teaching process” and “problem-solving”)

The book is presented in five parts with 12 chapters:

- **Part I: An Advanced Organizer**
 - ▶ Chapter 1, “The Complex Art of Teaching,” introduces an advanced organizer to help you integrate techniques and suggestions presented in Chapters 2 to 12 into your work as a classroom teacher. This includes the teaching-cycles model, some fundamental classroom management terminology, and basic principles of behavioristic psychology.
- **Part II: Fostering Cooperation and Preventing Discipline Problems**
 - ▶ Chapter 2, “Establishing a Favorable Climate for Cooperation,” leads you to develop strategies for establishing a classroom climate that is conducive to students’ cooperatively engaging in the business of learning.
 - ▶ Chapter 3, “Establishing Cooperative Relationships,” leads you to develop strategies for interacting and communicating with students and their parents in ways that foster productive, cooperative relationships.
 - ▶ Chapter 4, “Standards for Conduct, Routine Procedures, and Safe-School Policies,” leads you to develop strategies for establishing standards for classroom conduct, procedures for classroom routines, schoolwide discipline policies, and violence-prevention programs.
 - ▶ Chapter 5, “Working with Individual Differences among Students,” leads you to develop strategies for working with the individual characteristics of your students in ways that foster cooperation and engagement in learning activities. Particular attention is paid to the inclusion and accommodation of students’ exceptionalities, working with students for whom English is not a first language, and using the cultural diversity of students to enhance classroom cooperation and student engagement.
- **Part III: Motivating Students to Engage in Learning Activities**
 - ▶ Chapter 6, “Motivating, Directing, and Monitoring Engagement,” leads you to develop strategies for using problem-based learning to intrinsically motivate student engagement, directing students into learning activities, and monitoring students’ behaviors as you teach.
 - ▶ Chapter 7, “Designing and Conducting Engaging Learning Activities,” leads you to develop strategies for conducting learning activities so that students willingly and enthusiastically engage in them. Particular attention is paid to the following types of sessions: lecture, cooperative learning, discussion, questioning, independent work, and homework.
- **Part IV: Confronting and Solving Discipline Problems**
 - ▶ Chapter 8, “Approaching Off-Task Behaviors Systematically,” leads you to develop overall strategies for responding to students’ off-task behaviors.

- Chapter 9, “Modifying Off-Task Behavior Patterns,” leads you to develop strategies for teaching students to supplant off-task behavior patterns with on-task behavior patterns.
 - Chapter 10, “Dealing with Nondisruptive Off-Task Behaviors,” leads you to develop strategies for constructively dealing with the following types of students’ off-task behaviors: mind wandering, daydreaming, refusing to participate in class activities, failing to complete homework assignments, failing to bring materials to class, being absent or tardy, and cheating on tests.
 - Chapter 11, “Dealing with Disruptive Behaviors,” leads you to develop strategies for constructively dealing with the following types of students’ off-task behaviors: interrupting, clowning, being discourteous, failing to clean up, bullying, fighting, brandishing weapons, attacking teachers, and vandalizing.
- Part V: Making Classroom Management Strategies Work for You
 - Chapter 12, “Incorporating Classroom Management Strategies Into Your Teaching Style,” heightens your awareness of the complexities of teaching and the need to use classroom experiences to further cultivate what you’ve learned from your work with this textbook.

Chapters begin with a goal defined by a set of objectives. Included at the end of each of the first 11 chapters are synthesis activities and a transitional activity. The synthesis activities are designed to help you (1) bring together the various ideas to which you have been exposed throughout the chapter, (2) reinforce and extend what you have learned in the chapter, and (3) assess what you have gained from the chapter so that you can identify both your areas of proficiency and those areas you need to review. The transitional activity sets the stage for the chapter that follows.

This textbook is designed for college- and university-level courses aimed at helping preservice and inservice teachers manage student behaviors effectively and solve classroom discipline problems. For professors who incorporate this edition into their courses, an instructor’s manual is available from John Wiley & Sons, Inc. The manual contains (1) suggestions for taking advantage of the book’s features in a variety of course structures, (2) a detailed sample syllabus, (3) a sample sequence of class-meeting agendas and activities for a semester-long course, and (4) sample unit, midterm, and final tests with scoring rubrics for each.

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PART

I

AN ADVANCED ORGANIZER

The Complex Art of Teaching

► CHAPTER 1'S GOAL AND OBJECTIVES

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

1. Organize your teaching responsibilities within the teaching cycles model.
2. Examine your personal commitment to gaining and maintaining students' cooperation so that you enjoy satisfying teaching experiences and your students experience optimal learning opportunities.
3. Heighten your awareness of factors that need to be considered when developing classroom management strategies.
4. Realize that on-task behaviors and engagement in learning activities are learned responses that you should plan to teach your students by employing researched-based strategies that you will learn as you work with Chapters 2 to 12.
5. Distinguish between examples and nonexamples of each of the following: allocated time, transition time, student engagement, on-task behavior, off-task behavior, disruptive behavior, prosocial behavior, and antisocial behavior.
6. Explain the following behavioristic principles: positive reinforcement, destructive positive reinforcement, punishment, contrived punishment, naturally occurring punishment, destructive punishment, negative reinforcement, isolated behavior, and behavior pattern.

► **TEACHING EXPERIENCES: SATISFYING OR FRUSTRATING**

Some teachers orchestrate smoothly operating classrooms where students cooperatively and efficiently go about the business of learning with minimal disruptions. Other teachers exhaust themselves struggling with student misbehaviors as they attempt to gain some semblance of classroom order. Those from the latter group who remain in the teaching profession eventually give up the struggle, deciding that today's students are so unmotivated and out of control that it is futile to attempt anything more than surviving the school day (Cangelosi, 2002). Whether your teaching experiences are satisfying or marked by frustrating struggles to get students to cooperate depends largely on your classroom management strategies and how you apply them. Through the application of such strategies you are able to meet one of your primary instructional responsibilities: to provide students with a learning environment that is conducive to achievement and free from disruptions, distractions, and threats to their safety and well-being.

► **TEACHING CYCLES**

Before examining classroom management strategies for gaining and maintaining students' cooperation and effectively confronting discipline problems, briefly examine your role as a teacher. Classroom teaching is not brain surgery; teaching is far more complex. Brain surgery involves, with assistance, (1) studying a patient's symptoms and determining the need for surgery, (2) specifying what the surgery is to accomplish, (3) planning for the surgical procedure, (4) preparing for the surgery (e.g., sterilizing the tools and scheduling the operating facility), (5) conducting the surgery and monitoring the patient's progress, and (6) evaluating the outcome of the operation. Your work as a classroom teacher is conducted in cycles that parallel the stages of brain surgery. However, unlike the brain surgeon, you do not have the luxury of working with only one client (i.e., student or patient) at a time. Typically, a teacher deals with about 30 students at a time. Whereas the brain surgeon only engages in one surgery at a time, focusing on one aspect of the patient (e.g., removing an intraaxial neoplastic tumor from the occipital lobe) while others (e.g., an anesthesiologist) monitor variables (e.g., the patient's respiratory rate), the teacher, usually with no assistance, is expected to concurrently engage in numerous teaching cycles with about 30 students while monitoring a myriad of variables (e.g., self-image, aptitude, motivation, achievement, attention level, interest in the lesson's content, progress toward long-range goals, success with moment-to-moment objectives, and on/off-task behavior).

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

► **CASE 1.1**

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

For the unit, she plans, prepares, and implements a number of learning activities over a 10-day period. For example, one day she divides the 32 students into five cooperative-learning groups