

MANAGING CLASSROOM BEHAVIOR

AN ECOLOGICAL APPROACH TO
ACADEMIC AND SOCIAL LEARNING



JOEL MACHT

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SOCIAL LEARNING**

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**Managing Classroom Behavior:
An Ecological Approach to Academic and Social Learning**

For Nancy, Lee, and C

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INTRODUCTION

AN OPENING WORD TO THE READER

The purpose of this book is to help you work with the individuals for whom you have accepted responsibility. Its intended audience is students and those who seek my consulting services during my working days: teachers, parents, physicians, therapists, and educational administrators. It will focus on problems of everyday living and schooling—problems presented not only by children whose genetic endowments and developmental experiences have provided them with sound bodies and keen minds, but also those youngsters who labor under the burden of physical disabilities.

Any book that attempts to help you with the problems individuals exhibit faces the dilemma of what issues to cover. No one effort could ever speak to all the subtleties and difficulties that are a part of daily life and schooling: The individuals we work with are sufficiently different from one another to make such a goal impossible. Consultants, without first-hand knowledge of many particulars unique to an individual, place themselves in an untenable position if they choose to offer advice as though that individual and his or her personal, surrounding environment were representative of others. They could of course do so, but the outcome would likely not be very productive or accurate. Instead of looking at specific problems teachers and care-givers face daily, I have chosen, through

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various topics, to discuss a *process* that will help you discover your own solutions to the problems presented by the individuals with whom you work. It is a process with some application to developmentally disabled adults as well; the focus is on helping people for whom daily living is a difficult task.

You will find the text practical and free of jargon, offering the “hands-on” suggestions most commonly requested by my colleagues who work daily with their targeted populations. If its style of delivery seems relaxed, as though coming in the form of a workshop, as though peppered with pages from my notebook, that is as intended, for the content has been taken from lectures, inservices, previous writings, and the many cases I’ve been involved with over the past twenty years. As such, it will focus less on theory and documented research, and more on *well-researched ideas* that can help us achieve some of the goals that occupy our time, energy, and caring. I have tried to discuss important topics using nontechnical language that is comfortable to me personally and familiar to many teachers and therapists. I do, however, provide a brief glossary of a few commonly employed technical terms that I have chosen either not to use within the body of this text, or have used sparingly. This will show how the technical and nontechnical terms fit together and should serve to demystify certain words frequently used in specific professional circles.

I have tried to reflect, as closely as possible, the actual process I and other professionals follow when involved with an individual client. My hope is that you will sense that we are conversing with one another. To that end, a fictional teacher, parent, therapist, or “friendly” iconoclast will join us from time to time throughout this project and will interject issues and ask questions that perhaps will be similar to those you might raise. The resulting “conversations” and stepwise sequencing of the actual process used on an everyday basis are intended to make the content more animated and easier to identify with. Since, however, you and I are not seated across from one another, and since it is likely you will want to know the rationale or justification for a proposed suggestion, I will often include my own rationale, along with differing points of view offered by other professionals, regarding the basis for, and controversies over, a particular course of action. I will present my biases knowing full well that mine and yours may not mesh. If, however, I provide you with “food for thought” and ideas to discuss with other professionals, then I will have achieved a large part of what I intended.

Occasions will arise where I will ask you to spend some private time by yourself or group time within your classroom thinking about or discussing some of the “food for thought” issues that may contain some elements of controversy. Further, I may suggest you try an exercise or two that will either help you better understand certain points, or assist you in dissecting the potential controversy within those points. On these occasions, you

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will find in the margin, across from material set in boldface type, a box with a number printed within its borders:

1.1

A corresponding numbered box will appear in an “end-of-chapter summary” where I will review certain issues as well as indicate some of what will be forthcoming, and where I may ask you some questions, ask you to try some exercises or consider some assertions or suggestions. As you will see, this Introduction contains a sample of a marginal box keyed to a question at the end of the discussion. (Note: The issues and exercises make great short-answer test questions, so be on your toes!)

A final thought on format: the book is purposely casual. I'd like you to relax with it. While there are, I hope, points worth remembering, I don't want you to look on this book as one that requires hours of rote practice to prepare you for hours of test “regurgitation.” I'd much prefer you and your friends talk, debate, analyze, and scrutinize the material. Think about the stories, the characters, the content provided. At this point in our profession's growth, we need good thinkers, doubters, and debaters, not dutiful regurgitators. We have enough of the latter. All professionals who work with children and developmentally disabled adults know that we are still debating our issues. There remains considerable room for well-thought-out disagreement.

TOPICS TO BE DISCUSSED

The manuscript's topics were not chosen whimsically. They represent issues that persistently surface when I and other professionals discuss ways of helping individuals achieve success, regardless of problems presented or locations where the problems are observed. The issues are equally at home with teachers in a classroom, therapists in a hospital, and care-givers in a foster placement or group home. I believe, regardless of your chosen professional endeavors, you will recognize the issues and benefit from their discussion. The following represents a sample of the topics.

DISCIPLINE/BEHAVIOR MANAGEMENT

By far, the most frequently requested topic of inservices and professional queries I receive deals with the issues of discipline and behavior management. Rarely a day passes where I am not on the phone talking with some party who is experiencing difficulty with the behavior of a student or

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client. While I am accommodating the requests, the focus of the conversation, as is true of this book, shifts as quickly as possible toward looking at relationships between activities and the troubling, undesired behaviors.

DISCIPLINARY PROGRAMS AS THEY RELATE TO ACADEMIC AND NONACADEMIC ACTIVITIES

You will discover shortly how important it is to recognize that undesired behaviors never occur in isolation, that social/emotional problems and learning problems invariably go hand in hand, and that perceiving them as separate from each other may be akin to seeing nothing. Taking behavior out of its associative academic and home context—working with it as though it were unrelated to its surroundings—will rarely produce lasting, meaningful results for any of us. Thus, you will be asked to view an individual's actions, along with his or her accompanying uniquenesses, as they occur and interact within a variety of settings where the individual develops, studies, and pursues the ends the individual sees as having importance. You will be asked to see the individual's behaviors as being only a small part of the total picture that warrants your attention and concern: What the individual is doing, or is being asked to do, or perceives and interprets as relevant—all are of equal significance. You will be asked to see behaviors as interrelated components of the tasks presently being assigned or required, be the tasks academic, social/emotional, work related, or life sustaining.

INDIVIDUALITY: ASSESSMENT AND REMEDIATION

I will urge you to see all the individuals with whom you work, first and foremost, as being themselves with their own strengths and frailties; see them as being at a particular position along a developmental scale that may or may not be similar to that of others. I will ask you to be less concerned with what labeled group they might be identified with, or what characteristics they might have in common with those who share classrooms or other locations, and envision each apart from others, as individuals with their own special selves, trying to achieve what is *individually valued*, doing what they can to find personal meaning and worth.

A NONCATEGORICAL POPULATION

Because I will implore you to see each individual as a separate entity, regardless of strengths and frailties, **you will notice that I do not describe or accept the description of individuals as being “disabled,”**



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“underachievers,” “retarded,” or “disturbed.” Terms such as “typical,” “mildly-” or “moderately-involved” are equally without benefit. New phrases, such as “attention-deficit-disorders” or “gifted-handicapped” represent little more than the jargon of the day; like others, they, too, will eventually disappear for lack of worth. This material will speak to all individuals in schools and special settings, regardless of which convenient label or category has been employed. While certainly recognizing and appreciating the variability that exists among individuals, I hope you will join me in my conclusion that such labels do not provide us with any useful information about what individuals do, what they are like, or what we can do to help them.

EDUCATION’S CATEGORICAL APPROACH TO DIFFERENCES: “DRAGONS OF CONVENIENCE”

Moreover, I hope you will see that labels and names that have become a familiar, constant, and increasingly suspicious aspect of educational thought—names that I have termed “Dragons of Convenience”—have moved us away from providing services on the basis of individual variability and need; labels actually hide an individual’s unique needs from us. I will introduce you to the “dragons” in Chapter 11, and, perhaps with more passion than eloquence, I will try to show you how the “dragons” have long outlived their usefulness, how they are presently placing a burden on students who are burdened enough by a system often insensitive to the whole individual.

AN ECOLOGICAL/DEVELOPMENTAL MODEL

I will offer you a view where the “dragons” are programmatically unnecessary. Without them, you will be able to concentrate more fully on where students are in relation to their developmental experiences and skills, and where they are in relation to their total environment—what I will term “life space,” a system that both surrounds and impacts on them. The offered view will be “ecological” in that what they do affects their environment, and what their environment does influences them. They can no more be separated from their environment than their environment can be separated from them. The view, additionally, is developmental in that what they are presently doing is intimately involved with previous experiences, personal perceptions, and acquired skills. What new experiences, perceptions, and skills they are prepared to understand and master are, in part, related to those past acquisitions, both academic and nonacademic in nature.

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THE INDIVIDUAL'S PRESENT PERFORMANCE LEVEL

You will be urged, as you go about your student teaching, field experience, practicum, or professional endeavors to constantly see individuals from the ecological/developmental perspective; to see how their efforts in reading, writing, and math, efforts with thinking, creating, and problem solving, fit within their educational and noneducational "life space;" to see them not only in terms of what they are doing, but to see them as a developing, functioning being in relation to all that is happening outside themselves, as well as what is happening within. You will be asked to interpret the above in terms of "Present Performance Level," a measure that will provide you with specific information about individuals' uniqueness, where they are *now* in relationship to where you would like them to be; a measure that ultimately takes precedence over where someone else suggests they should be, or where someone else hopes they would be; a measure that will help you determine where your remediation, your teaching efforts must begin.

BEYOND AGE, GRADE LEVEL, AND INTELLECTUAL CAPACITY

The "Present Performance Level" will assist you in going beyond the traditional and often weak barometers of age, grade level, and estimates of "intelligence" used to determine instructional placements and interventions. In their place, you will have first-hand evidence of an individual's developmental level as it relates to cognitive, conceptual, motoric, and social/emotional strengths. You will be able to see individuals, not solely as compared with others who sit in nearby desks, but compared with themselves: where they are *today* in relation to where they were yesterday. As such, you will lessen the chances that they will be asked to become involved in tasks for which they lack the necessary prerequisite skills, as well as lessen the chances that they will be asked to do something they have long since accomplished.

RELEVANCE AND SUCCESS

You will be able to help individuals see the relevance of what they are being asked to do; be able to challenge without overwhelming; be able to provide them with a taste of success without having them experience the frustration that can come with constant disappointment and failure.

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THE RELATIONSHIP BETWEEN BEHAVIOR AND ACADEMICS

As the above topics may indicate, the book is not intended as one solely devoted to the management of behavior found in a classroom or special setting, *or* one devoted solely to the delivery of task-oriented materials geared toward students or individuals with or without special needs. Rather, the book will look at many of the issues involved with both social behavior and academic pursuits. It is intended as one in a series of readings designed for educators and other professionals who have accepted the challenge to help people whose developmental progress would benefit from a guiding hand.

I wish I could tell you that what we will discuss will be easy to put into practice. Such, I must admit, is most often not the case. The material will require careful consideration as you read, and much practice as you attempt to replicate the process. It will also require that you work closely with your colleagues and perhaps your own consultant as you search for ways to better the lives of those for whom you have accepted responsibility. Many times throughout the text, the word “magic” will be found. What you will discover quickly is that there is *no* magic to what we do. If you have been in the field for any length of time, you have already discovered that. If you are preparing, through your college studies, to enter the field, you will discover this the moment you set eyes on the first individual who is in need of your assistance.

SUMMARY

Let’s practice with the first marginal box and its boldface material. There’s something about that highlighted text I’d like you to consider.

Labeling



Evidently, I’m not fond of labels, names, and categories as they are used to describe children, students, and adults. Try the following question. Discuss it with your classmates, colleagues, or just think about it yourself.

Question: What problems, if any, may arise when professionals use various labels, such as learning disabled or emotionally disturbed, to describe a student?

Notice that no answer to the question will be provided at the time the box is presented. (I may provide you with some hints or things to consider, but an answer will *not* be offered.) Rather than simply read an answer, I’d prefer you play with the issue to whatever degree you (and your professor) may wish. One thing is certain: Before you finish this book, you will have my view. If you’d like, you can then compare your ideas with mine.

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