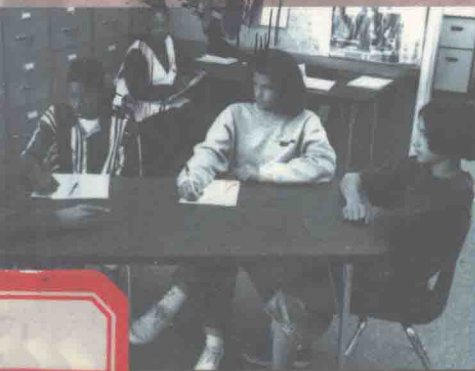


THIRD EDITION

# Classroom Management Strategies

Gaining and Maintaining Students' Cooperation



James S. Cangelosi

# **Classroom Management Strategies**

## **Gaining and Maintaining Students' Cooperation**

**Third Edition**

**James S. Cangelosi**

*Utah State University*



**LONGMAN**

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In memory of R. J. C.

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# Preface

The most commonly expressed concern of students, teachers, parents, and school administrators regarding schools 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 sixth-grade teacher's comment is indicative of the feelings of thousands of her colleagues who 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!" 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." One parent expressed 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 suggested: "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 stated 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 a teacher to know all the subject matter and pedagogy in the world if he can't keep the kids in line?"

Not surprisingly, more than any other instructional variable, classroom observation instruments used in virtually every public school district for assessing teachers' performances emphasize how teachers manage their students. Teachers can blame student inattentiveness, lack of effort, disruptive behaviors, and general lack of cooperation on students' own flaws or the lack of support provided by society, families, and school administrators. But thousands of teachers do overcome 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 obtain your students' attention, effort, and cooperation? That is the question addressed by this text. Its suggestions for effectively getting and keeping students on-task and engaged in lessons are an outgrowth of extensive teaching experiences and the findings of numerous studies in learning theory, student motivation, behavior modification, counseling psychology, violence prevention, student engagement, and classroom organization.

Strategies for obtaining and maintaining students' cooperation will not be understood and applied by teachers unless those teachers are exposed to a wide variety of examples demonstrating the strategies in everyday, realistic classroom situations. Thus, this book not only explains strategies and makes suggestions but brings them to life in 256 cases drawn from a wide variety of actual teaching situations, prekindergarten to college. These cases demonstrate principles, successful strategies, and unsuccessful strategies. Many "get inside teachers' minds," following thought processes as solutions to discipline problems are formulated.

This, the third edition of the text, reflects principles for stimulating and maintaining student engagement, dealing with discipline problems, managing students with antisocial tendencies, and preventing violence based on research results reported since the second edition was published in 1993. This edition pays considerable attention to violence prevention and how to deal with violence when it does occur in schools. In addition to addressing those topics throughout the entire book, I have added a chapter entitled "The Threat and Reality of Violence in Your Schools."

*Classroom Management Strategies* has been reorganized so that the cases are integrated into the text without interrupting the flow of the reading. The cases are numbered to facilitate crossreferencing. The longest chapter of the second edition has been rewritten into two chapters, "Motivating Engagement and Giving Directions" and "Designing and Conducting Engaging Learning Activities." The synthesis activities at the end of each of the first 12 chapters are designed to help you (1) bring together the various ideas presented in the chapter, (2) reinforce and extend what you learned, and (3) assess what you gained from the chapter so that you can identify your areas of proficiency and the topics you need to review. Each chapter's transitional activity sets the stage for the next chapter.

A glossary of technical classroom management terms appears near the end of the book. As an aid to professors who incorporate this edition into their courses, an instructor's manual is available from Longman. The manual contains (1) suggestions for taking advantage of the book's features in a variety of course structures, (2) a detailed sample syllabus including a sequence of in-class activities and assignments, and (3) sample midterm and final examinations with scoring criteria and forms for each.

The book is presented in four parts:

- Part 1 (chapters 1–3) deals with basic ideas that need to be understood before one can apply the practical strategies presented in the remainder of the text.

- Part 2 (chapters 4–8) demonstrates ways for teachers to communicate with students and parents, organize their classrooms, and design and conduct lessons so that students choose to be cooperative and involved. These chapters suggest measures for preventing discipline problems and inattentiveness.
- Part 3 (chapters 9–12) presents and demonstrates teacher-initiated solutions to problems of disruptive student behaviors, lack of student engagement in lessons, and poor student cooperation.
- Part 4 (chapter 13) suggests ways of cultivating a personal teaching style to tailor classroom management strategies to unique classroom situations.

This textbook is designed for college- and university-level courses concerned with helping preservice and inservice teachers effectively manage student behaviors and solve classroom discipline problems. Reviewers whose suggestions and insights contributed to its development include

Mary Anne Christenberry—College of Charleston  
Carla Crippen—California State University, Stanislaus  
Jane Diekman—California State University, Stanislaus  
John Donaldson—Liberty University  
S. Alfred Foy—William Carey College  
Sandra Jackson—DePaul University  
John Moore—University of Western Kentucky  
Merrill M. Oaks—Washington State University  
S. D. Parker—Academy of New Church College  
Gerald B. Pratt—St. Mary's University  
Robert Richmond—Florida Institute of Technology  
Toni Sills—Tulane University  
Lois Silvernail—Spring Hill College  
Marian Alice Simmons—University of Missouri at Kansas City  
Bruce D. Smith—University of Cincinnati

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## PART I

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**What Causes Students  
to Cooperate?**

**What Causes Students  
to Be Uncooperative?**

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