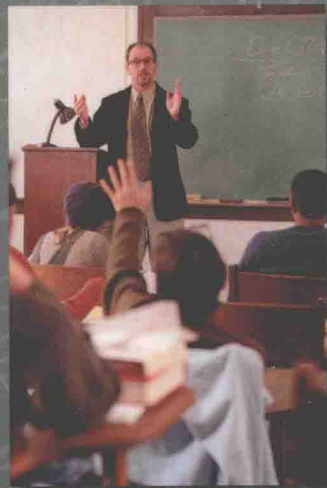
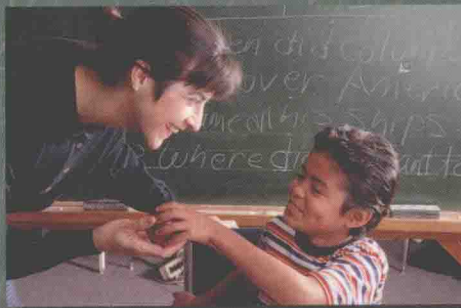


CLASSROOM MANAGEMENT STRATEGIES

Gaining and
Maintaining
Students'
Cooperation



FOURTH
EDITION

James S. Cangelosi

Classroom Management Strategies

Gaining and Maintaining Students' Cooperation

Fourth Edition

James S. Cangelosi

Utah State University



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To Barb

Preface

The most commonly expressed concern of students, teachers, parents, and school administrators alike regarding schools involves a lack of pupil discipline, poor classroom management and control, and disruptive student behavior. A tenth grader demonstrates, "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 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 disorder—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 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 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 265 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.

The fourth edition of *Classroom Management Strategies* includes a new chapter, "Working with Individual Differences Among Students." This new material, presented in chapter 7, focuses on strategies for interrelating with students as individuals. It includes up-to-date information on how teachers can accommodate the special needs of students with disabilities (such as communications impairments, learning disabilities, and behavioral disorders), work productively with students for whom English is not a first language, and take advantage of the cultural diversity in classrooms to enhance students' learning experiences.

Included at the end of each of the first 13 chapters are synthesis activities, a transitional activity, and a list of additional sources of ideas and information. 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 book is presented in four parts:

- Part I (chapters 1 through 3) covers the basic ideas and information that need to be understood before the teacher can apply the classroom management strategies presented in the remaining chapters of the text.
- Part II (chapters 4 through 9) presents and demonstrates strategies for establishing and organizing learning environments that encourage cooperation and productive work, communicating with students and parents, estab-

lishing and enforcing standards of conduct, including and accommodating students with exceptionalities, and designing and conducting lessons that encourage students' cooperation and involvement. These chapters also suggest measures for preventing discipline problems and inattentiveness among students.

- Part III (chapters 10 through 13) presents and demonstrates teacher-initiated solutions to such problems as disruptive student behaviors, lack of student engagement in lessons, and poor student cooperation.
- Part IV (chapter 14) suggests ways of cultivating a personal teaching style, one that tailors classroom management strategies to unique classroom situations.

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, including a sequence of class-meeting activities and assignments; and (3) sample midterm and final examinations with scoring criteria and forms for each.

Reviewers whose valuable suggestions and insights have contributed to the development of this book are acknowledged here with gratitude:

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to Cooperate?**

**What Causes Students
to Be Uncooperative?**
