

Fourth Canadian Edition

PRINCIPLES OF CLASSROOM MANAGEMENT

A PROFESSIONAL DECISION-MAKING MODEL

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For Richard, Linda, Sinisa, and Doonia

BRIEF CONTENTS

Iterative Case Study Analyses 1

Iterative Case Study Analysis: First Analysis 2

PART 1 Foundations

- Chapter 1* The Foundations 3
- Chapter 2* The Nature of Behavioural Problems 21
- Chapter 3* Understanding Why Children Misbehave 37
- Chapter 4* Bullying and Cyberbullying: Implications for the Classroom 71
- Chapter 5* Philosophical Approaches to Classroom Management 95

Iterative Case Study Analysis: Second Analysis 120

PART 2 Prevention

- Chapter 6* The Professional Teacher 121
- Chapter 7* Structuring the Environment 156

Iterative Case Study Analysis: Third Analysis 186

PART 3 Interventions for Common Behaviour Problems

- Chapter 8* Managing Common Misbehaviour Problems: Nonverbal Interventions 187
- Chapter 9* Managing Common Misbehaviour Problems: Verbal Interventions and Use of Logical Consequences 201

PART 4 Interventions for Chronic Behaviour Problems

- Chapter 10* Classroom Interventions for Chronic Problems 222
- Chapter 11* Seeking Outside Assistance 250

Iterative Case Study Analysis: Fourth Analysis 266

- References* 267
- Index* 291

CONTENTS

ITERATIVE CASE STUDY ANALYSES 1

ITERATIVE CASE STUDY ANALYSIS: FIRST ANALYSIS 2

Part 1 Foundations

Chapter 1 THE FOUNDATIONS 3

Introduction 3

▶ **The CALM Model** 4

Defining the Process of Teaching 5

▶ **CASE 1.1 Getting Students to Respond** 8

Principles of Classroom Management 9

▶ **CASE 1.2 “Why Study? We Don’t Get Enough Time for the Test Anyway”** 10

Professional Decision-Making Hierarchy 16

▶ **CASE 1.3 The Vice-Principal Wants to See Whom?** 16

Summary 18 • *Key Terms* 19 •

Exercises 19 • *Weblinks* 20

Chapter 2 THE NATURE OF BEHAVIOURAL PROBLEMS 21

Introduction 21

Defining a Behavioural Problem 22

Problem Student Behaviour Outside the Definition 24

▶ **CASE 2.1 Can a Teacher’s Behaviour Be the Disruptive Factor?** 25

▶ **CASE 2.2 Solving a Motivational Problem** 26

Extent of the Problem 26

The Effect of Classroom-Disruptive Behaviour on Teaching and Learning 29

▶ **CASE 2.3 Discipline: A Costly Waste of Time** 30

▶ **CASE 2.4 The Ripple Effect** 31

Summary 34 • *Key Terms* 34 •

Exercises 35 • *Weblinks* 36

Chapter 3 UNDERSTANDING WHY CHILDREN MISBEHAVE 37

Introduction 37

Societal Changes 38

The Knowledge Explosion 39

Erosion of Respect for Authority 39

Teacher and Student Frustration and the Relevancy of Schooling 40

- ▶ **CASE 3.1** “This Is the Greatest Thing That Has Happened to Me in 20 Years of Teaching” 40
- ▶ **CASE 3.2** Who Really Cares? 41
 - Media and Violence 42
 - The Media and Alternative Role Models 45
- The Failure to Meet Children’s Basic Needs* 45
 - The Home Environment 45
 - ▶ **CASE 3.3** Hanging on the Corner 46
 - ▶ **CASE 3.4** Marital Conflict 48
 - The School Environment 49
 - ▶ **CASE 3.5** Forgetting to Sit Down 50
 - ▶ **CASE 3.6** “There Must Be a Better Way” 51
 - ▶ **CASE 3.7** Too Much Noise 52
 - ▶ **CONCENTRIC CASE STUDY KALEIDOSCOPE CASE 3.8**
Afraid of Going to School 53
 - ▶ **CASE 3.9** Turning Off Students 55
 - ▶ **CASE 3.10** “I’m Going to Be Sorry When Grade 5 Is Over” 56
- Children’s Pursuit of Social Recognition and Self-Esteem* 56
 - Social Recognition 56
 - ▶ **CASE 3.11** Seeking Faulty Goals 57
 - Self-Esteem 60
 - ▶ **CASE 3.12** Just Can’t Get Respect! 61
- Stages of Cognitive and Moral Development* 61
 - Cognitive Development 61
 - Moral Development 62
 - Behaviour: The Interaction of Cognitive and Moral Development 63
- Instructional Competence* 65
 - ▶ **CASE 3.13** Not Being Able to Teach 66
- Resiliency* 67
 - Summary 68 • Key Terms 69 •
 - Exercises 69 • Weblinks 70

Chapter 4 BULLYING AND CYBERBULLYING: IMPLICATIONS FOR THE CLASSROOM 71

- Introduction* 71
 - ▶ **CASE STUDY** 72
- Bullying Patterns* 74
- Forms of Bullying* 74
 - Cyberbullying 74
- Societal Influences on Bullies* 76

| | |
|--|---------------------|
| <i>A World-Wide Problem</i> | 76 |
| <i>Bullying and Cyberbullying in Canada</i> | 77 |
| <i>Characteristics of Bullies</i> | 78 |
| <i>Characteristics of Victims</i> | 79 |
| <i>Characteristics of Bystanders</i> | 80 |
| <i>Indicators That a Child Is Being Bullied</i> | 80 |
| <i>How to Help a Child Who Is Being Bullied</i> | 81 |
| The Five-Step Technique “It’s All About Me (and You)” | 82 |
| <i>How to Help a Child Who Is a Bully</i> | 83 |
| <i>Protecting Young People from Cyberbullying</i> | 84 |
| Bring Parents into the Solution | 85 |
| Applying Consequences | 85 |
| <i>What Teachers Need to Learn About Bullying</i> | 86 |
| <i>Schoolwide Anti-Bullying Programs</i> | 87 |
| Olweus Bullying Prevention Program | 87 |
| Magical Anti-Bullying Presentation Program | 89 |
| Beyond the Hurt | 89 |
| Roots of Empathy | 89 |
| <i>Classroom Bullying Prevention Activities</i> | 90 |
| Summary | 92 • Key Terms 93 • |
| Exercises | 93 • Weblinks 94 |

Chapter 5 PHILOSOPHICAL APPROACHES TO CLASSROOM MANAGEMENT 95

| | |
|---|-----|
| <i>Introduction</i> | 95 |
| ▶ CASE 5.1 The Tricks-of-the-Trade Approach | 96 |
| <i>Teacher Authority Bases</i> | 98 |
| Referent Authority | 99 |
| ▶ CASE 5.2 The Involved Teacher | 99 |
| Expert Authority | 101 |
| ▶ CASE 5.3 Her Reputation Precedes Her | 101 |
| Legitimate Authority | 102 |
| ▶ CASE 5.4 “School Is Your Job” | 102 |
| Reward and Coercive Authority | 103 |
| ▶ CASE 5.5 Going to Recess | 103 |
| <i>Theories of Classroom Management</i> | 106 |
| Student-Directed Management | 107 |
| ▶ CONCENTRIC CASE STUDY KALEIDOSCOPE CASE 5.6 Handling Disruptive David | 108 |

Collaborative Management 112
Teacher-Directed Management 114
 Summary 117 • *Key Terms* 118 •
 Exercises 118 • *Weblinks* 119

ITERATIVE CASE STUDY ANALYSIS: SECOND ANALYSIS 120

Part 2 Prevention

Chapter 6 THE PROFESSIONAL TEACHER 121

Introduction 121

The Basics of Effective Teaching 122

Lesson Design 123

Student Motivation: Teacher Variables 125

▶ **CASE 6.1** The Popcorn Popper 126

▶ **CASE 6.2** Talking Between Classes 128

▶ **CASE 6.3** Nonconstructive Feedback 129

Teacher Expectations 130

Canadian Aboriginal Education 132

Classroom Questioning 134

Maximizing Learning Time 135

Beyond the Basics 137

Canadian Response to Educational Change 137

Researchers' Responses to Change 141

Teaching for Understanding 142

Authentic Instruction 143

Emphasis on Thinking and Problem-Solving Skills 145

Creating Communities of Learners 146

▶ **CASE 6.4** Cooperative Learning in Biology 147

Teaching Toward Multiple Intelligences 148

Differentiating Instruction 149

Student Motivation: Student Cognition 150

▶ **CASE 6.5** Three Years of History Rolled into One 152

Summary 153 • *Key Terms* 154 •

Exercises 154 • *Weblinks* 155

Chapter 7 STRUCTURING THE ENVIRONMENT 156

Introduction 156

Designing the Physical Classroom Environment 157

Environmental Conditions 157

Use of Space 157

| | |
|---|-----------------------|
| ▶ CASE 7.1 Fourteen to Ten, iPods Win | 158 |
| ▶ CONCENTRIC CASE STUDY KALEIDOSCOPE CASE 7.2 Having Your Name Placed on the Board Isn't Always Bad | 159 |
| New Technologies in the Classroom | 161 |
| <i>Establishing Classroom Guidelines</i> | 162 |
| Classroom Routines | 162 |
| Classroom Rules | 163 |
| ▶ CASE 7.3 "I'm Not Sure If I'll Always Remember" | 171 |
| ▶ CASE 7.4 "I'm Not Promising Anything" | 171 |
| ▶ CASE 7.5 Calling Out Correct Answers | 172 |
| ▶ CASE 7.6 The Smiley Face Self-Analysis | 173 |
| <i>The Cultural Embeddedness of Rules and Routines</i> | 176 |
| <i>Creating Group Standards to Structure Appropriate Behaviour</i> | 178 |
| <i>The CALM Model</i> | 180 |
| Level I | 180 |
| Level II | 180 |
| Level III | 181 |
| Level IV | 182 |
| Summary | 182 • Key Terms 183 • |
| Exercises | 183 • Weblinks 184 |

ITERATIVE CASE STUDY ANALYSIS: THIRD ANALYSIS 186

Part 3 Interventions for Common Behaviour Problems

Chapter 8 MANAGING COMMON MISBEHAVIOUR PROBLEMS: NONVERBAL INTERVENTIONS 187

| | |
|---|-----------------------|
| <i>Introduction</i> | 187 |
| <i>Prerequisites to Management</i> | 188 |
| <i>Surface Behaviours</i> | 188 |
| <i>Proactive Intervention Skills</i> | 189 |
| ▶ CASE 8.1 ... 3, 2, 1, Blast Off! | 189 |
| <i>Remedial Intervention Skills</i> | 191 |
| Planned Ignoring | 194 |
| Signal Interference | 194 |
| Proximity Interference | 195 |
| <i>Effectiveness of Nonverbal Intervention Skills</i> | 195 |
| ▶ CASE 8.2 Notes Versus Math | 196 |
| ▶ CONCENTRIC CASE STUDY KALEIDOSCOPE CASE 8.3 Let Your Fingers Do the Walking | 197 |
| Summary | 199 • Key Terms 200 • |
| Exercises | 200 • Weblinks 200 |

Chapter 9 MANAGING COMMON MISBEHAVIOUR PROBLEMS: VERBAL INTERVENTIONS AND USE OF LOGICAL CONSEQUENCES 201

Introduction 201

▶ **CASE 9.1** Blowing His Stack 202

Classroom Verbal Intervention 203

▶ **CONCENTRIC CASE STUDY KALEIDOSCOPE CASE 9.2**
Jimmy, the Little Sneak 203

First Level of Verbal Interventions: Hints 208

Using Adjacent (Peer) Reinforcement 208

Calling on the Student by Name 208

Using Humour 209

Second Level of Verbal Interventions: Questions 209

Questioning Awareness of Effect 209

Third Level of Verbal Interventions: Requests/Demands 210

Sending an "I Message" 210

Using Direct Appeal 210

Using Positive Phrasing 211

Using "Are Not For" 211

Reminding Students of the Rules 211

Using Explicit Redirection 212

Canter and Canter's Broken Record Strategy 213

Comply or Face the Logical Consequences:

"You Have a Choice" 213

▶ **CASE 9.3** "I Don't Want to Do Nothin'" 215

When "You Have a Choice" Doesn't Work 216

Summary 218 • *Key Terms* 219 •

Exercises 220 • *Weblinks* 220

Part 4 Interventions for Chronic Behaviour Problems

Chapter 10 CLASSROOM INTERVENTIONS FOR CHRONIC PROBLEMS 222

Introduction 222

▶ **CASE 10.1** "I Just Dropped My Book" 223

Relationship Building 225

▶ **CASE 10.2** Jordan 226

▶ **CASE 10.3** Relating to Cindy 228

Breaking the Cycle of Discouragement 229

Private Conferences 232

Receiving Skills 233

Sending Skills 233

Management Techniques 235

Self-Monitoring 235

Anecdotal Record Keeping 237

Functional Behaviour Assessment 241

Behaviour Contracting 242

Summary 247 • *Key Terms* 247 •

Exercises 247 • *Weblinks* 248

Chapter 11 SEEKING OUTSIDE ASSISTANCE 250

Introduction 250

The Nature of Persisting Misbehaviour 251

Failure in the Classroom Environment 252

Failure Outside the Classroom Environment 252

Failure as a Result of Primary Mode of Conduct 253

When Outside Assistance Is Needed 253

The Referral Process 253

The Role of the Learning Resource Teacher 254

The Role of the Administrator 254

The Role of the School Board Psychologist 254

The Role of the Consultative Team 255

Working with Parents 255

When Parents Should Be Contacted 256

The Importance of Working with Parents 257

Understanding Parents 257

► **CASE 11.1** In Order to Drive, You Must Speak French 258

Conducting Parent Conferences 259

Symptoms of Serious Problems 260

► **CONCENTRIC CASE STUDY KALEIDOSCOPE CASE 11.2**

“I’m Not Much Help to Her” 261

Legal Aspects of Seeking Outside Assistance 264

Summary 264 • *Key Terms* 264 •

Exercises 265 • *Weblinks* 265

ITERATIVE CASE STUDY ANALYSIS: FOURTH ANALYSIS 266

References 267

Index 291

PREFACE

The central theme of the fourth Canadian edition of *Principles of Classroom Management* remains consistent with the first, second and third Canadian editions. We believe that teachers and students share responsibility for classroom behaviour, that teachers may have to modify their teaching style if they expect student behaviour to change, and that students in constructive relationships with adults are more likely to engage in positive social behaviour and to be successful academically.

In continuing to adapt the text for the Canadian educator, we acknowledge that Canadian society, culture, and education are distinct from those of our U.S. neighbours in several important ways. Our historical underpinnings, immigration policies, small population in a vast geographical expanse, as well as our provincially controlled educational systems make us distinct from our friends south of the border. In the officially bilingual (French and English) Canadian culture, there exists a deep tradition of tolerance in which diversity and multilingualism are valued. Canadians and Americans also differ in their views about security, nationalism, and relationships with other nations.

In order to reflect these Canadian differences, in this edition we continued to make structural changes and updates to the text by adding more recent Canadian references to reflect current research, recent responses to change, and best practices across the country. For instance, we added a new chapter about bullying, which has become a national focus for Canadian educators. We continue to emphasize differentiation of instruction as well as Marzano's work on assessment and feedback. Good and Brophy's body of work addressing the need to communicate high expectations to learners continues to be featured in this edition.

We have also reviewed the case studies and maintained those that contain perspectives from various points of view. The metaphor of the kaleidoscope refers to this type of case study because, in a kaleidoscope, as the lens is rotated, the same pieces realign in new ways to form a new image. In several of our cases, the case is described through the eyes of all of the participants who are engaged in the scenario, thereby providing the reader with a variety of perspectives that may offer broader insights into complex classroom issues.

We revisited our cases to ensure that they are typically Canadian in nature. Our kaleidoscope cases also reflect real issues in Canadian schools and show multiple viewpoints of a given situation. In order to make comprehension easier for the reader, the key ideas in each chapter have been emphasized in a number of ways. We placed pre-reading questions related to content at the beginning of each chapter. Key terms have also been highlighted throughout the text and defined at the conclusion of each chapter. Weblinks were updated, and questions for discussion were placed immediately after each classroom case study throughout the text.

Educators indicated that it would be helpful for teachers to acquire a list of strategies that have proven effective when dealing with various disruptive classroom behaviours. Therefore, we have developed and maintained a memorable model of sequential strategies for managing inappropriate classroom behaviours. To this model, we have aptly applied and further highlighted the following acronym: **CALM (consider, act, lessen, manage)**. This model provides a series of steps (Levels I through IV) that

should serve to help teachers make logical decisions and avoid responding to problem classroom behaviours entirely from an emotional point of view. We have presented this model to several groups of beginning teachers and they have told us they find it credible and helpful.

As we considered the principles central to the text, we realized the critical nature of the language we chose. Rather than label students as “discipline problems” or “disruptive students,” it was more consistent with our beliefs to separate the student from his or her problematic behaviour; therefore, we identified the situation, rather than the student, as being problematic. As a result, the onus was placed on teachers to modify either their behaviour or the situation that impinged on a student who exhibited disruptive behaviour. This is a subtle but critical difference that implies that teachers need to avoid negative personal labels and strive to maintain and build positive relationships with students who cause classroom disruptions. Another example of the evolving use of language in the teaching profession is found in Chapter 5 “Philosophical Approaches to Classroom Management.” While we like the relevance of French and Raven’s work from 1960 as they describe the four different types of power a teacher can employ, we reject the word “power.” We believe that power is more aligned with control, whereas the word “authority” is more appropriate for today’s classrooms as it includes respect. As a result, we chose to reconstruct the four types of “power” to four types of “authority” employed by teachers.

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