BEHAVIOR MANAGEMENT
STRATEGIES FOR TEACHERS
ABOUT THE AUTHORS

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Dr. Harlan, along with her husband, Dr. Grady Edward Harlan, Professor Emeritus of Counseling and Educational Psychology, The University of Mississippi, are the proud parents of five children. This book is dedicated to her daughter, Elizabeth Ann Carson, D.O., whose development, demeanor, and character are a living testimony to the power of the strategies described herein.

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Dr. Rowland was named as Outstanding Teacher by The University of Mississippi Education Alumni Chapter for 2000-2001. This book is dedicated to her children, grandchildren, and to “Flo” for her inspiration and vision.
Second Edition

BEHAVIOR MANAGEMENT
STRATEGIES FOR
TEACHERS

Achieving Instructional Effectiveness, Student
Success, and Student Motivation-Every
Teacher and Any Student Can!

By

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To my parents, George and Gladys Blandon, for their continued support and love.

To my dear husband, Grady E. Harlan, for his perpetual modeling of only the most appropriate teacher, counselor, and spousal behaviors; and

To my beautiful daughter, Elizabeth Ann Carson, D.O., who is my life’s pride and joy, and who is living testimony to the success of the positive procedures described herein.

J. C. H.

To students, teachers, and parents who want classrooms to be peaceful and productive;

To my grandchildren who provide “lessons” to be learned; and

To “Flo” who provides love, support, and inspiration.

S. R.
Two main ideas are essential to appreciating and understanding the philosophical foundation on which this text is written. First, an effective teacher is an effective behavior manager; instructional and managerial successes are inseparable. Secondly, when students are motivated and working on interesting and meaningful tasks, their learning and retention increase, and there are fewer behavior problems than if students are bored, frustrated, uninterested, or otherwise unmotivated.

Therefore, this book provides in great detail proven and tested methods for teachers to use to be successful in their behavior management and instructional efforts. It provides teachers with all the necessary strategies they need for maintaining and increasing appropriate behaviors as well as for preventing and remediating inappropriate behaviors. Teachers can select from hundreds of suggestions and approaches, all based on real classroom examples, about how to manage, motivate, and teach students of all ages, ability levels, and motivational levels.

The contents of this text reflect the authors’ nearly three decades of combined experience in the field of education, as elementary and special education teachers and supervisors, teacher educators, educational consultants, researchers, and as the authors of numerous articles and eight other texts. Their experiences led to the purposeful design of this text’s layout and content: namely, that teachers at all grade levels need assistance that is straightforward, easy to implement, and realistic for the variety of classroom settings and problem behaviors with which they are confronted. The text content is largely drawn from eclectic, research-based as well as common sense and practical knowledge bases, and the text is, above all, “reader-friendly” and replete with easy-to-implement, concrete, specific suggestions. Additionally, each chapter has a summary of key concepts, and references for additional reading are provided for each chapter and for the text as a whole. Each chapter also contains suggested activities and assignments that instructors can use with their students. The comprehensive index also allows readers to instantly access content and solutions as needed.
The first section of the text, Understanding Behavior and Selected Models, contains Chapters 1 through 3. Chapter 1 addresses the commonality of goals that all school personnel have for students’ academic successes, appropriate behaviors, and motivation for learning. It also addresses diversity and introduces some basic concepts about behavior. Chapters 2 and 3 present numerous strategies and selected models of instruction, management, and motivation.

The second section of the text, The Basics of Behavior Management, contains Chapters 4 through 7. Chapter 4 provides critical information about antecedents, behavior, and consequences. Chapter 5 provides detailed information about using reinforcement, reinforcement menus, and various ways to schedule the delivery of reinforcement. Chapter 6 provides numerous examples of how to establish and enforce rules and procedures, with an emphasis on the importance of consistency and suggestions for the use of contingency contracting. Chapter 7 provides many examples about how to deal with students’ inappropriate behaviors by using a variety of non-physical forms of punishment.

The third section of the text, The Basics of Classroom Management, contains Chapters 8 through 13. Chapter 8 describes the traits, human relations skills, dispositions, and behaviors that effective teachers cultivate, refine, and utilize as they attempt to teach and manage students. Chapter 9 includes suggestions and strategies for effective conferences, collaboration, and communication. Chapter 10 explores a variety of approaches that effective teachers use and behaviors they should model to enhance student–teacher interactions.

Chapter 11 presents numerous suggestions for creating a classroom community where diversity is respected, recognized, and responded to so that all students feel valued, accepted, and included. Chapter 12 includes information regarding legislation that pertains to students with disabilities. It describes various categories of disabilities, and it provides strategies for the accommodation, management, and motivation of students with disabilities. Chapter 13 presents parental involvement as an integral part of effective classroom management. Suggested techniques for increasing parental involvement in schools and classrooms are described.

The fourth section of the text, Legal Issues and School Violence, includes Chapters 14 and 15. Chapter 14 contains a brief analysis of some of the legal issues associated with use of corporal punishment in the public schools by school personnel. Chapter 15 provides suggestions for the creation and maintenance of a safe school environment.

Teachers, administrators, and counselors face many challenges and problems when they attempt to teach, manage, motivate, and otherwise interact with students and their parents. Successfully motivating, managing, and
instructing students results in profound professional and personal satisfaction for school personnel who can then take solace in the fact that they have made a lasting and significant impact on all students.

To all readers of this book, then, we strongly encourage you to adapt and utilize this book’s contents. As I indicated in one of our other (still available) books (Carson and Sykes, Behaviors of Preschoolers and Their Teachers, 1991: Charles C Thomas), “preschoolers are cuddly little pretzels who demand attention, sometimes defy explanation, and deserve compassion, love, and understanding” (p. 187). We add that the same is true for children and people of all ages!

And it is with great love and pride that we dedicate this book to our children, Elizabeth Ann Carson, Lynn Fleming, Leigh Fox, and our spouses, Grady Edward Harlan and Bill Rowland. They are all cuddly pretzels whose reciprocal respect, compassion, positive regard, understanding, and love make parenting, marriage, living, and teaching so unconditionally rewarding and worthwhile.

J. C. H.
S. T. R.
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J. C. H.

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S. R.
### CONTENTS

**Preface** ................................................................. vii

**Chapter**

**SECTION I: UNDERSTANDING BEHAVIOR AND SELECTED MODELS**

1. UNDERSTANDING BEHAVIOR .............................................. 5
   - Student Success/Common Goals ................................... 5
   - The Reality of Diversity ......................................... 7
   - Behavior ........................................................ 9
   - There Are Choices To Be Made: Appropriate and
     Inappropriate Behaviors .................................. 13
   - Summary of Key Concepts in Chapter 1 ................. 15
   - References .......................................................... 16
   - Suggested Activities/Assignments .................... 16

2. STRATEGIES AND SELECTED MODELS OF
   INSTRUCTION, MANAGEMENT, AND
   MOTIVATION–I .................................................... 18
   - Effective Instruction ........................................... 18
   - The Kounin Model .............................................. 23
   - The “With-it” Teacher ......................................... 25
   - The Cooperative Discipline Program .................. 28
   - Kagan’s Cooperative Learning Model ................. 31
   - Curwin and Mendler’s Discipline with Dignity Approach .. 33
   - The Assertive Discipline Model ......................... 34
   - Glasser’s Reality Therapy Model ....................... 35
   - Summary of Key Concepts in Chapter 2 ............. 38
3. STRATEGIES AND SELECTED MODELS OF INSTRUCTION, MANAGEMENT, AND MOTIVATION—II ........................................... 41
   Basic Motivational and Instructional Management
      Strategies ........................................ 42
   Other Strategies .................................... 47
   Motivation, Needs, and Choices ..................... 51
   Maslow’s Theory of Self-Actualization .............. 52
   Rogers’ Fully Functioning Model ..................... 53
   Glasser’s Reality Therapy and Social Learning ...... 54
   Dreikur’s Choices and Logical Consequences ........ 55
   Self, Self-Concept, and Self-Esteem ................. 55
   Implications ....................................... 56
   Summary of Key Concepts in Chapter 3 ............ 57
   References ....................................... 58
   Suggested Activities/Assignments .................... 59

SECTION II: THE BASICS OF BEHAVIOR MANAGEMENT

4. ANTECEDENTS, BEHAVIOR, AND CONSEQUENCES .......... 63
   Antecedents ....................................... 63
   Behavior .......................................... 67
   Consequences ..................................... 70
   Summary of Key Concepts in Chapter 4 .............. 74
   References ....................................... 75
   Suggested Activities/Assignments .................... 75

5. REINFORCEMENT: PRINCIPLES, TYPES, MENUS, AND SCHEDULES .......... 77
   Principles ....................................... 77
   Types of Reinforcement ................................ 82
   Reinforcement Menus ................................ 91
   Reinforcement Schedules ............................ 93
   Summary of Key Concepts in Chapter 5 .............. 98
   References ....................................... 101
   Suggested Activities/Assignments .................... 101
6. RULES AND PROCEDURES, CONSISTENCY, AND CONTINGENCY CONTRACTING ............................................103
   Rules and Procedures ..............................................103
   Consistency ........................................................111
   Contingency Contracting .........................................113
   Summary of Key Concepts in Chapter 6 .......................115
   References ........................................................117
   Suggested Activities/Assignments ..............................117

7. DEALING WITH INAPPROPRIATE BEHAVIOR ....................119
   Punishment ..........................................................120
   Non-Physical Forms of Punishment ............................124
   The School Counselor ............................................133
   Summary of Key Concepts in Chapter 7 .......................135
   References ........................................................138
   Suggested Activities/Assignments ..............................138

SECTION III: THE BASICS OF CLASSROOM MANAGEMENT

8. THE EFFECTIVE TEACHER .............................................143
   The Traits and Behaviors of Effective Teachers ............143
   Space, Seating Arrangements, and Furniture Location ......155
   Summary of Key Concepts in Chapter 8 .......................158
   References ........................................................160
   Suggested Activities/Assignments ..............................161

9. CONFERENCING, COLLABORATION, AND COMMUNICATION ..................................................162
   Conferences .........................................................162
   Collaboration .......................................................169
   Communication ......................................................170
   Summary of Key Concepts in Chapter 9 .......................175
   References ........................................................175
   Suggested Activities/Assignments ..............................176

10. TEACHER–STUDENT INTERACTIONS: WHAT EFFECTIVE SHOULD DO AND WHAT THEY SHOULD NOT DO ..................................................178
    What Effective Teachers Should Do ............................178
    Effective Teachers Avoid Physical Punishment ...............185
Resources to Help Educators End the Use of Corporal Punishment in Schools ..................................196
Summary of Key Concepts in Chapter 10 ..............................................................196
References ..............................................................................................................200
Suggested Activities/Assignments .......................................................................201

11. TEACHING DIVERSE LEARNERS: THE THREE R’S RECOGNIZE, RESPECT, AND RESPOND ..........................................................203
Recognizing Diversity ..........................................................................................203
Respecting Diversity .........................................................................................208
Responding to Diversity ....................................................................................211
Summary of Key Concepts in Chapter 11 ..........................................................211
References ..............................................................................................................212
Suggested Activities/Assignments .......................................................................213

12. STUDENTS WITH DISABILITIES: MANAGEMENT AND MOTIVATION .........................................................................................215
Major Legislation that Pertains to Students with Disabilities .......................215
Inclusive Education .............................................................................................217
General Classroom Management Strategies for Students With Special Needs
Categories and Disability Types: Accommodations and Modifications ........218
Students with Attention Deficit Hyperactivity Disorder (ADHD) ...............224
Home Management Techniques for Students with ADHD .....................227
Summary of Key Concepts in Chapter 12 .......................................................228
References ..............................................................................................................229
Suggested Activities/Assignments .......................................................................230

13. PARENTAL INVOLVEMENT: A KEY TO EFFECTIVE CLASSROOM MANAGEMENT ........................................................................232
Types of Parental Involvement .......................................................................233
Possible Barriers to Parental Involvement .....................................................235
Techniques for Increasing Parental Involvement .........................................236
Summary of Key Concepts in Chapter 13 .......................................................239
References ..............................................................................................................240
Suggested Activities/Assignments .......................................................................240
SECTION IV: LEGAL ISSUES AND SCHOOL VIOLENCE

14. LEGAL ISSUES ASSOCIATED WITH THE USE OF CORPORAL PUNISHMENT ........................................245
   National Organizations that Oppose Corporal Punishment
   And Supreme Court Decisions ........................................245
   States Where Corporal Punishment is Banned or Permitted .......250
   Arguments Against Corporal Punishment ..........................252
   Summary of Key Concepts in Chapter 14 ............................253
   References .................................................................253
   Suggested Activities/Assignments ....................................254

15. STRATEGIES FOR PREVENTING VIOLENCE IN SCHOOLS .................................................................255
   Violence and Crime: A Societal Problem .............................255
   Preventing Violence in Schools .........................................257
   Identifying and Responding to Early Warning Signs
   of School Violence .....................................................262
   Identifying and Responding to Imminent Warning
   Signs of School Violence .............................................263
   Developing a Violence Prevention and Response Plan ............264
   Forming a Violence Prevention and Response Team ..............266
   What Else Can be Done to Minimize School Violence? ............267
   Summary of Key Concepts in Chapter 15 ............................272
   References .................................................................273
   Suggested Activities/Assignments ....................................274

References .................................................................275
Index .................................................................281
BEHAVIOR MANAGEMENT
STRATEGIES FOR TEACHERS
Section I

UNDERSTANDING BEHAVIOR AND SELECTED MODELS
Chapter 1

UNDERSTANDING BEHAVIOR

STUDENT SUCCESS/COMMON GOALS

“Elizabeth Anne is doing great in school,” brags her proud mamma.
“Grady is sensational in statistics,” boasts a pleased Dad. You hear
parents and teachers talk about “Bill, the super speller,” “Diane, the won-
derful writer,” “Michael, the gifted geometry student,” “Amanda, the accom-
plished artist,” “Lynn, the prolific poet,” and “Leigh, the magical musician.”

What do these boastful statements have in common? They reflect parents’
and teachers’ pride in students’ achievements and successes.

Everyone has a need to succeed and to be recognized for success.
Student success is typically conceptualized as mastering our society’s educa-
tional goals and commonly accepted requisite skills and concepts. Students
themselves want to succeed in school. Some students succeed in arithmetic
while others succeed in art. There are students who succeed in Latin while
others students succeed in linguistics. Some students succeed in social stud-
ies while other students succeed in the sciences. There are students who suc-
ceed academically and other students who succeed athletically. Some stu-
dents succeed in both athletics and academics. There are students who suc-
ceed in the creative arts while other students succeed in computer applica-
tions.

Then, too, there are students who are neither athletically nor academi-
cally successful. Such students are likely to be successful at misbehaving or
behaving inappropriately because of the attention and recognition that such
misbehaviors often, albeit unfortunately, yield from peers as well as from
frustrated school personnel. Since everyone—students and others—desires
success, attention, and recognition, students who are not succeeding at acad-
emic or athletic tasks are likely to be successful at misbehaving or behaving
inappropriately.