BEHAVIOR MANAGEMENT STRATEGIES FOR TEACHERS

Second Edition

BEHAVIOR MANAGEMENT STRATEGIES FOR TEACHERS

A Student Workbook

By

JOAN C. HARLAN, Ph.D.

and

SIDNEY T. ROWLAND, Ed.D.

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INTRODUCTION

This student workbook is designed to accompany the textbook, *Behavior Management Strategies for Teachers* (2nd ed.) by Dr. Joan C. Harlan and Dr. Sidney T. Rowland. This workbook is intended to help reinforce understanding of the basic principles described in the companion textbook.

There are 15 chapters in the textbook and, therefore, there are 15 chapters in this workbook. A summary of the key concepts within each chapter is presented herein at the beginning of each chapter. These concepts also appear in the companion textbook at the end of each chapter. Questions in this student workbook are based on the content of each chapter. The responses require paraphrasing and application of textbook content.

Your course instructor may require that you, the student, answer all or some of the questions herein. We suggest that you answer the questions as this student workbook serves as an excellent study guide; it can help prepare you for examinations as well as insure your mastery of the textbook content.

CONTENTS

Page

Introduction v

Chapter

SECTION I: UNDERSTANDING BEHAVIOR AND SELECTED MODELS

1. UNDERSTANDING BEHAVIOR 3
   Summary of Key Concepts 3
   Questions 6

2. STRATEGIES AND SELECTED MODELS OF INSTRUCTION, MANAGEMENT, AND MOTIVATION–I 10
   Summary of Key Concepts 10
   Questions 12

3. STRATEGIES AND SELECTED MODELS OF INSTRUCTION MANAGEMENT, AND MOTIVATION–II 16
   Summary of Key Concepts 16
   Questions 18

SECTION II: THE BASICS OF BEHAVIOR MANAGEMENT

4. ANTECEDENTS, BEHAVIOR, AND CONSEQUENCES 25
   Summary of Key Concepts 25
   Questions 27

5. REINFORCEMENT: PRINCIPLES, TYPES, MENUS, AND SCHEDULES 31
   Summary of Key Concepts 31
   Questions 36

6. RULES AND PROCEDURES, CONSISTENCY, AND CONTINGENCY CONTRACTING 40
   Summary of Key Concepts 40
   Questions 43

7. DEALING WITH INAPPROPRIATE BEHAVIOR 47
Summary of Key Concepts 47
Questions 50

SECTION III: THE BASICS OF CLASSROOM MANAGEMENT

8. THE EFFECTIVE TEACHER 57
Summary of Key Concepts 57
Questions 60

9. CONFERENCING, COLLABORATION, AND COMMUNICATION 64
Summary of Key Concepts 64
Questions 65

10. TEACHER–STUDENT INTERACTIONS: WHAT EFFECTIVE TEACHERS SHOULD DO AND WHAT THEY SHOULD NOT DO 69
Summary of Key Concepts 69
Questions 74

11. TEACHING DIVERSE LEARNERS: THE THREE R'S–RECOGNIZE, RESPECT, AND RESPOND 78
Summary of Key Concepts 78
Questions 80

12. STUDENTS WITH DISABILITIES: MANAGEMENT AND MOTIVATION 84
Summary of Key Concepts 84
Questions 87

13. PARENTAL INVOLVEMENT: A KEY TO EFFECTIVE CLASSROOM MANAGEMENT 91
Summary of Key Concepts 91
Questions 93

SECTION IV: LEGAL ISSUES AND VIOLENCE IN THE SCHOOLS

14. LEGAL ISSUES ASSOCIATED WITH THE USE OF CORPORAL PUNISHMENT 99
Summary of Key Concepts 99
Questions 101

15. STRATEGIES FOR PREVENTING VIOLENCE IN SCHOOLS 105
Summary of Key Concepts 105
Questions 107

Section I

UNDERSTANDING BEHAVIOR AND SELECTED MODELS

Chapter 1

UNDERSTANDING BEHAVIOR

SUMMARY OF KEY CONCEPTS

1. Everyone needs to succeed and to be recognized for success.

2. Students, school personnel, and parents want students to succeed in school and, collectively, all have a legitimate and significant interest in students' school success.

3. School success is the mastering of our society's educational goals and commonly accepted requisite skills and concepts.

4. Everyone wants students to become adults who are happy, healthy, competent, confident, self-sufficient, problem solving, life-long learners capable of functioning at their maximum potential and prepared to assume a productive role in society.

5. Students will excel in academics, athletics, or at *mis*behaving because they want to succeed and be recognized for succeeding at something.

6. Our schools' goals will not be met if students are misbehaving.

7. Misbehaving students are, by definition, inattentive and often disruptive.

8. Getting students to behave in ways that are consistent with achieving instructional effectiveness must be a cooperative endeavor among students, school personnel, and parents.

9. There is great diversity among students, school personnel, and parents.

10. Motivational, challenging, and interesting tasks are essential for learning and successfully managing students' behavior.

11. Student motivation and instructional effectiveness are required for effective behavior management.

12. Various motivational and instructional strategies are needed, by a diverse group of school personnel and teachers, for successfully teaching and managing a diverse group of students.

13. Parents need to be integrally involved in helping their children succeed in school.

14. An eclectic approach to management, motivation, and instruction is clearly indicated if we are to expect student success and behavioral compliance.

15. Behavior refers to a response or an action.

16. The term "behaving," when used without a modifier, does not signify the appropriateness or inappropriateness of the action.

17. Appropriate and inappropriate behaviors need to be pinpointed and specifically described.

18. Characterize the behavior and do not label the student.

19. No behavior is good or bad.

20. Behaviors have to be judged in relation to the context in which they occur.

21. Overt behaviors are those behaviors than can be seen, counted, and measured.

22. Covert behaviors are those behaviors that are not readily observable and, therefore, have to be inferred from overt behaviors.

23. Values, attitudes, and feelings are examples of covert behaviors.

24. Autonomic behaviors are those involuntary, automatic, internal responses that keep you alive and functioning and over which we have no conscious control.

25. Our educational system stresses overt measurable behaviors more than covert behaviors or attitudes, values, and feelings. This imbalance trivializes the educational process. School personnel need to focus on both overt and covert behaviors.

26. Covert behaviors significantly effect performance.

27. People choose their own behavior.

28. Students need to know what constitutes appropriate or inappropriate behavior and what are the natural, related, and often logical consequences of those chosen behaviors.

QUESTIONS

1. Discuss diversity in schools today. Give six examples of the diversity found among students.

2. What do all students have in common?

3. Define the eclectic approach to instruction and management.

4. Define behavior.

5. Identify three behaviors a student may perform simultaneously.

6. Why is it important to know the context in which a behavior occurs in order to judge correctly whether it is an appropriate behavior or an inappropriate behavior? Give a classroom example to justify your response.