Building Classroom Management: Methods and Models

C. M. Charles
Emeritus, San Diego State University

Karen M. Cole
University of North Carolina, Asheville

New York, NY
Preface

NEW TO THIS EDITION

First and foremost, readers familiar with previous editions will notice a new title for the text. The text title and terminology have been updated to reflect a broader mindset with regard to schools, classrooms, students, and teachers. While discipline is an important element of classroom management, there are a myriad of other factors that affect teacher and student behavior. Broadening the scope of the text by including the commonly used term “classroom management” reflects the need for teachers to think broadly about the instructional and interpersonal factors that influence the way a classroom operates.

The chapters have been updated with the inclusion of new research about classroom management. We did some rearranging, added new material, and worked to eliminate any redundancy in the text itself.

Here is an overview of the way the text has been restructured. The first part of the text (Chapters 1–4) provides a general context for understanding classroom management.

In Chapter 1, the reader considers the teacher’s role in managing the classroom with particular focus on the sorts of communication skills that set teachers (and students!) up for success. We discuss the professional obligations of teachers and factors that influence teachers’ decision making about classroom management.

In Chapter 2, the reader explores developmental characteristics of students that inform their behavior. We then add a section emphasizing culturally responsive management; teachers and prospective teachers are given a chance to consider aspects of student diversity that influence the classroom management system.

In Chapter 3, we introduce terminology commonly encountered when reading and talking about classroom management. We then examine types of student misbehavior and take the reader through possible contributors to misbehavior—and to ways teachers can prevent inappropriate behavior or respond in the moment when a student is not meeting classroom expectations.

Chapter 4 describes the historical development of classroom management by discussing the work of different experts in the field from its inception through the present day. To help the reader better understand the significance of these developments, we identify a series of themes that classroom management systems may highlight to greater or lesser extents; throughout the rest of the book, we ask the reader to consider which themes are apparent in the work of the experts under study.

As in previous editions of the book, Part 2 of the text (Chapters 5–12) introduces the reader to different classroom management models, the authorities who developed them, and the recommendations they give for working with different groups of students.
Chapter 12 is a new chapter and covers the Positive Behavioral Interventions and Supports (PBIS) schoolwide model of management. The chapter includes examples of the sorts of data that schools consider when using the implementation framework as well as real-world examples of PBIS materials and strategies currently used in real schools.

Chapter 13 discusses learning differences and student disabilities that may affect the way the teacher manages the classroom.

Chapter 14 engages readers in a review of two real-world classroom management plans, allowing them to see how different teachers combine elements from the approaches under study.

**MYLAB EDUCATION**

One of the most visible changes in the twelfth edition, and also one of the most significant, is the expansion of the digital learning and assessment resources embedded in the eText and the inclusion of MyLab in the text. MyLab is an online homework, tutorial, and assessment program designed to work with the text to engage learners and to improve learning. Within its structured environment, learners see key concepts demonstrated through real classroom video footage, practice what they learn, test their understanding, and receive feedback to guide their learning and to ensure their mastery of key learning outcomes. Designed to bring learners more directly into the world of K–12 classrooms and to help them see the real and powerful impact of the classroom management concepts covered in this book, the online resources in MyLab Education with the Enhanced eText include:

- **Video Application Exercises.** Within each chapter, embedded videos provide illustrations of classroom management concepts and models in action. These video examples typically show students and teachers working in classrooms or teachers describing their thinking or experiences. The accompanying scaffolded analysis exercises challenge learners to use chapter content to reflect on classroom management in real school settings. Students respond to constructed-response questions; they then receive feedback in the form of model answers written by the text authors.

- **Simulations in Classroom Management.** These interactive cases focus on the classroom management issues teachers most frequently encounter on a daily basis. Each simulation presents a challenge scenario at the beginning and then offers a series of choices to solve each challenge. Along the way students receive mentor feedback on their choices and have the opportunity to make better choices if necessary.

- **Self-Checks.** In each chapter, self-check quizzes help assess how well learners have mastered the content. The self-checks are made up of self-grading multiple-choice items that not only provide feedback on whether questions are answered correctly or incorrectly, but also provide rationales for both correct and incorrect answers.
INSTRUCTOR’S MANUAL TO THE TEXT
FOR UNIVERSITY AND WORKSHOP
INSTRUCTORS

An instructor’s manual is available for download from the Instructor Resource Center at www.pearsonhighered.com/irc. The manual includes a wealth of ideas and activities for use in teaching the course.

ACKNOWLEDGMENTS

C. M. Charles and I gratefully acknowledge the valuable contributions made to this and previous editions by the following teachers and administrators:


We also want to acknowledge the valuable critiques provided by notable reviewers: Aubrey Fine, CA Poly University, Mandalina Tanase, University of North Florida, Margaret C. Torrie, Iowa State University, Deborah Burriss, Southern Illinois University Carbondale, and Robert Harrington, University of Kansas.

I would like to personally thank the following individuals for their support and encouragement throughout this revision: Cale Burrell, Kevin Davis, Margaret Mahlin, Kendall Martin, Marquis McGee, Asia Pepper, Anne Marie Roberts, Janelle Rogers, Angela Urquhart, and Andrea Archer.

I dedicate this text to my nephew, Patrick Martin, who is embarking on his own journey as a classroom teacher, and to the memory of my mother, Nancy Martin, who taught me so much about what it means to be a caring, supportive teacher.

To Carol: Thank you for bringing me on board. I appreciate your confidence in me.

To my beloved husband, Dennis Lundblad: My commitment to this work has led us on a wild ride. Thank you for your patience, understanding, and never-ending support. As Mike says in Monsters, Inc., “You and me, me and you, both of us, together.”
Brief Contents

PART I  Building a Foundation  1
1  The Teacher’s Role in Managing the Classroom  1
2  Taking Student Diversity into Account in Classroom Management  29
3  Classroom Management Concepts and Terms  50
4  The Development of Classroom Management  71

PART II  Classroom Management: Models and Methods  97
5  Insisting on Compliance: Ronald Morrish’s Real Discipline  97
6  Taking Charge in the Classroom: Craig Seganti  121
7  Getting Off to a Good Start: Harry and Rosemary Wong on Preventing Management Problems  146
8  Time Use in Classrooms: How Fred Jones Helps Students Stay Focused and On-Task  171
9  The Power of Positive Choice: William Glasser on Quality Learning  196
10  Fostering Responsible Behavior: Marvin Marshall on Motivation and Student Choice  221
11  Working on the Same Side With Students: Spencer Kagan’s Win-Win Discipline  249
12  School-Wide Positive Behavior Supports: A Data-Driven, Evidence-Based Approach to Whole-School Behavioral Management  271
13  Classroom Management for Students With Learning and Behavioral Challenges  297
14  Striving for Personal Excellence in Classroom Management  318

Glossary  331
References  339
Name Index  345
Subject Index  346
Contents

PART I  BUILDING A FOUNDATION  1

1  The Teacher’s Role in Managing the Classroom  1
   Classroom Discipline Versus Classroom Management  1
   Where Are We Going From Here and How Will We Get There?  2
      Fundamental Questions in Managing the Classroom  3
   Let’s Examine a Planning Guide for Building a Personalized System of
      Classroom Management  4
      The Guide and Its Contents  4
   Classroom Management Is Complex: Five Realities  6
      Reality Number One  6
      Reality Number Two  7
      Reality Number Three  7
      Reality Number Four  7
      Reality Number Five  8
   What Are the Main Objectives of Classroom Management?  8
      What Can I Do to Provide a Safe, Civil, Productive Learning Environment?  9
      How Can I Facilitate and Achieve Civil, Respectful, Cooperative Behavior in Class?  11
      How Can I Promote, Among My Students, a Sense of Personal Responsibility for Learning
         and Behaving Acceptably?  12
   What Is the Legal Basis for Classroom Management?  13
   What Are Schools’ Obligations to Students?  14
   What Are My Obligations to Students?  15
   What About Student Obligations?  15
   More About the Legal Obligations Associated With Managing the Classroom  16
   What Are My Professional Obligations?  18
   Who Establishes Professional and Ethical Expectations?  20
   Communication Skills: Critical to Teacher Professionalism  21
      What Did Haim Ginott Say About Congruent Communication?  21
      What Did Stephen Covey Say About Frames of Reference?  23
      What Did William Glasser Say About Seven Connecting Habits?  24
      What Did Fred Jones Say About Nonverbal Communication?  25
   Reflecting on Your Role as a Teacher or Future Teacher: What You Have Learned in
      This Chapter  28
2 Taking Student Diversity into Account in Classroom Management  29
   What Are Students’ Obligations to Teachers, Fellow Students, the Community, and Taxpayers?  30
   Can I Anticipate How My Students Will Behave?  30
      Behavior in the Primary Grades (Ages 5 to 8)  31
      Behavior in the Intermediate Grades (Ages 9 to 11)  32
      Behavior in the Middle School Grades (Ages 12 to 14)  32
      Behavior in the High School Grades (Ages 15 to 18)  33
   How Do Students’ Needs and Habits Affect Their Behavior?  33
   What Do Students Need and Want in Their School Experience?  35
   How Do Sociocultural Realities Influence Behavior?  36
      Areas of Conflict: How Do Group Values Differ?  38
      Economic Realities: Do They Affect Student Behavior?  42
      Ruby Payne: Teachers Should Understand the Culture of Poverty  43
      Paul Gorski: Let’s End the Deficit Ideology  44
   How Can I Work More Effectively With Students of Various Societal and Economic Groups?  46
   Reflecting on How Student Characteristics May Affect Teaching and Learning: What You Have Learned in This Chapter  48

3 Classroom Management Concepts and Terms  50
   How Do I Get Students to Comply with These Expectations?  50
   How Do I Communicate When Students Don’t Meet My Expectations?  52
   Let’s Examine Misbehavior: What Exactly Is It?  53
   What Causes Students to Misbehave?  54
      Causal Conditions That Seem to Reside in Individual Students  55
      Conditions That Seem to Reside in Peers and Groups  59
      Conditions That Seem to Reside in Instructional Environments  60
      Conditions That Seem to Reside in Teachers and Other School Personnel  61
   What Additional Things Might I Do to Exert Positive Influence?  64
      Establish and Maintain a Positive Attitude  64
      Use Your Influence to Move Students in the Right Direction  64
      Avoid the Pitfall of Arguing with Students  65
      Replace Criticism with Positive Influence  66
   Reflecting on Behavior and Its Roots: What You Have Learned in This Chapter  69
4 The Development of Classroom Management 71

A Timeline of Developments in Modern Classroom Management 72

Group Dynamics: What Did Fritz Redl and William Wattenberg Explain about Group Behavior? 76


Choice Theory: What Did William Glasser Say About Choices and Failure? 78

Lesson Management: What Did Jacob Kounin Discover About Teaching Style and Student Behavior? 80

Congruent Communication: What Did Haim Ginott Teach Us About Communicating with Students? 81

Needs and Democratic Teaching: What Were Rudolf Dreikurs’s Contentions About Student Needs and the Best Way to Teach? 83

Taking Charge: How Did Lee and Marlene Canter Advise Teachers to Establish Control in Their Classrooms? 84

The Cooperative Approach: How Does Linda Albert Advise Teachers to Work With Students? 85

Positivity and Humaneness: How Do Jane Nelsen and Lynn Lott Help Teachers Bring Those Qualities into the Classroom? 87

Nelsen and Lott’s Significant Seven 88

Inner Discipline: What Does Barbara Coloroso Say About Helping Students Accept Responsibility and Maintain Self-Control? 89

Learning Communities: How Does Alfie Kohn Suggest We Involve Students More Closely in Genuine Learning? 90

Approaching Management From a Schoolwide Perspective: How Do Students Benefit From a Program of Positive Behavioral Interventions and Supports (PBIS)? 93

Themes Across Time 94

The Foundations of Classroom Management: What You Have Learned in This Chapter 96

PART II CLASSROOM MANAGEMENT: MODELS AND METHODS 97

5 Insisting on Compliance: Ronald Morrish’s Real Discipline 97

Who Is Ronald Morrish? 98

What Is the Morrish Model of Discipline? 99

In Morrish’s View, How and Why Has Modern Discipline Gone Wrong? 99

What Is the “Real Discipline” Morrish Advocates? 100
Which Maxims Help Us Understand the Nature of Real Discipline? 101
What Are the Three Progressive Phases Through Which We Should Guide Students? 102
   Phase 1: Training for Compliance 103
   Phase 2: Teaching Students How to Behave 106
   Phase 3: Managing Student Choice 107
Specifically, What Does Morrish Advise in Regard to Planning and Implementing a Good Discipline Program? 108
How Does One Develop Positive Relationships with Students? 111
What about Consequences for Misbehavior? 112
What about Motivation and Rewards? 113
What Does Morrish Say About Fostering Self-Esteem? 114
What Should You Do When Students Fail to Comply with Your Directions? 114
Applying Morrish’s Ideas: What Might They Look Like in Action? 116
You Are the Teacher 117
Reflecting on Morrish: What You Have Learned in This Chapter 118

6 Taking Charge in the Classroom: Craig Seganti 121
Who Is Craig Seganti? 121
The Seganti Model of Discipline 122
What Does Seganti Say About Discipline? 123
What Attitude Does Seganti Recommend for Teachers? 123
Rules: How Do They Promote Student Accountability? 125
   Seganti’s Rule 1 and Rule 2 126
   Additional Topics Seganti Suggests for Rules 126
   Leverage: How Do You Get Students to Follow the Rules? 129
Management: What Should You Do to Support Desirable Behavior? 132
How Might I Put Seganti’s Ideas into Effect? 135
   Use Effective Doorway Tactics 135
   Watch for and Address Three Types of Behavior on the First Day 136
   Assign Seats and Begin Learning Students’ Names 136
   Explain Leverage for Rules and Exclusion from Class Procedures 137
A Closing Comment From Mr. Seganti 139
Applying Seganti’s Ideas: What Might They Look Like in Action? 141
You Are the Teacher 142
Reflecting on Seganti: What Have You Learned in This Chapter? 143

7  Getting Off to a Good Start: Harry and Rosemary Wong on Preventing Management Problems 146
   What Is the Wongs’ Model for Classroom Management? 147
   Who Are Harry and Rosemary Wong? 148
   A Quick Read of the Wongs’ Principal Suggestions 148
      About Roles and Responsibilities 148
      About Classrooms and Procedures 149
      About School 149
      About Teaching 149
      About Testing and Evaluation 150
      About Student Behavior 150
      About the First Day of Class 150
      About the First Week of Teaching 151
      More About Management Plans 151
      About Planning and Organizing 152
      Procedures and What They Entail 152
   What Do the Wongs Suggest for Beginning a Class Successfully? 158
   What Do the Wongs Say About the First Five Minutes of Class? 160
   What Else Do the Wongs Say About the First Day of School? 161
   What Do the Wongs Say About the First 10 Days of School? 162
   What Do the Wongs Say About Procedures for Cooperative Work Groups? 163
   Do the Wongs’ Ideas Work for Secondary Teachers? 163
   Applying the Wongs’ Ideas: What Might They Look Like in Action? 166
   You Are the Teacher 167
   Reflecting on the Wongs’ Ideas: What You Have Learned in This Chapter 168

8  Time Use in Classrooms: How Fred Jones Helps Students Stay Focused and On-Task 171
   Who Is Fred Jones? 171
   The Jones Model 172
   What Five Management Problems Did Jones Bring to Light? 173
      Massive Time Wasting 173
      Student Passivity 174
9 The Power of Positive Choice: William Glasser on Quality Learning 196

Who Is William Glasser? 196
What Is the Glasser Model of Classroom Management? 198
What Were Glasser’s Major Assertions About Noncoercive Classroom Management? 199
Why Is Boss Management Considered Futile? 200
How Can Schools Help Students Meet Their Basic Needs? 201
What Does Glasser Mean by the Term “Quality World”? 201
How Did Glasser Characterize a Quality Curriculum? 202
How Does Glasser Characterize Quality Teaching? 203
What Else Does Glasser Say About Boss Management and Lead Management? 204
How Is Choice Theory Applied in the Classroom? 206
How Does Quality Teaching Affect Classroom Management? 207
What Would Glasser Have Me Do When Students Break Class Rules? 208
What Does Glasser Mean by “Quality Classrooms,” and How Do We Get Them? 209
What Are the Seven Deadly Habits in Teaching, and How Do I Avoid Them?  210
In Summary, How Can I Move Toward Building a Quality Classroom?  212
How Can I Go about Implementing Glasser’s Ideas in My Classes?  214
You Are the Teacher  217
Reflecting on Glasser’s Recommendations: What You Have Learned in This Chapter  218

10 Fostering Responsible Behavior: Marvin Marshall on Motivation and Student Choice  221
Who Is Marvin Marshall?  221
What Is the Marshall Model of Discipline?  222
Let’s Begin With What Not to Do  223
So What Should We Do Instead?  224
What Is Internal Motivation, and Why Is It So Powerful?  225
What Are Motivational Theories X and Y?  226
  Marshall’s Hierarchy of Social Development  227
  How Does the Hierarchy Help Students Develop Self-Control?  228
  How Should I Teach the Hierarchy to My Students?  229
  The Butterfly Analogy: Another Way to Teach the Hierarchy to Students  230
What Other Tactics Does Marshall Suggest for Stimulating Students to Behave Responsibly?  232
  General Tactics  232
  Tactics for Interacting With Students  233
  Tactics for Motivating and Teaching  233
  Tactics for Influencing Positive Behavior  234
  Tactics for Empowering Students  235
  Tactics for Addressing Problems (or Meeting Challenges)  236
How Should Teachers Intervene When Students Misbehave?  236
How Does Marshall Suggest Teachers Evaluate Themselves?  239
Pertinent Comments in Dr. Marshall’s Words  239
Summary of the Marvin Marshall Teaching Model  241
What Guidance Does Marshall Provide for Applying His System in the Classroom?  241
You Are the Teacher  244
Reflecting on Marvin Marshall’s Discipline Without Stress: What You Have Learned in This Chapter  245
11 Working on the Same Side With Students: Spencer Kagan’s Win-Win Discipline 249

Who Is Spencer Kagan? 250
What Is the Kagan Model of Discipline? 251
What Is the Fundamental Proposition in Kagan’s Approach? 251

Irresponsible Behavior 252
Student Positions 252
Structures 253
Structures for the Moment of Disruption 254
Structures for Follow-Up 254
Structures for Long-Term Success 255
Structures for Promoting Life Skills 257

How Do I Match Intervention Structures to Various Types of Disruption? 257
Interventions for Attention-Seeking Behavior 258
Interventions for Attempts to Avoid Failure or Embarrassment 258
Interventions for Anger 258
Interventions for Control-Seeking Behavior 259
Interventions for the Overly Energetic 259
Interventions for Boredom 260
Interventions for the Uninformed 260

What Else Should We Know About Win-Win Discipline? 260
What Does Kagan Say About Parent and Community Alliances and Schoolwide Programs? 262
How Do I Implement Win-Win Discipline in My Classroom? 263

The Three Essentials 263
Introducing Win-Win Discipline 264

Reminders and Suggestions 265
Applying Kagan’s Ideas: What Might They Look Like in Action? 266

You Are the Teacher 268
Reflecting on Kagan’s Recommendations: What You Have Learned in This Chapter 269

12 School-Wide Positive Behavior Supports: A Data-Driven, Evidence-Based Approach to Whole-School Behavioral Management 271

What Is PBIS? 273

PBIS: Core Principles 275
The Collaborative Nature of PBIS 276
Fetal Alcohol Spectrum Disorder: What Is It and How Can I Help Students Who Have This Diagnosis? 309
Scenario 5 Sam 310
Brain Injuries: What Are They? 310
Rage: How Can I Recognize and Respond to It? 310
Scenario 6 Michael 313
What Are Some Specific Suggestions for Preventing Misbehavior Among Students With Special Needs? 313
What Are Suggested Ways of Redirecting Misbehavior? 314
Scenario 7 Abraham 315
Reflecting on Teaching Students With Learning and Behavioral Differences: What You Have Learned in This Chapter 317

14 Striving for Personal Excellence in Classroom Management 318
Identifying Themes in Action: Two Illustrative Management Plans 321
Example 1. An Approach That Emphasizes Rules and Consequences 321
Example 2. An Approach That Combines Prevention of Misbehavior and Cooperation Between Teacher and Students 325
End Word 330

Glossary 331
References 339
Name Index 345
Subject Index 346