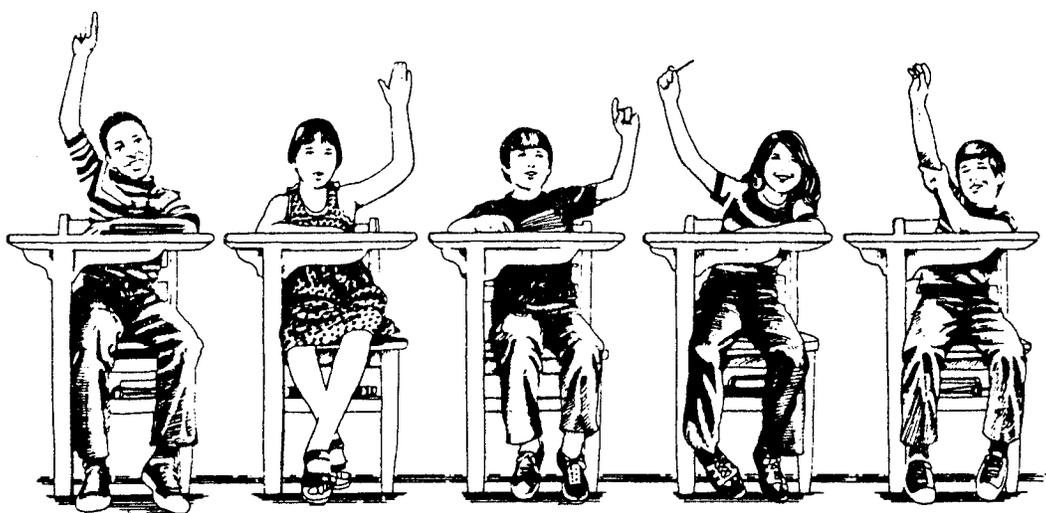


# How to Organize and Manage Your Classroom to keep from going crazy



Third Edition

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**BY DR. C. VAN NAGEL**

## ACKNOWLEDGEMENTS

The author would like to thank all the teachers and students who field tested and contributed to this text.

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Finally, this revised edition would not have been complete if not for the persistence and dedication of Frances Davitt who painstakingly proofed, organized, and typed the final copy of this book.

## ABOUT THE AUTHOR

### VITA ABSTRACT OF CLEMENT (CLINT) VAN NAGEL, PH. D.

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Dr. Van Nagel's Professional experience includes teaching disadvantaged and culturally different students, learning disabled and emotionally disturbed students, gifted students, and college and university students. In addition, he served as a Psychologist for the Allegheny County Exceptional Students Program in Pittsburgh, Pa., for four years.

While at Slippery Rock State College, he was an Associate Professor and Graduate Coordinator for Teacher Programs for the Learning Disabled and Emotionally Disturbed. This entailed the development of curriculum and courses to prepare teachers to meet the unique needs of their students.

He is presently a full Professor at the University of North Florida. In addition to his teaching responsibilities at UNF, he has developed and taught 12 seminars for UNF's Continuing Education Division. He has worked part-time for the Center for Studies on Aging to develop training programs that would enhance the quality of life for senior citizens.

Over the years, Dr. Van Nagel has taught 40 different courses in learning and behavior management at the graduate and undergraduate levels. His course evaluations have been among the highest in the College of Education and the highest in UNF's Division of Continuing Education.

Dr. Van Nagel was the co-author of 10 educational training and research grants which have netted over a million dollars. He has international, national, and state publications in the areas of teacher training, behavior management, and learning (35 publications).

Dr. Van Nagel was instrumental in the development of the University of North Florida's Special Education Competency Based Teacher Training Program. This program won the American Association College Teacher Education Award in 1979 and the Florida Teacher Education Award in 1980. In 1981, his research on classroom management and individualized instruction was selected by the Michigan Project to be filmed and disseminated throughout the United States. In February of 1987, he received a Special Recognition Award from the Florida Federation on Career Development for his research and efforts on the behalf of exceptional students.

Dr. Van Nagel has presented his research and training methods to nine international associations in other countries and has made 64 national presentations to major state educational and psychological organizations. He has presented over 800 seminars/workshops on Behavior Management and

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He has provided free services to over 100 community organizations such as Parent Teacher Organizations, the Jacksonville Association for Learning Disabilities, the Clay County Open Council Network, etc.

He has served on the Advisory Board for Florida Community College's Adult Basic Education Board, the Florida State Advisory Board for the Emotionally Handicapped, and the Florida Diagnostic and Learning Resource Centers. In 1988, Dr. Van Nagel was one of the two finalists for the Distinguished Professor Award. In 1989, he won the National University Continuing Education "Faculty Service Award" for his outstanding contributions to education. In 1990, he was selected by students and colleagues at the University of North Florida to receive the Outstanding Teacher Education Award.

Dr. Van Nagel's goal is to simplify the complex and to enhance the quality of life for all.

**WORKSHOPS AND SEMINARS  
CONDUCTED BY DR. C. VAN NAGEL**

1. HOW TO ORGANIZE AND MANAGE YOUR CLASSROOM TO KEEP FROM GOING CRAZY
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12. TEACHING DISADVANTAGED KIDS TO SURVIVE

For information call Dr. C. Van Nagel at (904) 262-1883.

## FORWARD

The information in this book has been gleaned from what effective teachers do to manage their classrooms in order to optimize learning and reduce behavior problems. Classroom management research has been included that confirms or reinforces what effective teachers do that is practical in current school settings. Much of the classroom management research that has been published and tried over the years proved to be ineffective in today's schools or was impractical to implement. If you are currently teaching and you find that what you have been taught is not working, then it is time to do something else. This book provides you with practical, proven, and effective classroom strategies that will optimize learning and reduce behavior problems.

It should be noted that there are other effective classroom management methods that are not included in this book. No book can cover all the effective classroom management methods.

One of the main purposes of this work is to give you a strong foundation of proven, effective strategies on which to build your classroom management system. The goal of this book is to provide you with strategies that will influence students to become respectful, responsible, self-controlled, positive citizens who treat each other with dignity, respect, and kindness.

## INTRODUCTION

Classroom management is the number one problem in today's schools. This is due in part to the failure of parents to take the time to model and teach children the traditional values of respect, responsibility, self-control, a positive attitude, and kindness. In addition, children are being bombarded via television, movies, and the advertising media with high levels of violence, corruption, false values, and prestigious individuals who portray characters with false values. Society is indeed mentally programming children with values that will not serve them well in life.

The schools must now take it upon themselves to teach more than academics if we are to evolve into a rational, sane society. Students must be taught basic values, personal problem solving skills, social skills, stress management, etc. if they are to evolve into sane citizens.

Our future is largely dependent upon what happens to children in school. Therefore, we must educate students in the social-emotional realm as well as the academic realm.

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## PRE-TEST

### BASIC CLASSROOM MANAGEMENT ACCOUNTABILITY QUESTIONNAIRE

Directions: Read each statement and rate yourself according to the following scale. (Place the appropriate number: 1, 2, 3, or 4 in the blank.)

1. No knowledge of this information
2. Knowledge of this information but not practiced in the classroom
3. This is practiced infrequently and inconsistently in the classroom
4. This is practiced frequently and consistently in the classroom

### THE CLASSROOM ENVIRONMENT

#### (CHAPTERS 1 AND 2)

- \_\_\_\_\_ 1. The students' desks are appropriate for their size and age.
- \_\_\_\_\_ 2. The seats in my classroom are arranged so that there is adequate space between the students.
- \_\_\_\_\_ 3. Students with behavior problems are seated near the teacher.
- \_\_\_\_\_ 4. The teacher's desk is located where he/she can see all of the students and has quick access to them.

- \_\_\_\_\_ 5. Students with learning, attention, or behavior problems are seated near the teacher.
- \_\_\_\_\_ 6. The teacher's desk is situated where he/she can see all of the students.
- \_\_\_\_\_ 7. Areas free from distraction (carrels, "offices," cardboard dividers) are an integral part of the room.
- \_\_\_\_\_ 8. There is a quiet or "time-out" area available for disruptive students.
- \_\_\_\_\_ 9. The students' working areas are clear of irrelevant materials.
- \_\_\_\_\_ 10. Homework is written on the upper left-hand corner of the chalkboard.
- \_\_\_\_\_ 11. My classroom floor is carpeted with nonallergenic fireproof material that absorbs sound well.
- \_\_\_\_\_ 12. My classroom ceiling and walls absorb sound well.
- \_\_\_\_\_ 13. My classroom fluorescent lights are the full-spectrum type.
- \_\_\_\_\_ 14. The color of my classroom is pleasant (soft yellow, soft green, etc.) and not a dark color or a tone of red or purple.
- \_\_\_\_\_ 15. Exterior light can be controlled by blinds or curtains.
- \_\_\_\_\_ 16. Instructional materials, equipment, and the classroom environment are clean and in good repair.
- \_\_\_\_\_ 17. Temperature control is adequate (68 to 72 degrees).
- \_\_\_\_\_ 18. Materials and supplies in my classroom are stored behind closed doors or in a manner that is not distracting to the students.

- \_\_\_\_\_ 19. Students are responsible for supplies that they lose.
- \_\_\_\_\_ 20. An up-to-date inventory sheet is maintained for all material used in the classroom.
- \_\_\_\_\_ 21. My classroom is organized to meet the needs of my students.
- \_\_\_\_\_ 22. I have materials in the classroom organized so that I can get to them readily.

### **RULES AND EFFECTIVE DISCIPLINE**

#### **(CHAPTERS 3, 4, 5, and 6)**

- \_\_\_\_\_ 23. The students and I have developed classroom rules.
- \_\_\_\_\_ 24. The classroom rules are posted.
- \_\_\_\_\_ 25. My classroom rules are stated in the positive.
- \_\_\_\_\_ 26. I do not have more than seven classroom rules.
- \_\_\_\_\_ 27. I consistently enforce the classroom rules.
- \_\_\_\_\_ 28. The classroom rules are designed to promote respect, responsibility, positive attitude, and self-control.
- \_\_\_\_\_ 29. I have given specific examples and demonstration of the classroom rules.
- \_\_\_\_\_ 30. I have clarified the classroom rules.
- \_\_\_\_\_ 31. I consistently correct infractions of the rules.
- \_\_\_\_\_ 32. When I correct an infraction of a rule, I specify an alternative behavior.

- \_\_\_\_\_ 33. I provide positive reinforcement for the students when they follow the rules.
- \_\_\_\_\_ 34. I provide consequences for infractions of the rules.
- \_\_\_\_\_ 35. I am aware of the students who break the rules.
- \_\_\_\_\_ 36. I can identify and stop student-initiated deviant conduct before it spreads through the class.
- \_\_\_\_\_ 37. I can select the student out of a group of students who is the major cause of disruption.
- \_\_\_\_\_ 38. I know principles and practices for stopping the student who is the main cause of disruption.
- \_\_\_\_\_ 39. I suggest alternate positive behaviors to direct a student away from deviant behavior.
- \_\_\_\_\_ 40. I correct infractions of the classroom rules with a calm, soft voice.
- \_\_\_\_\_ 41. I can attend to instruction and at the same time stop deviant behavior (withitness).

## **MOVEMENT IN THE CLASSROOM**

### **(CHAPTER 6)**

- \_\_\_\_\_ 42. I do not sit behind my desk for long periods of time.
- \_\_\_\_\_ 43. I circulate among the students while teaching.
- \_\_\_\_\_ 44. I circulate among students doing seatwork and give appropriate feedback.

- \_\_\_\_\_ 45. (a) I have developed procedures for students who want to approach me during class. (Example: no one should come to the teacher's desk without permission.)
- \_\_\_\_\_ (b) Students understand the procedure for approaching me during class time.
- \_\_\_\_\_ (c) I appropriately reinforce the use of the above procedures.
- \_\_\_\_\_ 46. (a) I have explicit rules regarding movement in my classroom
- \_\_\_\_\_ (b) Students understand the rules regarding movement in my classroom.
- \_\_\_\_\_ (c) Students are reinforced for appropriate movement in my classroom.
- \_\_\_\_\_ 47. (a) I have developed explicit rules regarding the entering and exiting of students in my classroom.
- \_\_\_\_\_ (b) Students understand my rules regarding entering and exiting my classroom for both routine and emergency situations.
- \_\_\_\_\_ (c) Students are reinforced for quietly entering and exiting the room.
- \_\_\_\_\_ 48. (a) I have developed an efficient routine for distributing handouts, materials, etc.
- \_\_\_\_\_ (b) Students understand my routine for the efficient distribution of handouts or materials.
- \_\_\_\_\_ (c) Pupils are reinforced for the efficient distribution of handouts, materials, etc.

**INSTRUCTION AND EVALUATION RELATED TO CLASSROOM  
MANAGEMENT (CHAPTERS 7 and 8)**

- \_\_\_\_\_ 49. I pinpoint by testing where a student is functioning in the basic skills and content area.
- \_\_\_\_\_ 50. I form my instructional groups based on students' entering behaviors.
- \_\_\_\_\_ 51. My instruction begins with the students' entering behaviors.
- \_\_\_\_\_ 52. I weave student interest into instruction.
- \_\_\_\_\_ 53. I assess the learning styles of the students and teach accordingly.
- \_\_\_\_\_ 54. My lessons are sequenced hierarchically and developmentally.
- \_\_\_\_\_ 55. I clearly state to the students what the purpose and objectives of the lesson are.
- \_\_\_\_\_ 56. I review and summarize important points at the end of the lesson.
- \_\_\_\_\_ 57. I plan class activities which transfer knowledge and skills taught in class to real world situations.
- \_\_\_\_\_ 58. I adjust my rate of instruction to the student or group of students that I am teaching.
- \_\_\_\_\_ 59. I know how much instruction my students can handle before going on information overload.
- \_\_\_\_\_ 60. I modulate my speech to emphasize important points.
- \_\_\_\_\_ 61. I give short, specific directions.

- \_\_\_\_\_ 62. Most of the time my students can correctly do 80% or more of the work that I assign.
- \_\_\_\_\_ 63. I daily evaluate student progress, maintain records, and provide the student with both verbal and written feedback.
- \_\_\_\_\_ 64. I frequently circulate among students and give them feedback.
- \_\_\_\_\_ 65. I have additional tasks ready for students who quickly and accurately complete their work.
- \_\_\_\_\_ 66. I vary the method of instruction and materials in my teaching according to students' needs and interests.
- \_\_\_\_\_ 67. I alternate activities when class periods are long.
- \_\_\_\_\_ 68. My transition from one subject area or activity to another is smooth and orderly.
- \_\_\_\_\_ 69. I know and use strategies for getting and maintaining student attention.
- \_\_\_\_\_ 70. I randomly call on all students for recitation and participation with consideration given to their functional levels.
- \_\_\_\_\_ 71. I alert students who do not pay attention or are off task.
- \_\_\_\_\_ 72. I demonstrate a positive attitude toward my students.
- \_\_\_\_\_ 73. I show enthusiasm when teaching.
- \_\_\_\_\_ 74. I start and end class on time.
- \_\_\_\_\_ 75. The methods and materials employed in the lesson bring forth desirable student responses as evidenced by (a) on-task behavior, (b) successful completion of task (80% or better).

and (c) student interest.

- \_\_\_\_\_ 76. I accept, clarify, and incorporate students' ideas and interests into my lessons.
- \_\_\_\_\_ 77. I accept and clarify students' feelings.
- \_\_\_\_\_ 78. I encourage and reward student talk that is task-centered.
- \_\_\_\_\_ 79. I give clear, explicit instructions regarding the tasks each student is to perform.
- \_\_\_\_\_ 80. I am enthusiastic about what I teach.

**REINFORCEMENT AND PUNISHMENT RELATED TO CLASSROOM  
MANAGEMENT (CHAPTERS 7 and 8)**

- \_\_\_\_\_ 81. I strive to model behaviors of consistency, fairness, kindness, cooperation, and calmness.
- \_\_\_\_\_ 82. I identify desirable student behavior.
- \_\_\_\_\_ 83. I attend to and praise specific student desirable behavior.
- \_\_\_\_\_ 84. I reinforce student approximations of desired behaviors.
- \_\_\_\_\_ 85. I follow through and deliver consequences that I have specified for desirable and undesirable behaviors.
- \_\_\_\_\_ 86. I can identify students who are deviant, tell them what the deviant behavior is, why they should not be doing it, and what the proper behavior or conduct is.
- \_\_\_\_\_ 87. I reinforce on-task behavior.
- \_\_\_\_\_ 88. I use low-key, quiet praise.

- \_\_\_\_\_ 89. I use group praise to control individual deviant behavior.
- \_\_\_\_\_ 90. When I use punishment, I use it when the student is beginning or immediately following the misbehavior.
- \_\_\_\_\_ 91. Whenever I punish a student, I immediately teach an alternative desirable behavior.
- \_\_\_\_\_ 92. When I reprimand students, I do so quietly, firmly, and in private if possible.
- \_\_\_\_\_ 93. I reinforce behavior that is incompatible with undesirable behavior.
- \_\_\_\_\_ 94. In the classroom, I express my emotion or anger with tact and control.
- \_\_\_\_\_ 95. I have provided my principal with information regarding my classroom management system.

## VERBAL AND PHYSICAL CONFRONTATIONS

### (CHAPTER 13)

- \_\_\_\_\_ 96. I am able to neutralize a student's verbal confrontation (refusal to comply, negativism, insults, etc.) toward me.
- \_\_\_\_\_ 97. I am able to neutralize verbal confrontations among the students.
- \_\_\_\_\_ 98. I know how to stop a student's physical confrontation (threatening, striking out, spitting, biting, etc.) toward me.
- \_\_\_\_\_ 99. I am able to use appropriate procedures to stop students

from fighting.

- \_\_\_\_\_ 100. I have disruptive student leaders under control.

### **IDENTIFICATION OF SPECIAL STUDENTS**

- \_\_\_\_\_ 101. I can identify and refer students who have severe learning problems (learning disabled, mentally retarded, etc.)

- \_\_\_\_\_ 102. I can identify and refer students who have severe emotional problems.

### **PARENT INVOLVEMENT**

#### **(CHAPTER 14)**

- \_\_\_\_\_ 103. When a student has a chronic behavior or learning problem, I involve the parent(s).

- \_\_\_\_\_ 104. I know how to involve parents in a token system that will positively affect their son/daughter's behavior in school.

- \_\_\_\_\_ 105. I meet regularly with parents of student who have chronic behavior or learning problems.

- \_\_\_\_\_ 106. I maintain a positive attitude.

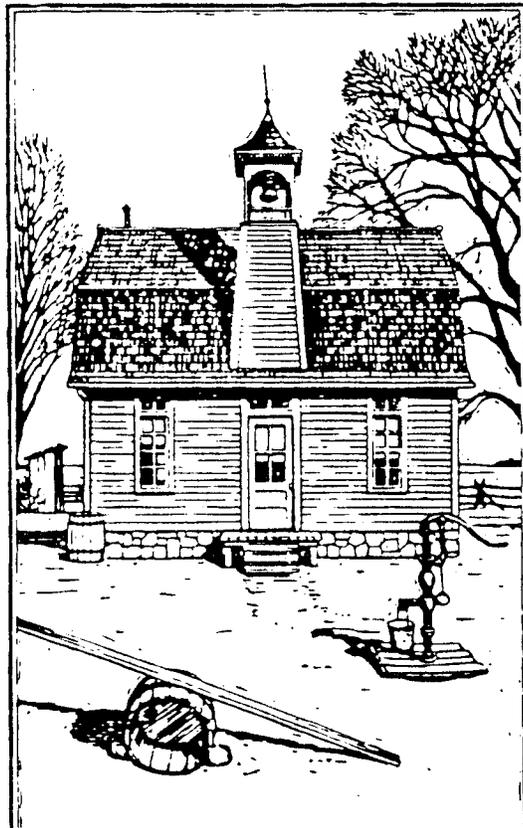
- \_\_\_\_\_ 107. I am willing to change my behavior to meet the needs of my students.

Scoring: Note in each area (physical environment, movement, rules, etc.) clusters of responses rated a three or less. A three or less suggests deficit areas in classroom control and management. You should read and implement the section or sections in the book that deal with the deficit area(s).



# UNIT I

## THE CLASSROOM ENVIRONMENT





**CHAPTER 1**  
**PHYSICAL ENVIRONMENT AND ITS AFFECTS ON STUDENT**  
**BEHAVIOR AND ACHIEVEMENT**

**WHAT YOU WILL LEARN IN THIS CHAPTER**

In this chapter, you will learn about the effects of the physical environment upon pupil learning and behavior. Such factors as desks, floors, ceilings, walls, and lighting influence the students' daily performances. These factors cannot be overlooked in maximizing opportunities for learning.

**VOCABULARY**

Classroom Office - an area used for independent work which is approximately 4' x 6' and has 3 walls.

Control Area - an enclosed area.

Distractible - easily distracted by sound or visual stimuli.

Full Spectrum Fluorescent Lighting - lighting which contains all the rays of sunlight.

Hyperactive - excessive, purposeless movement.

Incandescent Lamp - traditional light bulb.

Proximity Control - moving near or being near a student to control that student's behavior.



The physical environment of a classroom is a significant factor in classroom and behavior management. (Weinstein, 1979.) Many teachers unknowingly create problems for themselves and their students by improper or inappropriate physical organization of their classrooms. This chapter details how a classroom's physical environment affects pupil learning and behavior.

### **DESKS AND SEATING ARRANGEMENT**

The design of a student's desk should promote good posture to increase efficiency and to minimize fatigue. If a student slumps in his/her seat, he/she will send a signal to his/her body and brain to be passive. The student's desk/seat should be high enough to allow the student to put his/her feet flat on the floor with knees at a right angle. The back of the seat should be designed to support the student's lower back and promote good posture. The student's desk top should be slightly above the belly button. Slanted desk tops are preferable because they promote desirable back position and reduce eye strain.

There should be adequate space between students' desks. When desks are too close, students are more prone to talk and play games. Many young children have not developed the self-control to withstand distractions. For these students, control must first be managed externally before it can be managed internally. This can be achieved by keeping students' seats separate and at a proper distance. The minimum distance between the students' desks

should be one arm's length. The teacher should explain that each person's desk is his/her personal space and no one should enter another person's space without permission from that person or the teacher. This teaches respect for space and property. The closer students sit to each other, the greater the percentage of off-task behavior. (Wheldall & Lam, 1987.) Generally speaking, with a more orderly desk arrangement and more space between students' desks or work areas, there are fewer behavior problems. This idea is supported by research done by Axelrod, Hall, & Tams (1979) in which traditional row formation seating was compared to cluster seating in an elementary setting. Row formation seating resulted in a greater study level for 16 students while table formation was superior for only one student. Additionally, students seated in rows attended to their tasks 83% of the time as compared to an attending rate of 63% for those students seated in clusters. In a second portion of the study, junior high students were observed in order to collect data on desk placement as it relates to student talking. The researchers found that when students were seated around tables the number of talk-outs averaged 58 per 55 minutes class period. When students were seated in traditional rows and columns, the number of talk-outs averaged 30 for the same time period. Another study by Forman & McKinny (1978) found that students in traditionally arranged classrooms consistently score higher on measures of vocabulary, reading, and math achievement. Weinstein & Woolfolk's hypothesis (1979) showed that students seated in straight rows do not converse as freely because of the difficulty of hearing one another and because they infer from the arrangement that they are not meant to interact

to any great extent. Research evidences that seating students in circles rather than clusters or rows yields the highest rate of on-task behavior. (Rosenfield et al., 1985.) Desks should be movable because there will be instances when you will want students to work in groups to foster cooperative learning. Recent research evidences an increase in achievement as a result of cooperative learning. Most states have specific legal requirements regarding the amount of square footage that is to be provided for each student. It is the teacher's responsibility to adhere to specific state requirements and to notify those in authority when such requirements are not being met.

Learning disabled students with attention, distraction, and/or concentration problems need sound-absorbent partitions between desks. These partitions create classroom boundaries, distinguish work areas from traffic areas, and reduce classroom distraction. They also screen out extraneous auditory and visual stimuli. Evan & Lovell (1969) modified an open-plan classroom using partitions to decrease class interruptions and increase questioning. If this is not available or desirable, then these students should be seated in the front row next to a wall. Never have students' seats facing a window. This is very distracting to students.

#### **LOCATION OF TEACHER'S DESK**

The teacher's desk should be located in a place where he or she can see everyone in the classroom, and everyone can see him or her. There shouldn't be any barriers between the teacher's desk and the teacher's access to

students. Should a teacher need to move toward a student to help or control the student's behavior, the teacher should be able to do so without barriers. Proximity control is an effective way of stopping a student's misbehavior before it occurs.

### **NEAT AND WELL-ORGANIZED DESKS**

A student's desk and work table should be organized and free from unnecessary materials. Organizing a student's external environment brings order into his/her life. This influences the internal organization of the student and prepares him/her to work systematically and logically.

### **OFFICES**

Every classroom should have offices. Offices are enclosed areas where a student can work quietly or where a disruptive student can be sent for time-out. An office is created by placing a desk between a file cabinet (or divider) and a wall in the front of the classroom. The teacher should be able to see the student and vice versa; however, the student should not be able to see or be seen by the rest of the class. The student can either face the wall while doing independent work or face the teacher during group instruction. These arrangements are especially helpful for hyperactive and distractible students because offices function to offset the shorter attention spans, non-

task oriented behaviors, and loud conversations that result in open, non-partitioned setting. (Zifferblatt, 1972.) (See Figure 7 in Chapter 3.)

### **STUDENTS WITH BEHAVIOR PROBLEMS**

The classroom location of students with behavior or learning problems is an important variable relating to achievement. Students with behavior problems, attention problems, low achievement, and low self-esteem should be seated close to the teacher. (Schwebel & Cherlin, 1972.) In a self-report by Becker, Sommer, Bee, & Oxley (1973), student proximity to the instructor correlated with higher student achievement. The further students sat away from the teacher, the less they participated in class discussions (Crawford, 1969) and the more likely they were to possess negative attitudes. (Walberg, 1969). Sommer (1967) indicated greater participation by students in the front of the room. In a study done by Caspo (1972), students with behavior problems were seated with students who exhibited desirable behavior. Teachers were instructed to reinforce the students with problem behaviors when they demonstrated the behaviors of the model students. Undesirable behaviors of students with mild behavior problems were significantly reduced.

Although it is best to seat students with behavior problems close to the teacher, students who act up to get attention should be seated at the back of the room. This reduces attention and reinforcement given them by their peers. However, if the class can be reinforced for ignoring the student who acts up, placement in the back of the room becomes less necessary. Morrison

& Thomas (1975) found that students with low self-esteem sat farther back and contributed less than students with high self-esteem. Crawford (1969) found that students who sat farthest from the teacher not only participated less but were also more likely to possess negative attitudes toward learning. The author has placed a four walled cardboard enclosure (a refrigerator box with the top cut out) around the seat of a student who was chronically disruptive. An enclosure such as this should be used for a specified amount of time, e.g., five to ten minutes. As stated earlier, these students should be seated close to the instructor and should be provided appropriate work assignments that provide success and promote the growth of self-esteem.

### **HOMEWORK**

Homework should always be listed on a specific section of the chalkboard such as the upper left-hand corner. Students should copy all homework assignments in their tablets. Homework should not be used as punishment. Using homework as punishment causes students to associate school work as an adverse stimulus. When homework is given as a punishment, it is in direct opposition to sound educational and psychological principles.

## **NOISE**

Literature concerning noise discloses some important information. Teachers should consider the following studies when attempting to create the best possible learning environment.

Studies by Nober (1973) and Smyth (1979) found that noise levels should be kept to a minimum when students are engaged in auditory discrimination tasks. Jewell & Weston's (1978) study revealed that noise has a negative effect on reading comprehension and speed; therefore, the classroom should be quiet for tasks that require speed and/or comprehension. Christie & Glickman (1980) found a relationship between age and noise and concluded that older students were less affected by noise. Because of these results, educators need to be concerned with establishing "quiet rooms" in the lower grades. As the sound level in the classroom becomes higher, the teacher must speak louder, and the students correspondently become louder and more fidgety. Noise drains a persons's energy and puts additional stress on him/her.

## **FLOORS**

Carpeting decreases the noise problem in a classroom because it absorbs sound. Even if a teacher must beg, borrow, or plead to get carpeting on the floor, it is worth the effort. Low pile or indoor/outdoor carpet is preferable. If there is no carpet on the floor and a student is constantly

moving his/her desk or chair, tape pieces of carpet to the bottom of the desk or chair legs.

## CEILINGS

Proper ceilings are equally important in reducing sound. Plastered ceilings reflect sound, but acoustical tile absorbs sound. Requesting acoustical tile is really asking for a lot, so prayer helps on this one. Should prayers go unanswered, sound absorbing materials can be hung from the ceiling. Styrofoam egg cartons can be made into attractive mobile designs. These designs can be hung from the ceiling thus absorbing some of the excess noise.

## WALLS

The color of classroom walls should be pleasant and non-reflective. Generally speaking, soft white, pastel yellow or pastel green is preferable. Dark colors or tones of red or purple should be avoided as they require more illumination and tend to be depressing. Regarding cool colors, Berry (1961), Bennett & Ray (1972), and Fanger, Brewer, & Jerking (1977) collected evidence that dispels the idea that warm colors make a room feel warmer and vice versa.

In a study with 1,000 children in grades one through twelve, Child, Hansen, & Hornbeck (1968) found a consistent preference for cool colors at

all grade levels. It is important to note that this study contradicted earlier studies but had excellent documentation to support the new finding. The implications of color for schools include the following:

1. Color helps children see objects and may be used to highlight audiovisual presentations and bulletin boards.
2. Painting rooms or hallways with "arousing colors" may cause students to spend less time in them.
3. Using lighter shades of color in crowded rooms may help to dispel the perception that the students are crowded.
4. Lighter colors may create a more positive mood in students.

## LIGHTING

All classrooms should be properly illuminated. Lights should be on before students enter the classroom. An experiment conducted by Dr. John Ott in 1973 found that fluorescent lights that do not have the full spectrum of light cause excessive physical movement and hyperactivity in young children. Dr. Ott also found that distortion of natural light may be hazardous to health. According to Dr. Ott, when light entering the eye is distorted, the body reacts with a measurable loss of muscle strength. Painter (1976) modified lighting for a class of emotionally disturbed children and reduced the incidence of hyperkinetic activity. First he observed the classroom behavior of students under the lighting of cool white fluorescent bulbs. Then he changed the lights to traditional incandescent lamps. A drop of 32.3% in

hyperkinetic behavior occurred after the change. The implication is that traditional light bulbs are preferable to cool white fluorescent light. If fluorescent light is used, fluorescent light bulbs that contain the full spectrum of light should be used.

### **TEMPERATURE**

It is difficult for students to concentrate when they are either too hot or too cold. The thermostat should be permanently set somewhere between 68 and 75 degrees. If there is no air-conditioning, the teacher should visit garage sales and buy fans. The necessity for this expense is supported by Chan's (1980) study which indicated that pupil achievement was consistently higher in air-conditioned rooms than in non-cooled classrooms.

### **CLASSROOM SUPPLIES**

From the first day of school, students should be taught the procedure for obtaining and returning supplies. A closed cabinet is an ideal storage space for supplies. As will be discussed later, closed cabinets have positive effects on learning environments and students. (Weinstein, 1977.) A record of all the supplies in the closet can be kept on an inventory sheet, and this inventory sheet can be maintained by a student. The teacher should always make a duplicate copy in case the original gets lost. Once every two or three

months, a student can take inventory. The inventory sheet will make it easier to reorder depleted supplies.

### **HANDOUTS: DISTRIBUTION AND COLLECTION**

To manage classroom materials, one student should be appointed to distribute and collect supplies from the supply closet. If a student loses an item, that student should be required to replace it. This teaches responsibility. All other classroom materials including school books should be signed for on a card. Students must be held responsible for items signed out to them. This practice builds responsibility.

### **STUDENTS' MATERIALS**

The instructor can teach the students to be organized by keeping only needed materials on their desks. All materials not being used should be kept behind *closed closet doors*. All supplies in the closet should be labeled and organized so that they can be easily identified and located. Weinstein (1977) made major changes in a combination second and third grade classroom. By removing clutter and organizing materials attractively, Weinstein was able to facilitate desired behavior. Generally speaking, when a teacher is efficient and organized, the students will be efficient and organized.

## **EQUIPMENT**

Instructional materials and equipment should be kept clean and in good repair. When a piece of equipment needs repair, it should be taken care of immediately. Spending time trying to fix broken equipment results in a proportionate decrease of student attention.

## **TOYS AND TRINKETS**

Toys, trinkets, or other miscellaneous items that are brought into the classroom without the teacher's suggestion or permission should be put in a locked box. These items should be returned on the following Friday afternoon with the specific condition that they are not to be brought to school again unless requested by the teacher. (Exception: send frogs, snakes, bugs, etc. home that day!)

## **SUMMARY**

The physical environment of a classroom plays an important role in classroom management. Students should be seated in arrangements that are both practical and functional. The overall appearance of the classroom affects the atmosphere and the students' learning. Classroom materials should be organized and readily available to the teacher and the students. The students

should be taught that there is a place for everything, and everything goes in its place.

A teacher spends more than one-third of his/her life in the classroom. It should be attractive and organized. Dr. Abraham Maslow once stated that it is difficult to be ugly and mean in a beautiful environment. In a beautiful environment, students react positively. (Santrock, 1976.) They should be taught early in life to respect the environment by keeping it clean and neat.



## **CHAPTER 2**

### **CLASSROOM FLOOR PLANS AND DESIGNS**

#### **WHAT YOU WILL LEARN IN THIS CHAPTER**

In this chapter, several classroom designs will be described. These are basic ideas to which each teacher will make necessary modifications.

#### **VOCABULARY**

Learning Center - a learning area where students go after they complete their work. Academic skills are reinforced at the Learning Center.

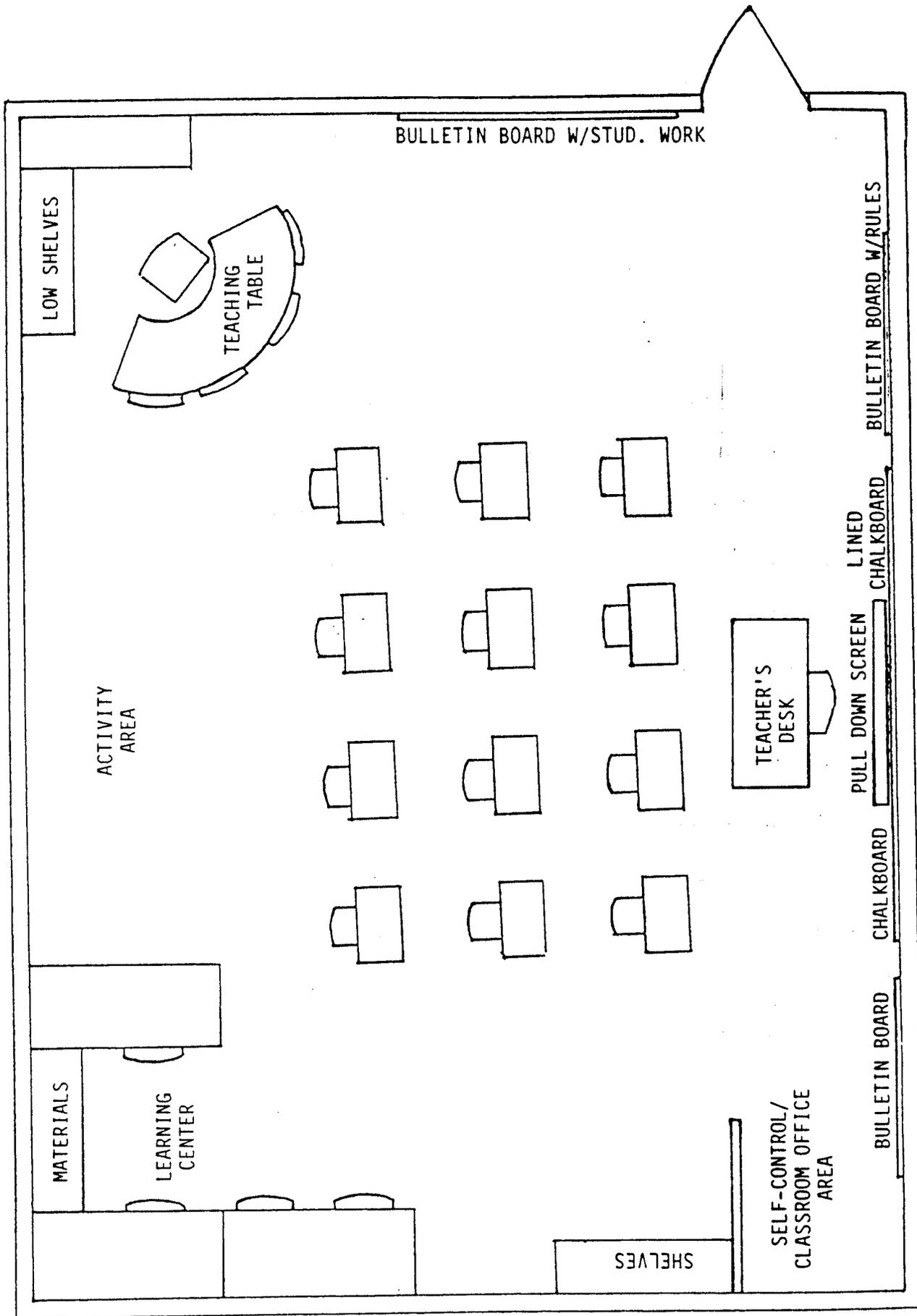
Time-Out - a 4' x 6' enclosed area where disruptive students are placed for a specified period of time.

Where a student sits gives clues to the student's personality, achievement, and interaction with the teacher. Walberg (1969) found that students who sat near the front liked school and expressed a high positive value for learning. Those who sat in the back placed little importance on learning and did not like school. A self-report study indicated a positive correlation between higher course grades and sitting in the front of the room. Becker, Sommer, Bee, & Oxley (1973) and Schwebel & Cherlin (1972) did a study concerning methods for assigning seats in which the attitudes and behaviors of students seated in front were addressed. They found that students who were assigned to front row seats rated themselves smarter and better liked by the teacher. A study by Morrison & Thomas (1975) further supported these findings. These studies have important implications for students with poor self-concepts.

## **REGULAR EDUCATION DESIGNS**

### **DESIGN 1: TRADITIONAL ARRANGEMENT**

The first floor plan described in the traditional arrangement is a regular classroom (see Figure 1). The traditional arrangement places the students' desks in rows with the teacher's desk at the front of the room. A traditional plan should include areas for activities, learning centers, and/or study areas.



TRADITIONAL CLASSROOM

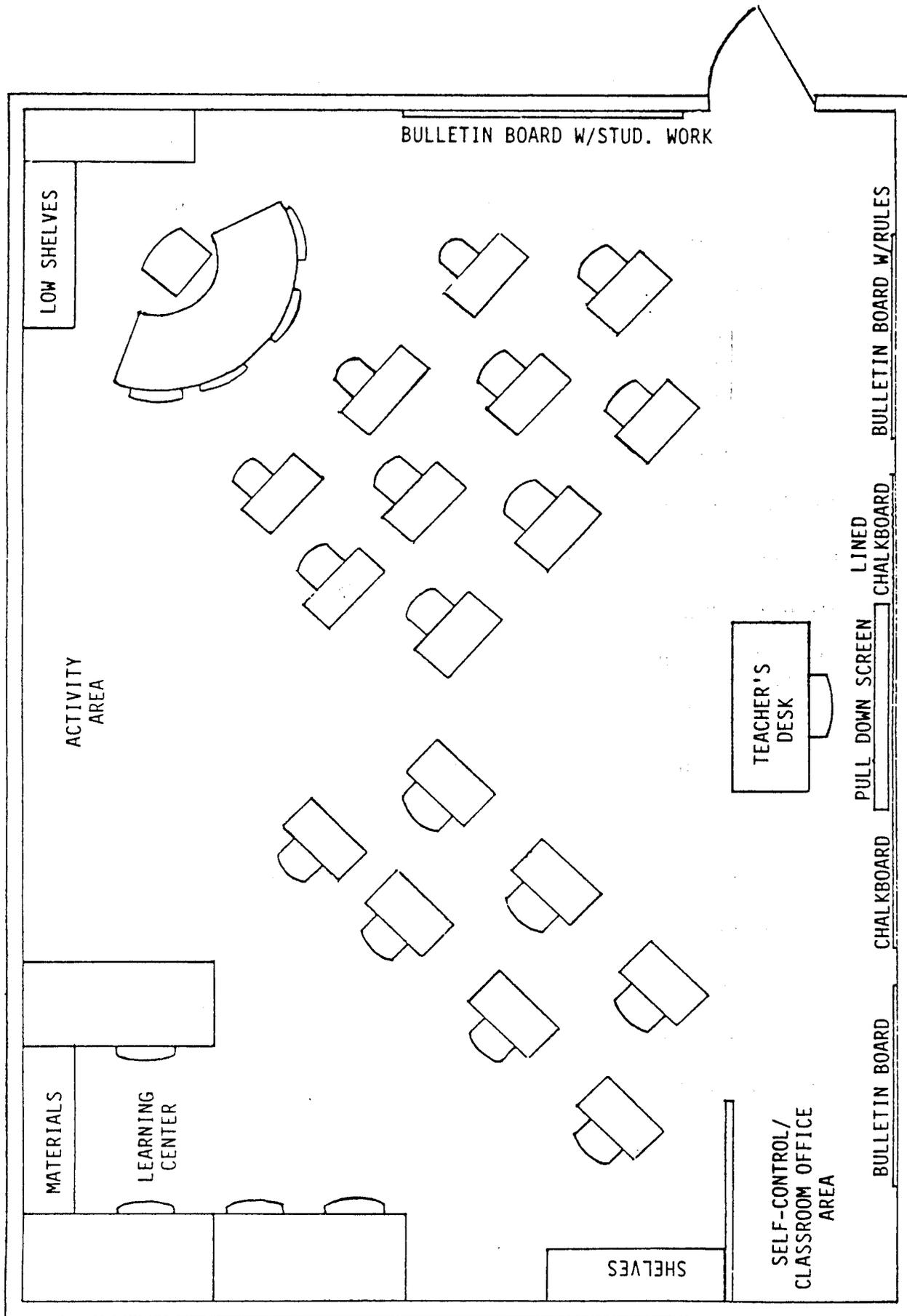
Figure 1

As noted in Chapter I, the spacing and design of the desks are extremely important. When working with small groups of students, it is advisable to place teaching tables at the back of the room. This arrangement minimizes student distractions and allows the teacher to monitor other students in the classroom.

## **DESIGN 2: TRADITIONAL ARRANGEMENT WITH MODIFICATIONS**

The second floor plan is a modified traditional arrangement (see Figure 2). This plan is essentially the same as the traditional arrangement in Figure 1 except that the desks are placed in a "V" shape. This arrangement of desks allows for both row and team grouping. In addition, there is better eye contact between teacher and student.

In this second arrangement, the teacher's desk is placed near the front of the room between the two groups. From this position, the teacher seems less authoritarian or remote and can be more of a coordinator, getting actively involved with the class. The proximity of the teacher to the students enhances student control and student attention. (Becker, Sommer, Bee, & Oxley, 1973.) Remember, the teacher's desk or his/her location should be in a place where he/she can see everyone in the classroom.



MODIFIED TRADITIONAL CLASSROOM

Figure 2

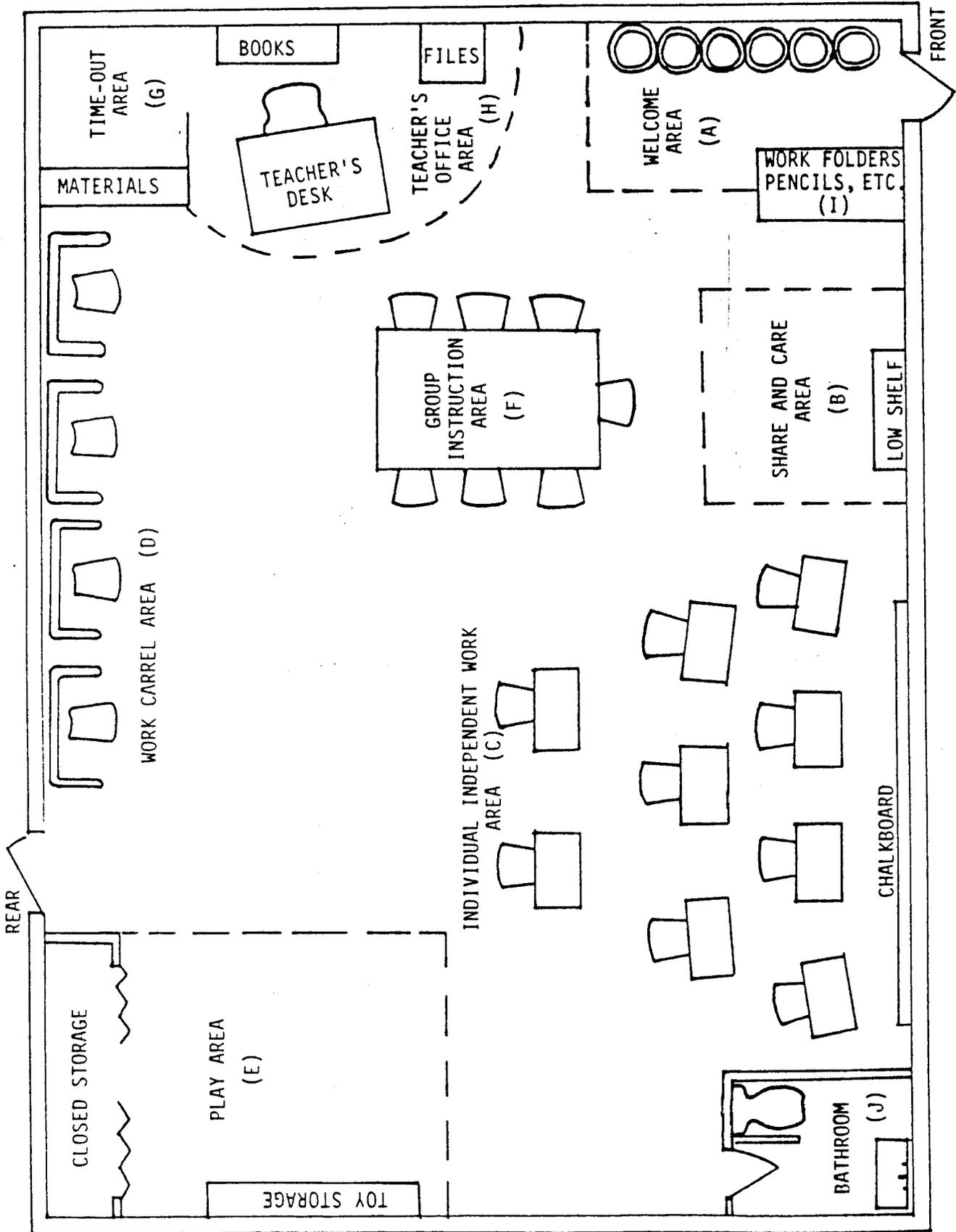
## **SPECIAL EDUCATION DESIGNS**

### **DESIGN 3: SELF-CONTAINED CLASSROOM ARRANGEMENT FOR LEARNING DISABLED STUDENTS**

The third floor plan is most appropriate for learning disabled students who are in a self-contained classroom (see Figure 3). The room should be highly structured and organized. Ideally it should be free of distractions that could interfere with learning. The students need to feel compelled to function academically. When decorating the classroom, soft colors that do not reflect light should be used. (Child, Hanson, & Hornbeck, 1968.) These colors give the illusion of being in a larger room.

The entire room should be carpeted to minimize noise because many learning disabled students have low noise tolerances. Carpeting also allows students to sit on the floor for informal group instruction. Students should be within the field of vision so that assistance can be provided whenever necessary. Closets and shelves used to house audio-visual equipment and for storage of materials should be easily accessible to the students.

The location and noise levels of various areas in the classroom should be given serious consideration. Areas involving distracting activities should be located away from areas of direct instruction, independent work areas or quiet learning areas.



SELF CONTAINED CLASSROOM FOR L.D.

Figure 3

The Welcome Area (A) is the students' introduction point into the classroom each day. In the Welcome Area, each student places his/her belongings in his/her cubby (barrel). Cubbies can be constructed from small card board boxes, etc. Task folders and schedules can also be located in this area. This simple approach will help each student organize his/her day.

The Share and Care Area (B), located near the Welcome Area, is a place where students go after depositing their belongings in the morning. This area can serve a dual purpose. It can be an informal area for students to interact with minimum teacher supervision; it can also be a formal meeting area supervised by the teacher where sharing, discussions, announcements, review of class rules, and affective development activities take place. This area should have bean bag chairs, carpet squares, a rug or a circle of chairs in it to facilitate group interaction.

An individual Independent Work Area (C) consisting of students' desks should be located in a central spot in the classroom. The traditional desk with storage space under the desk surface and a separate chair for the student is preferred. If unavailable, however, a desk top with only a slight slant will provide less opportunity for materials to slide off, resulting in less frustration for student and teacher.

This work area should be designed to foster independent work habits and to provide the student with his/her own specific space. One way to create definite visual boundaries is to outline each desk area with masking tape. The student's name might also be written on the tape to better identify his/her personal space. In the Independent Work Area, the distance between

desks is important. As the teacher becomes familiar with the individual personality of each student, some changes may be necessary. Students who do not get along should be separated. Students with visual or auditory problems should be moved near the front of the work area; however, the teacher should not make such changes without first preparing the students.

Along with the individual student desks, the Work Carrel Area (D) can serve many purposes. Carrels can be used for students who are working on independent activities as well as for listening areas. A carrel can also be used as a "holding area" for the mainstreamed student. After reentry into the classroom, the student must first go to the carrel and complete an assigned task. This allows time for the teacher to smoothly integrate the student into the group.

The next area designated in this classroom is the Play/Reward Area (E). This area should be accessible to the student and have a relaxed and comfortable atmosphere. The area should have definite boundaries that can be defined by an area rug, bookcases or several dividers. This area is exclusively for earned free-time activities and is best managed with specific rules and consequences. Storage space nearby is necessary for games and toys. This storage space should consist of open shelves so the toys and activities are directly accessible to the students. A closed storage area should house items that the students may use only with direct supervision. Large pillows for quiet reading, a table and chairs or carpet squares can enhance the atmosphere of this area. Some simple, appropriate materials for this area are: checkers, cards, puppets, building blocks, musical instruments, clay.

crayons, construction paper, and books. The number of activities available should be limited to avoid decision-making problems. Also, activities should be varied from month to month to eliminate boredom. A timer is essential for this area so that both students and teacher can keep track of the activity time remaining.

Teacher-directed group instruction should take place in a specific area of the classroom. This area should contain a table that is suitable for a small group yet large enough for all to work comfortably. The teacher will probably spend a significant amount of time in this area. Teacher guides, pupil texts, manipulatives, and other materials should be stored on nearby shelves for easy access.

The Group Instruction Area (F) should be located in visual proximity to the Time-Out Area and Independent Work Area. From this area, the teacher will still be in the position to supervise other activities in the classroom. The Group Instruction Area, however, should not be close to the Play/Reward Area because of visual and auditory distraction.

A Time-Out (or Calm) Area (G) is a vital part of this classroom. This provides a space to isolate a student as much as possible from the rest of the class. It is most advantageous to position the Time-Out Area near the Teacher's Desk Area and Group Instruction Area so that the student in time-out can be directly supervised.

When designing a Time-Out Area, a number of considerations are necessary. First, the boundaries should be clearly marked. This can be accomplished by using a work carrel in a corner. File cabinets or heavy

shelves can be used to shield the student so that he/she is not visible to the rest of the class. In this case, the items used should be durable enough to withstand physical abuse. Soft pink posterboard should be on the walls. This color tends to have a calming effect on most people. The Time-Out Area should have only one entrance/exit and should be quickly accessible to the teacher in the event that physical restraint is necessary. A definite time period should be set for the student while he is in time-out. Generally speaking, students age six and seven should be placed in time-out for one minute per year of age. Students eight years old and up should be placed in time-out for two minutes per year of age. Problem solving steps should be required of the student before leaving time-out. The student should be able to answer, via writing or drawing, the following: "What did I do that caused me to get into trouble?" and "What am I going to do so that this doesn't happen again?"

The next area of the room is the teacher Office Area (H). It is located near the Time-Out Area and the Group Instruction Area and must be situated so that *constant visual supervision* is possible. Placement of the teacher's desk depends largely on the amount of time that the desk is used. Experience has shown that placing the teacher's desk in the back of the room is more efficient in terms of reducing distractions. Such placement also allows the teacher to circulate throughout the room more. Circulating among students while they are working has positive effects upon classroom control. (Zifferblatt, 1972.) This area should also house storage space for records, reference materials, and personal items. A filing cabinet and shelves should

be close by. The teacher office area should also be designated as off limits to students. Once again, masking tape can set boundaries.

Storage is important for this and any classroom. Two kinds of storage should be organized. One storage area (I) should consist of a closed closet. In the closed closet are items that students need permission and supervision to use (scissors, paper, chalk, etc.). This closet should also contain items that the teacher utilizes, e.g., group and individual instruction materials such as kits, games, activities, etc. Closed closets are essential because they reduce classroom clutter thereby reducing distracting environments and facilitating more desirable student behaviors. (Weinstein, 1977.)

Other storage areas around the room will house items that the students and teacher do not use daily. Teachers' manuals should be located near the Group Instruction Area. Games and activities should be located near the Play/Reward Area. For better organization and easy use of the storage areas, they should be labeled with the contents.

A Restroom Area (J) is recommended for this classroom and enables the teacher to supervise all of the students. The restroom should not be too close to the Play/Reward Area. There should be rules for use of the restroom. For example, only one person at a time should be permitted to use the restroom, specific time limits should be enforced (three minutes), and the teacher's permission should be required.

#### **DESIGN 4: RESOURCE ROOM CONCEPTS FOR SPECIAL EDUCATION STUDENTS (LEARNING DISABLED AND EMOTIONALLY HANDICAPPED)**

In the Resource Room (see Figure 4), students work in carrels to minimize distraction, impulsivity, and acting up. When work is completed, the student is to raise his/her hand before going to the teacher for correction and individual instruction. Special areas of the resource classroom are the Individual Work Area (A), the Teaching Table (or Area) (B), the Time-Out Area (C), the Office Area (D), the Audio-Visual Area (E), the Reinforcement Area (F), and wall areas.

In the Individual Work Area (A), carrels must be established because most of the initial work will be done on an individual basis. Individual work areas help to develop a sense of belonging, ownership, and personal responsibility. Barriers like carrels cut down on distraction and inattention. (Zifferblatt, 1972). If space is limited and carrels are not available, butt students' desks against the walls. This will minimize some student distraction.

The second area, the Teaching Area (B), is where the teacher instructs students individually or in small groups. A large, moon-shaped table is preferable for this area. Behind the teacher's table are books, teachers' manuals, and supplies that he/she will use with the students.

A Time-Out (or Self-Control) Area (C) is recommended because it is not unusual for students with behavioral and learning problems to lose self-control. The time-out facility should be at least 4' x 6' in size, well lighted, ventilated, pink in color, and soundproof if possible. It should have nothing

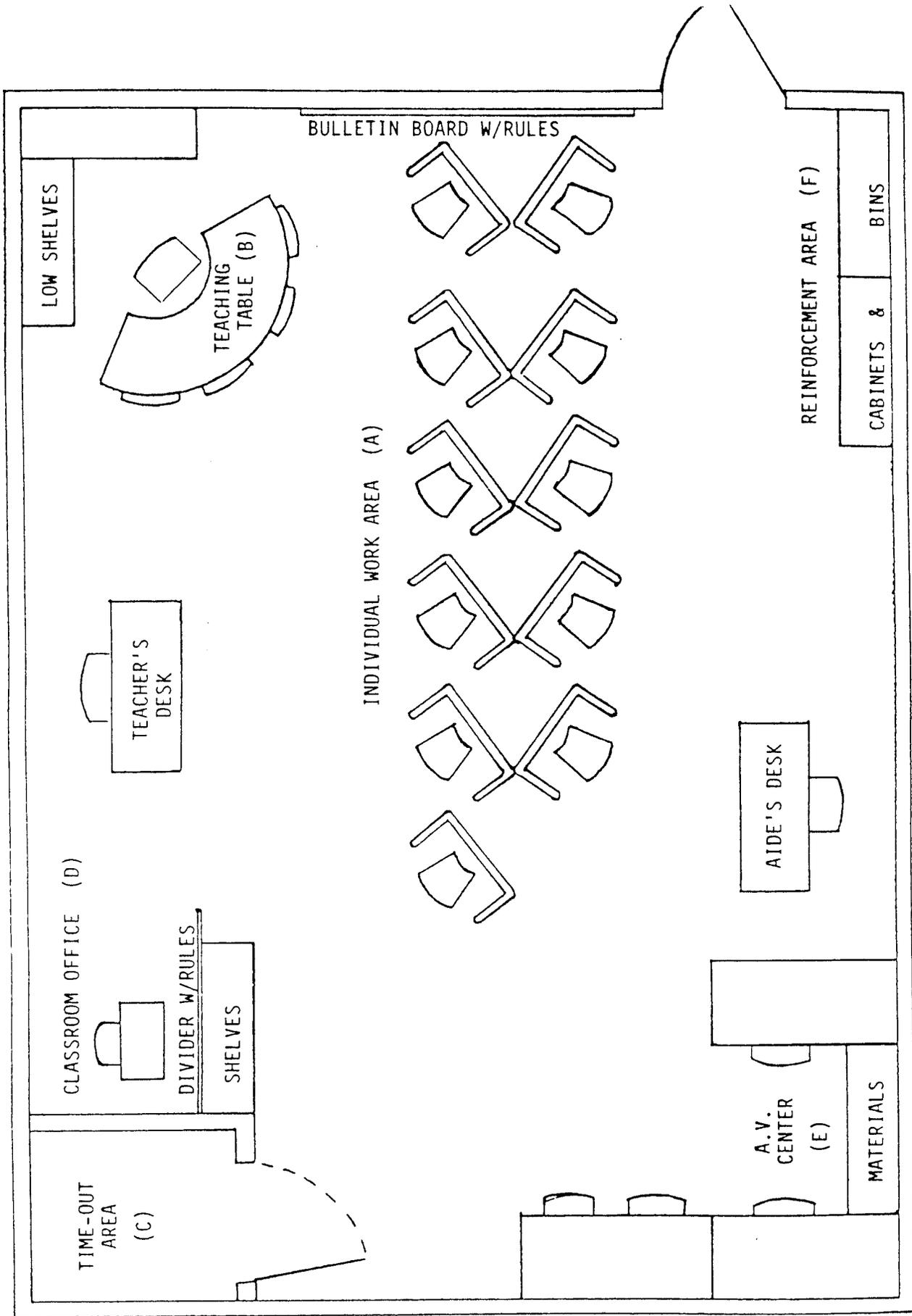
in it that could be destroyed or that could be used for self-mutilation. A restroom should not be used for time-out purposes because it is too easy for a student to hurt him/herself in it or to do damage to the facility.

The Classroom Office Area (D) is an area where a student is sent after having broken a rule three consecutive times in a short period. Here the student can see the teacher but cannot see or be seen by the other students. In this area, the student continues to do his/her assigned work. This area is usually visible from the Teacher's Desk and the Group Instruction Area. Student-teacher proximity lends more control.

An Audio-Visual Area (E) is designed for special teaching machines such as the language master, tape recorders, and filmstrip projectors. By using the Audio-Visual Area, students can take a break from the individual work stations and engage in individual assignments. Several different activities may be going on in the Audio-Visual Area simultaneously. This area also promotes cooperative group activities.

A Reinforcement Area (F) is where students may engage in special activities such as games, free reading or exploration. The center should be in a section of the classroom where the available activities will not be distracting to the other members of the class. Sufficient space should be provided to allow for a variety of reinforcement options.

Wall areas for displaying classroom rules and the reinforcement system are a must for a resource classroom. These areas should be in open view of all class members at all times. The information displayed on them should serve as a constant reminder of what is expected of the students and of what they can expect in return.



RESOURCE ROOM

Figure 4

## **DESIGN 5: ARRANGEMENT FOR EMOTIONALLY HANDICAPPED AND/OR SOCIALLY MALADJUSTED STUDENTS**

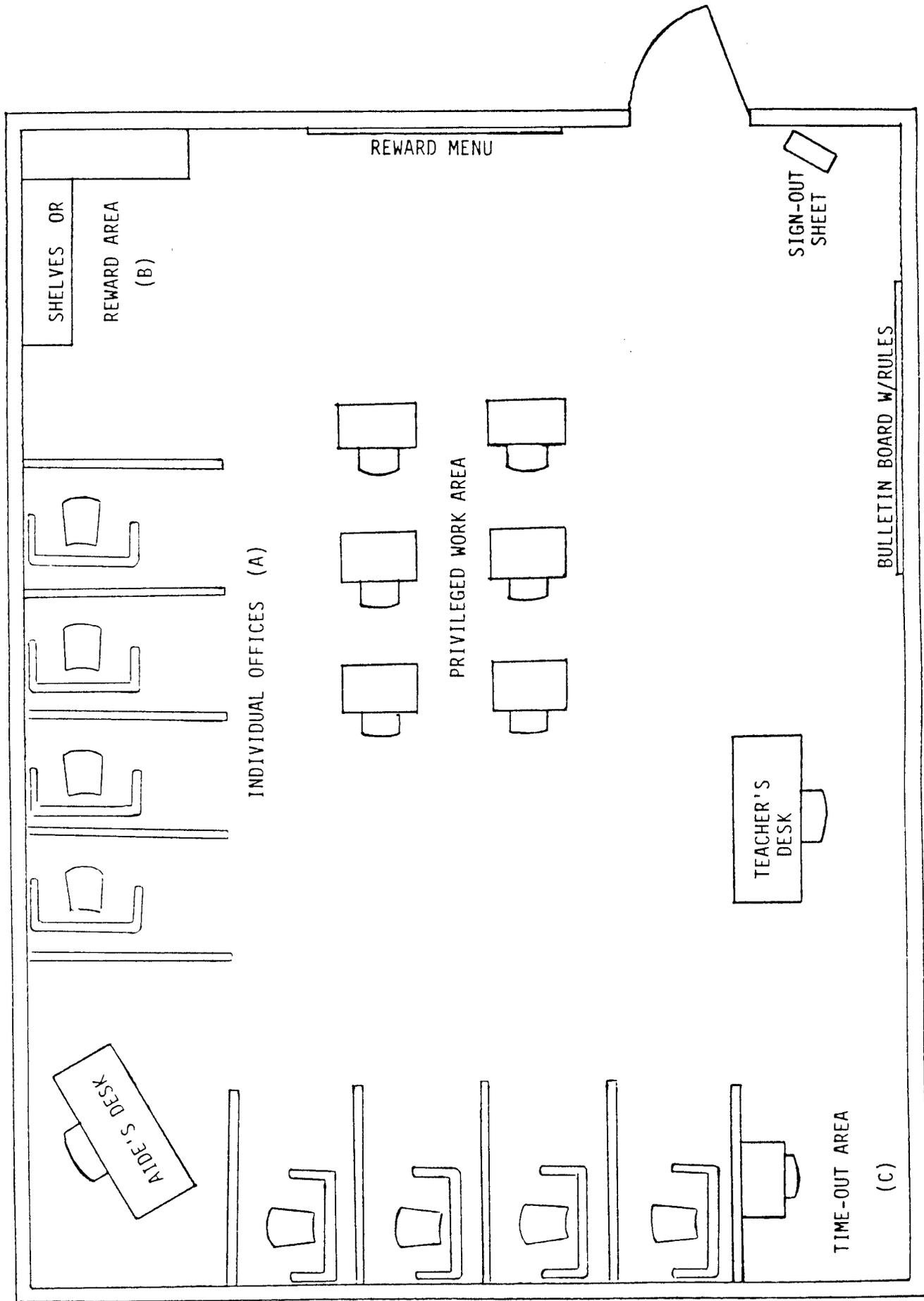
Students with behavior problems do not function well in a normal classroom setting. They suffer from DIMS. They are *Distracted, Disorganized,* tend to be *Immature, Inattentive, Impulsive,* and they have poor *Memory* skills, a low *Self-Concept,* and limited learning *Strategies.* All of these symptoms produce disharmony and chaos in a normal classroom where desks are close and students are in full view of one another. Students with DIMS need to have Individual "Offices" (A) where they can work without disturbing others or being disturbed (see Figure 5). These offices have dividers and space between them to keep distractibility to a minimum. (Zifferblatt, 1972.)

The ideal classroom has a full-time aide and a teacher who confers individually with the students as they learn new material and complete their academic and bonus tasks. In two corners of the classroom are time-out areas, one is for Reward (B), and the other is for Time-Out (C). Time-out is the self-control area in the classroom and is used to correct inappropriate behavior. The length of the stay is five minutes for any student up to 12 years old and an additional two minutes for every year of age over twelve.

The addition of carpet, full spectrum lights, soft colors, and blinds reduces distractibility. To enhance order, a sign-out/sign-in sheet is used for restroom privileges. This allows the teacher to keep track of the students. All class rules, individual assignments, and a daily schedule are posted.

A carefully explained point system (see the Student Accomplishment Record in Chapter 4) is the means by which the students earn the privilege

of moving to different areas within the room. The point system provides short-term, reachable goals and immediate rewards as incentives for appropriate behavior. It also provides immediate discipline for inattentive or inappropriate behavior. The opportunity to work side by side at the center desks and to spend free time in the reward corner are privileges earned with points from the Student Accomplishment Record (see Chapter 4) or the Individual Achievement Record (see Chapter 11).



E.H. CLASSROOM

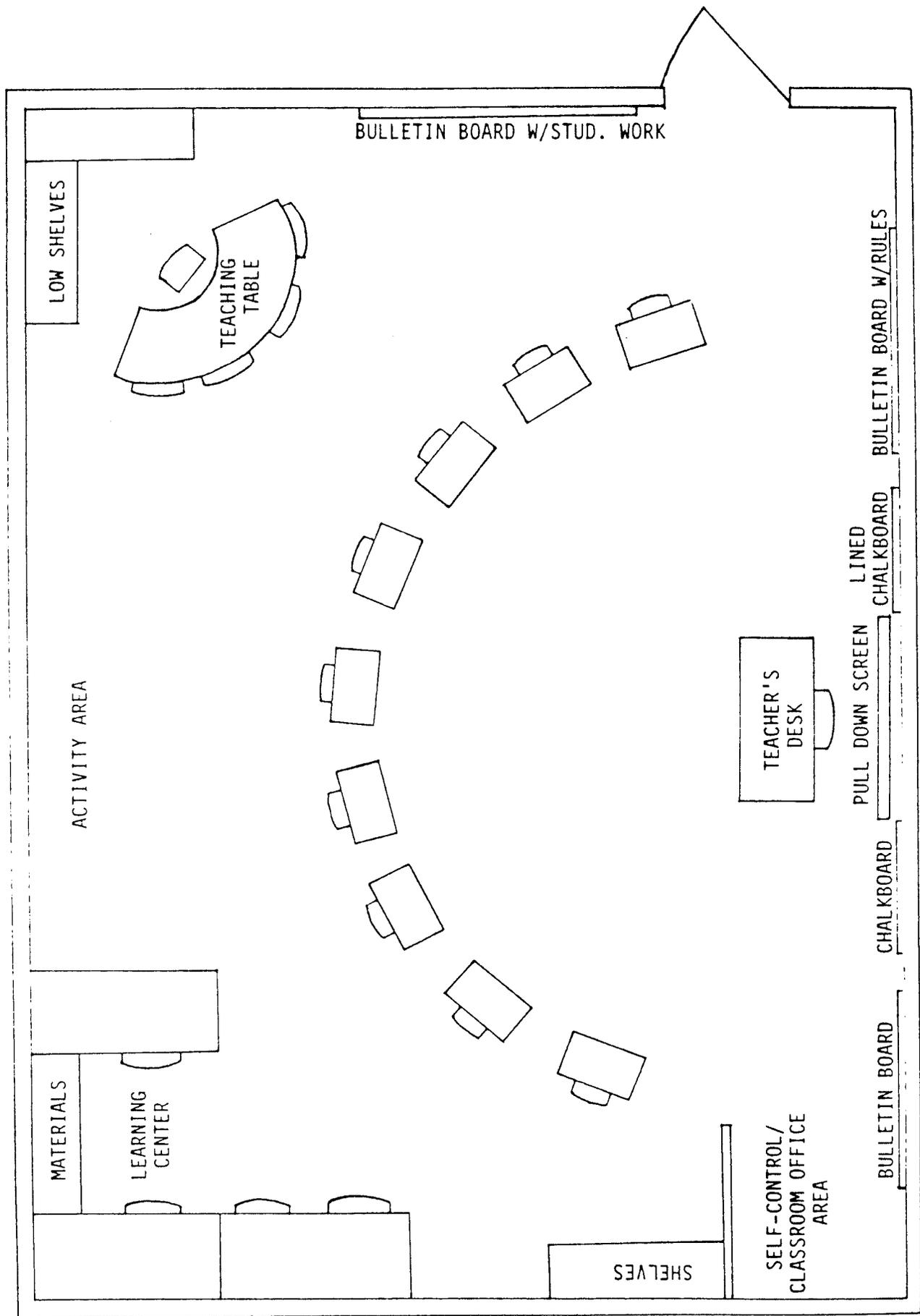
Figure 5

## **DESIGN 6: THE SEMICIRCLE CLASSROOM**

This is an ideal seating arrangement when space permits. In this arrangement, students are seated in a semicircle. This insures maximum teacher visibility and accessibility to students. This arrangement is ideally suited for all types of students when space is available and the number of students is limited. Teachers of the mentally handicapped often use this physical arrangement because it maximizes student visibility and accessibility.

### **SUMMARY**

Some final conclusions should be made about classrooms. Carpeting in most of the classrooms will cut down on noise levels especially in the Play/Reward Area and the Time-Out Area. The lighting in the classroom should be of the full spectrum type. Studies have proven that fluorescent lighting can cause seizures and hyperactivity in susceptible students. Finally, light colors can be used to enhance classroom atmosphere and to motivate students. Individual student needs as well as documented research regarding classroom design and its affects upon student behavior and achievement should be considered when constructing the ideal classroom. The ideal classroom provides external structure and controls from without so that the student can learn to develop controls from within...and the teacher can keep from going crazy!



SEMICIRCLE CLASSROOM  
Figure 6



## UNIT II

### EFFECTIVE CLASSROOM DISCIPLINE





## **CHAPTER 3**

### **TWELVE STEPS TO EFFECTIVE CLASSROOM DISCIPLINE**

#### **WHAT YOU WILL LEARN IN THIS CHAPTER**

This chapter will give you the basic classroom management strategies that are most often used by teachers who effectively manage classrooms for optimal learning and behavior management. They are arranged in sequence from the less involved to the more involved.

#### **VOCABULARY**

**Disciplinarian** - a person who is responsible for infractions of school discipline. This person can be the assistant principal, the Dean of Boys/Girls, etc.

**Marking** - giving emphasis to one direction via restatement, increase in voice intensity, tonality, etc.

**Self-Control Area** - an area at the front of the room which is enclosed on three sides whereby a student can see the teacher and the teacher can see the student, but the student cannot see the rest of the class. This may also be referred to as the classroom office.

Before beginning to teach discipline, or anything, one should first determine the desired behaviors or outcomes. The author, during a five year period, interviewed more than 500 teachers regarding their classroom goals and desired long range outcomes. Approximately one percent knew the long range goals of their classroom management/discipline systems. The goal is that teachers train their students to be respectful, responsible, positive, self-controlled individuals who can meet their needs without harming others or the environment. If these values are taught in the schools, then, hopefully, they will generalize to the world outside of school.

To accomplish this end, teachers must mentally program or reprogram and educate these values into students. If students evidence these values or behaviors in the classroom, then behavior problems will be greatly reduced and learning will be greatly facilitated.

To begin this educational process, one must decide on a set of strategies that will instill these values or behaviors in the students.

### **STEP ONE: POST CLASSROOM RULES IN THE POSITIVE**

Our society protects its members by having certain rules or laws. Students, therefore, need to respect rules and laws. Having classroom rules is the first step in this educational process. Rules give students a sense of security, predictable limits, and direction which provides the structure they need to enable them to behave appropriately. If a teacher does not let students know his/her rules, then the students will test the limits of the

teacher. This can weaken teacher discipline. Therefore, the teacher and students should cooperatively establish rules immediately. When a cooperative approach is used, the students are more likely to conform to the rules. Rules are expectations for student behavior. They empower students to make decisions about their behavior. Numerous studies have focused on the effect of rules upon behavior. Research has shown that establishing specific class rules leads to reductions in disruptive pupil behaviors. (Herman & Traymontana, 1971; Advani & Beaumaster, 1973; and Greenwood, Hops, Delquardi, & Guild, 1974.) Teachers can make the most of this negative correlation between rules and disruptive behavior by following a few specific guidelines.

Classroom rules should always be stated clearly and in the positive form and should also be consistent with schoolwide rules. Generally, there should be no more than five to seven rules. With younger students, a lesser number of rules should be used. At the beginning of the school year, the rules should be posted then reviewed daily. Effective teachers spend one-third to one-fourth of the first week of school time teaching and demonstrating or modeling classroom rules. In otherwords, rules should be taught, not just told. Rules must be practiced by students for them to become internalized. After specifying a rule, the teacher should have the students come up with examples of the rule then role play the rule.

Students should be praised or reinforced for following the rules. When praising a student for appropriate behavior, the specific behavior should be

praised, not the student. In this way, the student will internalize good feelings and his/her self-concept will improve.

Teachers should make only rules that can be enforced. Once a rule is made, it will probably be broken at some time. To maintain control of students, teachers must enforce the rules; therefore, when a student breaks a rule, the teacher must be sure to follow through with appropriate consequences. If the infraction of a rule dictates punishment, the punishment should be applied immediately or as soon as possible thereafter. A long delay before applying a punishment causes it to lose its potency and to become disassociated with the misbehavior. The best time to correct a student is when he/she is just beginning to break the rule. When criticizing or punishing a student for a misbehavior, the teacher should be sure to teach the correct behavior then reward the student for using it. An additional reason for disciplining disruptive behavior immediately is that such promptness is linked to academically effective teaching. (Moskowitz & Hayman, 1976; Sanford & Evertson, 1981.)

The first consideration is to decide on a set of classroom rules which will inculcate the values of respect, responsibility, positive attitude, self-control, and kindness. Hopefully, these values will transfer to the world outside of school. The rules designed to facilitate these values are as follows:

1. I was in my seat before the last bell rang.
2. I had pencil, paper, and books for class.
3. I raised my hand to get permission to leave my seat.
4. I started my work as soon as it was given to me.

5. I finished the work that was given to me.
6. I had a positive attitude.
7. I raised my hand to get permission to speak.

Now that the rules are established, the strategy can be implemented.

The first step is to involve the students in making the rules by asking them what rules they think should be used in the classroom. After writing the students' suggestions, tell them that you will condense the list and give it to them the next day along with one or two rules that you might add. The students will usually come up with most of the rules on the above list. This gives them an investment in the process thereby increasing the likelihood that they will comply with the rules. Never post more than seven rules. Most people cannot hold in consciousness more than seven items of information. (Miller, 1957.) Post only three rules for younger children, e.g.: I remained on-task, I raised my hand to get permission to talk, and I followed directions. Remember that the rules should be simple, stated in the positive, and be reasonable and reinforceable.

The rules should be presented on a poster and written with the best manuscript you can conjure; a more professional looking list will have greater impact on the students. Post a set of the rules in all four corners of the classroom.

Next introduce the rules in the following manner, "Yesterday you decided on the rules that we should follow in this classroom. As promised, I took your rules and condensed them into a list of the ones that came up most often. I have posted your rules in each corner of the classroom. Your

rules are good ones because they are the same rules that you will have to follow when you leave school and get a job to earn money to buy the things that you want. I will review the rules for seven days and tell you the reasons why they are so important for your success in the real world. The first rule is: I was in my seat before the last bell rang. When you leave school and get a job, you will be expected to be on time. If you are consistently on time, you are much more likely to be promoted which will mean salary and benefit increases. If you are not on time, your pay will be lessened; if you are continually late, you will be fired. This rule will help you become more responsible.

The second rule is: I had pencil, paper, and books for class. When you leave school and get a job, you are expected to be responsible for your tools. In school, pencil, paper, and books are your tools. You must have them before entering the classroom.

The third rule is: I raised my hand to get permission to leave my seat. In the real world of work, you are expected to stay in your place of work. This rule will also help you become more responsible.

The fourth rule is: I started my work immediately when it was given to me. In the real world of work, you will be expected to start work as soon as the bell or buzzer goes off. This rule will help you become more responsible.

The fifth rule is: I started my work immediately when it was given to me. In the real world of work, you will be expected to start work as soon as the bell or buzzer goes off. This rule will also help you become more responsible.

By now, you're probably wondering why you should be so responsible. Well, by being responsible, you will earn money to buy the things you want like nice clothes, a car, etc. You will also feel better about yourself when you are responsible and in control of your behavior.

The sixth rule is: I had a positive attitude. What do I mean by 'a positive attitude?' A positive or good attitude means that you say only nice things about yourself and others. It means that when a teacher or someone else gives you something like an assignment or homework, you accept it cheerfully. A positive attitude increases your ability to learn and strengthens your body. It also makes you look better and attracts others to you. Let's do a little experiment."

Call on a positive student to help you demonstrate how attitude affects strength. Ask the student to stand an arm's length in front of you and to raise his/her strongest arm out to the side and parallel to the floor. Now tell the student to look up and think of positive thoughts as you try to push his/her arm down by pushing on his/her wrist. Tell the student to remember how strong his/her arm was during the activity. Now ask the student to look down and think of a negative or unpleasant thought then again extend his/her arm out to the side. Push down on his/her wrist like you did before. To the student's surprise, his/her arm will go down more easily. Next have the student look up and this time think of positive thoughts. Push down on his/her wrist once more, and ask him/her to notice how much stronger the arm is when he/she is again thinking positive thoughts.

Tell the whole class to follow your directions as you guide them through this exercise to show them how positive and negative attitudes affect strength.

For another experiment, have the students look down and think negative thoughts. Then ask them to add 68 and 24 in their heads. Tell them to notice how long it took them to get the answer. Now have the students look up above eye level and think positive thoughts. Give them another problem to add such as 56 and 38, and tell them to note how much faster they got the answer. Once the students have done these experiments, point out that this shows how a positive attitude enhances learning.

There is yet another way to prove why a positive attitude is so important. Have the students look in a mirror and think negative thoughts. Ask them to notice how unpleasant their faces look. Then have them look in the mirror and think positive thoughts. Tell them to notice how much better they look this time. Point out to them that they always want to look good, and a positive attitude really makes a difference!

Inform the students that more people are fired from jobs because they have bad attitudes than for any other reason. You might add that medical research shows that a bad attitude is highly correlated with illnesses such as cancer, advanced aging, etc.

Continue your explanation of the rules saying, "The last rule is: I raised my hand to get permission to speak. In the real world of work and play, people must give others a chance to talk without being interrupted or having someone else talk while they are talking. If you can control your mouth, then you have made large gains in self-control that will spill over into many other

areas of life." Ask the students to think of how their mouths have gotten them into trouble in the past. For example, food they ate may have made them gain weight, things they said may have made others mad at them, smoking cigarettes may have made them sick, etc. Once more, remind them that controlling their mouths will teach them self-control.

(Optional) At this point, you can tell the students that they can earn points by following the rules. Present the Student Accomplishment Record (SAR) found in Chapter 4.

When applying and administering the classroom rules, be sure to be firm, fair, and consistent. It is very important to follow through on all rules and consequences. If you are inconsistent even once, your classroom control will be weakened.

## **STEP TWO: VERBAL CORRECTION STRATEGY**

What happens when a rule is broken? When a student breaks a rule, correct that student by asking him/her to state the rule that was broken. Have the student repeat it a second and third time, then ask the student what he/she will do in the future so that the undesirable behavior won't happen again. Having the student restate the rule three times helps reprogram his/her brain for following the rule in the future. If you are using a point system, have the student put a check mark in the appropriate box on the SAR.

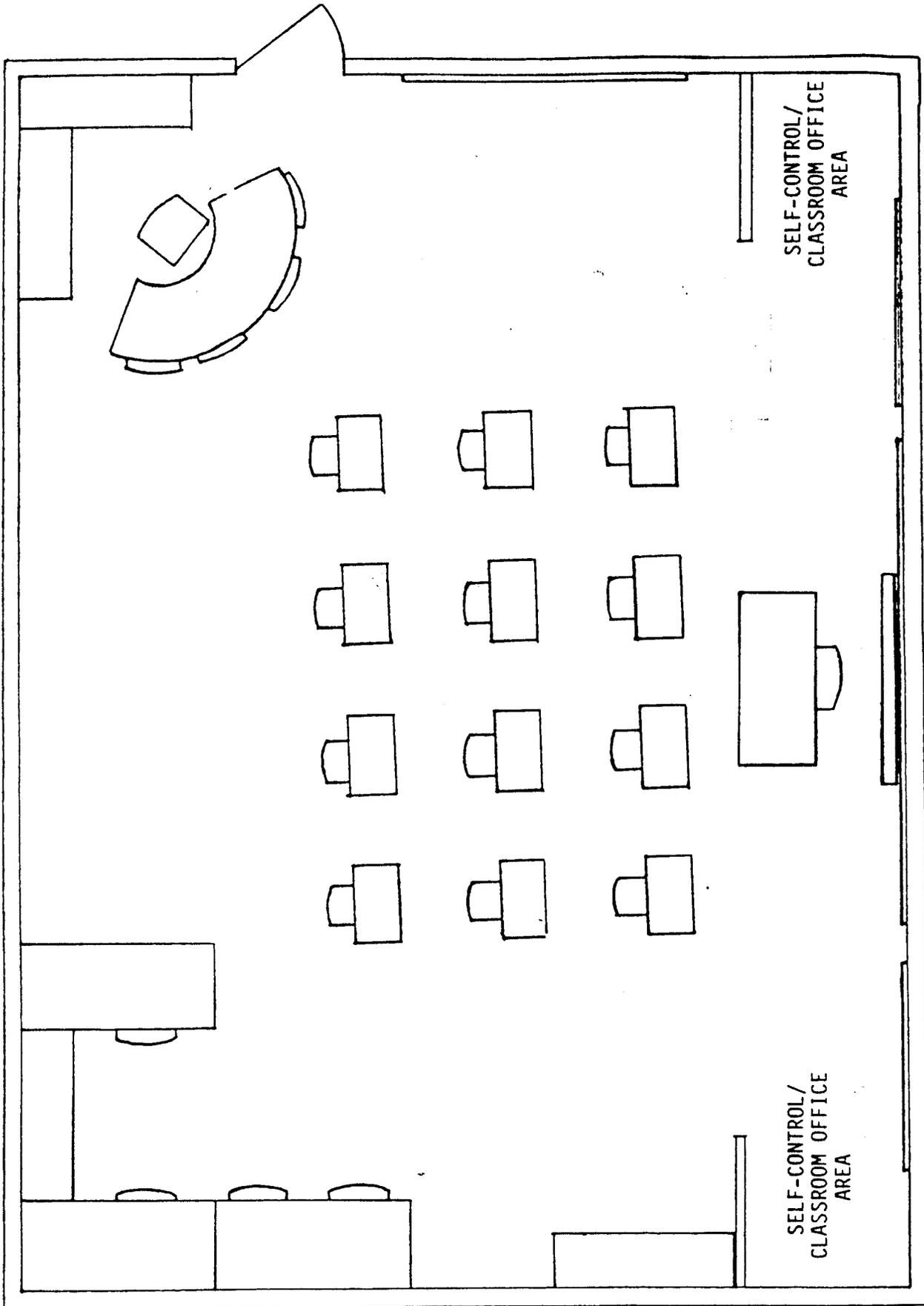
When a student breaks a rule three times within ten minutes, he/she is in a cycle pattern of behavior, and the behavior will repeat itself. In such instances, after the third verbal correction, tell the student to go to the self-control area. This is a partially enclosed area in the front of the classroom where you can see the student, and he/she can see you but cannot see or be seen by the rest of the class. (See Figure 7.) The student is sent to the self-control area for two minutes per year of age. For example, an eight year old will be required to spend 16 minutes in the self-control area. Students who are younger than eight should be required to spend one minute per year in the self-control area.

Before the student can leave this area, he/she must write the answers to the following questions. The questions should be posted in the area.

1. What did I do to get me into trouble?
2. What will I do in the future so this won't happen again?

This procedure places the responsibility for the new behavior on the student. When students think of solutions to their behavior problems, they are more likely to carry the solutions out. Most students who have chronic behavior problems do not follow the advice of authority figures.

What if the student refuses to go to the self-control area? In this case, use the Broken Record Strategy with an Injunction.



LOCATION OF SELF-CONTROL/CLASSROOM OFFICE AREAS

Figure 7

### **STEP THREE: BROKEN RECORD STRATEGY**

Use the Broken Record Strategy in the following manner. Firmly repeat your instruction to the student to go to the self-control area. After having repeated the direction for the second time, pause then firmly repeat it again using the student's name. Repeat the direction up to five times. If the student does not comply after the last repetition, use the Choice Strategy.

### **STEP FOUR: CHOICE STRATEGY**

Tell the student that he/she has a choice saying, "You can be smart and go to the self-control area," emphasizing this by gesturing to the area with your hand, "or you can refuse and be sent to the principal's office. Then your parents will be called. You have one minute to make your decision." Proceed to teach or work with the rest of the class. If the student does not comply, send him/her to the principal's office and proceed with Step Five: Principal's Office Strategy. If the student should refuse to go to the principal's office, send another student to get the principal or appropriate disciplinarian to come to the classroom. Under no circumstances should you back down!

When giving the student the choices, put more emphasis on the desirable choice. This will unconsciously influence him/her to some degree. This can be done by using arm movements and voice intensity to emphasize or mark the desirable choice.

The Choice Strategy permits the student to retain some power and to save face. Never back a student into a corner so that he/she doesn't have an option or can't save face. If you do, you're asking for a physical confrontation.

What happens if the student misbehaves in the self-control area? In this case, you add two minutes to the length of the stay for each infraction. If the student becomes uncontrollable, he/she is sent to the principal's office, and you proceed with Step Five.

### **STEP FIVE: PRINCIPAL'S OFFICE STRATEGY**

Be sure that you have explained your discipline plan to the principal. Let him/her know what you expect to be done once a student is sent to his/her office.

When a student is sent to the office of the principal, assistant principal, or appropriate disciplinarian, the student is placed in an isolated area, time-out, and is told that he/she must write the answers to four questions. The time-out area should be an area other than his/her classroom. The questions are:

1. What did I do that got me into trouble?
2. What am I going to do in the future so this won't happen again?
3. What will be the consequences if I don't do the new behavior that I stated in Number Two?

4. What will I do to make amends for what I have done, e.g.,  
apology, yard duty, etc.

After 15 minutes, the person in charge of discipline checks to see if the student has written the answers to the questions. If not, the student is informed that he/she will stay in time-out until he/she has written answers to the satisfaction of the teacher and the disciplinarian. The student should not be given attention while in the time-out area.

If the student refuses to comply, the disciplinarian should call his/her parents, inform them that their son/daughter refuses to cooperate with school rules, and ask them to come to the school for a conference that day. People are most influenced by what they hear first, so the disciplinarian should always talk to the parents before the student gives his/her version of the disciplinary problem and action. If for some reason the parents cannot come to the school that day, the student should be asked to call them from the school office to explain what has happened. This should be done in the presence of the disciplinarian and the teacher. There are times when it is feasible to tape such conversations, but all parties involved must be notified that a recording is being made. A tape recording should be used with students who distort the truth or whose parents are hostile or evasive.

Generally, students who are sent to the principal's office should be required to spend a day in time-out. While in this area, the student must still do his/her class work but is not permitted recess, break, or interaction with anyone for the full day. If a student has chronic behavior problems, proceed to Step Six.

## **STEP SIX: BEHAVIOR CONTRACT STRATEGY**

Students who have chronic behavior problems need to be taught alternative behaviors. Students can be taught to restructure their thoughts to control their inappropriate self-defeating behavior. (Meichenbaum & Berland, 1979.) The Thought Programming Contract is a first step in that direction. (See the form on the following page.) Proceed to Step Seven, and incorporate it along with this contract.

THOUGHT PROGRAMMING BEHAVIOR CONTRACT

A. I, \_\_\_\_\_, HEREBY AGREE TO DO THE FOLLOWING:

\_\_\_\_\_  
\_\_\_\_\_

1. Your statement of what you will do to be different must be stated in the positive.
2. It must be under your control.
3. It must be specific as to exactly what you will do - someone should be able to imitate what you will do.

B. WHAT WILL BE THE CONSEQUENCE FOR NOT FULFILLING THE CONTRACT:

\_\_\_\_\_

C. WHAT WILL BE MY POSITIVE CONSEQUENCE FOR FULFILLING MY CONTRACT:

\_\_\_\_\_

D. LIST THE SEQUENCE OF EVENTS THAT YOU WILL GO THROUGH TO DO A:

1. WHAT YOU WILL SAY TO YOURSELF: \_\_\_\_\_
2. WHAT YOU WILL PICTURE IN YOUR MIND: \_\_\_\_\_
3. WHAT YOU WILL FEEL: \_\_\_\_\_
4. WHAT WILL REMIND YOU TO DO A (YOUR SPECIAL CUE): \_\_\_\_\_

\_\_\_\_\_  
STUDENT'S SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
WITNESS'S/HELPER'S SIGNATURE

\_\_\_\_\_  
DATE

## **STEP SEVEN: PARENT INVOLVEMENT STRATEGY**

Whenever a student has a chronic behavior problem, his/her parents need to be involved. In a large majority of these cases, parental neglect to teach their children to be responsible, respectful, self-controlled, positive individuals is an underlying factor. Parents need to be taught how to teach their children these values. In such cases, the Parent-Child Accomplishment Record should be explained to them. (See the final chapter for an explanation of the Parent-Child Accomplishment Record.)

In addition to the Parent-Child Accomplishment Record, advise the parents that each day you will send home the form entitled Daily Report Card. (See the form on the following page.) Tell the parents that if the student has an unsatisfactory in any of the areas, the student is to be denied a privilege such as watching television, playing outside, etc. Explain that they can expect a Daily Report Card for the next five days at which time you would like to meet with them again to review the Parent-Child Accomplishment Record and other strategies.

Meeting once with the parents is rarely enough to get consistent behavior on their part. You should meet with them a minimum of three times during a three week period. Inform the parents that if they do not get a Daily Report Card, or if it is altered in any way, they are to call you immediately, and, by the same token, if you do not receive the Daily Report Card back the next day, you will contact them immediately. Keeping after the parents in the initial stages will pay handsome dividends later on.

## DAILY REPORT CARD

Dear Parents: This Daily Report Card is being sent to let you know how your son/daughter is doing each day. Please sign and return it on the following day. Thank you.

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Completed Reading Assignment	
Completed Math Assignment	
Completed Writing Assignment	
Completed Social Studies Assignment	
Completed Language Assignment	
Quality of Work	
Extra Credit Work	
Followed Directions	
Remained on Task	
Observed Classroom Rules	
Had a Good Attitude	
Interacted Well with Peers	
Interacted Well with Teacher	
Respected Others	

S - Satisfactory  
U - Unsatisfactory

NI - Needs Improvement  
I - Improving

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PARENT'S SIGNATURE: \_\_\_\_\_

In effect, you are letting both the parents and the student know that you will not tolerate disrespectful or disruptive behavior in your classroom. Time spent on these strategies will save you countless hours of discipline later and will benefit the student tremendously in the long run.

What if the parents won't come to the school? In this case, request that your local policeman and the home and school visitor or school social worker accompany you to the student's home. In most states, the police are required to assist other public servants. The policeman should accompany you into the home. Inform the parents that you care enough about their son/daughter to come to their home to discuss his/her problems. In the future, you will find the parents more willing to come to the school for a conference.

At the beginning of the school year, send positive notes home about each student. This will make the parents more receptive to your suggestions in future parent conferences.

## **PARENT CONFERENCING TIPS**

### **DO'S**

1. Call the parents to schedule the conference then follow up with a letter confirming the time, exact location, and length (30 minutes maximum) of the conference. (Ask the principal or assistant principal to give you a five minute warning so you will know when the time is almost up.) In your letter, also list any other participants who will be at the conference. It is a good idea to include the guidance counselor and/or the assistant principal when possible.

2. Arrive at the meeting place early. When possible, schedule parent conferences before school starts.

3. Greet the parents in a positive way. Say something positive about their son/daughter.

4. Take notes; they will be invaluable when you summarize with the parents at the end of the conference.

5. Be professional and businesslike. Use eye contact. Use the parents' names as often as possible.

6. State the problem and ask the parents for ideas as to how you can work cooperatively with them to solve the problem. Incorporate the parents' ideas with your ideas. In this way, they will have an investment in the solution. When appropriate, show samples of the student's work and/or give dates and descriptions of the student's inappropriate behavior.

7. Before ending the conference, summarize what was said and go over the strategies that are going to be implemented. State by whom, when, and where the strategies will be implemented. Put this in writing and give it to the parents. Keep a copy for yourself.

8. Follow up with a note thanking the parents for their cooperation. Also add a reminder of the time and place of the next conference.

#### **DO NOT'S**

1. Do not surprise the parents with any new problems. Stick to the one or two major problems for which you have called the conference.

2. Do not make small talk. Be Businesslike.

3. Do not do all the talking. Listen to the parents. Make notes and watch their body language.

4. Do not disparage any school personnel or the parents themselves.

5. Do not get involved in gossip.

Suppose that after having used all of the above strategies, the student still exhibits behavior problems in school. In such cases, proceed to Step Eight.

#### **STEP EIGHT: IN-SCHOOL SUSPENSION AND LOSS OF PRIVILEGES**

If a student chronically breaks the classroom and school rules, he/she should be placed on in-school suspension, be assigned yard duty after school, and lose all school privileges. When a student is placed on in-school suspension, he/she is escorted to and from the bus or immediately upon entering school grounds to a room or a 4' x 6' enclosed area where he/she must spend the entire day doing school work. In this area, he/she is not permitted to attend any school functions but is allowed three seven-minute breaks a day during which he/she is escorted to and from the restroom. In addition, the student must have a written plan as to how he/she will change his/her behavior. This plan must be more than one page long.

## **STEP NINE: EVALUATION**

Students who have chronic behavior problems need more than simple behavior modification plans. All behavior serves some intention. These students need to be evaluated medically, educationally, psychologically, and socially to find out what needs to be done that will enable them to adjust to a school situation. The earlier this intervention is done, the better the prognosis.

## **STEP TEN: COUNSELING**

If the evaluation phase finds that the student is in need of counseling or some other intervention, the school's home and school visitor or social worker should implement the intervention. One of the most common mistakes is to involve the student in therapy without involving the parents. Be sure to involve the parents in the counseling or interviewing process.

## **STEP ELEVEN: SPECIAL EDUCATION PLACEMENT**

If a student is constantly falling in school and/or disrupting the class and all of the above strategies plus additional interventions have failed, then he/she should be placed in special education, vocational training or homebound instruction. In rare cases, residential placement may be necessary because it is illogical to permit one student to disrupt the learning

of the others. Too often, students who are disruptive are permitted to stay in school and disrupt the classroom. Special provisions should be made to remove the chronically disruptive students from the mainstream, especially those who do not seem to be learning. These students should be placed in a special program or vocational training program which will lead to gainful employment. If a student refuses vocational training, he/she should not be permitted to have a driver's license. Throwing a student out of school completely is not the answer for he/she will simply wind up committing social crimes to obtain money.

In addition to vocational training, these students need training in social skills, parenting skills, and traditional values. If this approach is used, many social and emotional problems will be averted in the future. This will save taxpayers large sums of money and will also provide a safer, saner society for all of us to live in.

#### **STEP TWELVE: MEDICATION**

As a last resort and in some special cases, e.g., medically diagnosed brain damage, etc., medication can be used as a temporary intervention until other interventions, behavior modification programs, social skills training, etc. have been placed in effect and are ameliorating the problem. Too often educators and mental health personnel mask a student's underlying problem with medication and forget to do any intervention once the student's behavior is brought under control with the medication. This is truly unethical, yet it

is a widely spread practice in schools today. If school personnel are well trained in behavior strategies, there will rarely be a need for medication.

### **SUMMARY**

Twelve steps have been presented that progress from simple procedures to more complex and involved procedures. In no way are these steps the alpha and omega of classroom management. The strategies have been presented in this fashion to provide educators with a foundation to build on and to modify to the dictates of their situations.

Realize that all individuals have a certain amount of craziness about them. We are all evolving and becoming much more than most of us can imagine. So, be patient with students and show them you care about them by taking the time to teach them to be more productive and to have positive behaviors. In this way, we will have a saner society.

One last technique when everything else fails:

### **STEP THIRTEEN: TRANSFER STRATEGY**

Get the parents a job in another school district then the whole family moves, and you have eliminated the problem.

**SUMMARY OF**  
**DR. VAN NAGEL'S 12 STEPS TO EFFECTIVE CLASSROOM MANAGEMENT**  
**OR**  
**THE DIRTY DOZEN SURVIVAL STRATEGIES**

1. **Post Classroom Rules in the POSITIVE**

Explain the seven basic classroom rules. Post them and go over them for seven days stating the rationale and life's value of each.

2. **Verbal Correction Strategy**

Whenever a student breaks a rule, use the verbal correction technique as described by Dr. Van Nagel.

3. **Broken Record Strategy**

Whenever a student breaks a rule and refuses to comply with your directions, use the verbal correction technique.

4. **Choice Strategy**

Whenever the Broken Record Strategy doesn't work, use the Choice Strategy.

5. **Principal's Office Strategy**

When a student is sent out the principal's office, he has to write the answers to four basic questions:

- (a) What did I do that got me into trouble?
- (b) What am I going to do in the future so this won't happen again?

(c) What will be the consequences if I don't do the new behavior stated above?

(d) What will I do to make amends for what I have done?

6. **Behavioral Contract Strategy**

Assess the student's needs, interests, and behavior pattern and jointly construct a behavioral contract that specifically states what is expected of him/her and what the payoff will be.

7. **Parent Involvement Strategy**

Interview the parents and place the student on the Daily Report Card and the Parent-Child Accomplishment Record.

8. **In-School Suspension**

This is a last resort and only for students who will respond to this technique.

9. **Evaluation**

10. **Counseling**

11. **Special Education**

Document the student's behavior over a period of time. Specify the interventions you have use and their effects.

12. **Medication**

This is a temporary measure for select students. Consider the following types of student and appropriate medication:

Hyperactive - Ritalin or Cylert

Mildly Aggressive - Atarax

Hostile Aggressive - Thorazine, Mellaril

13. **Transfer Strategy**

Get the parents a job in another school district then the whole family moves, and the problem is eliminated.



**CHAPTER 4**  
**IMPLEMENTING THE STUDENT ACCOMPLISHMENT RECORD**  
**FOR TEACHING RESPECT, RESPONSIBILITY, SELF-CONTROL,**  
**AND A POSITIVE ATTITUDE**

**WHAT YOU WILL LEARN IN THIS CHAPTER**

This chapter will give the reader a detailed description of the Student Accomplishment Record hereafter referred to as the SAR. The SAR is a contingency based token system of behavior management for use in regular classrooms, departmentalized classrooms, special education resource rooms, and special education self-contained classrooms. (The SAR Plus system described in the next chapter is for use with students who have severe behavior problems or are moderately or severely retarded.) The SAR can be used with individual students but has maximum effect when used with entire classes. The system facilitates the development of respect, responsibility, self-control, a positive attitude, and kindness.

**VOCABULARY**

Intermittent Positive Reinforcement - the giving of points at unscheduled times upon execution of a desired behavior.

Intermittent positive reinforcement is a technique that

increases the likelihood that behaviors will be exhibited and generalized across situations and decreases the likelihood of extinction when reinforcement is reduced or withdrawn.

Regular Pattern of Behavior Repertoire - when the student earns 90% of all possible points for four consecutive weeks.

Response Cost - the taking away of a specified unit of reinforcement after a response is made.

Session - a period of instructional time covering a single class period or portion of a day. For example, a session is 8:30 to 9:25 in a departmentalized system or the A.M. portion of the day in a self-contained room.

Super Behavior or Restitution - a situation in which the student must do something to pay back for the undesirable behavior that he/she has displayed.

## INCREASING AND MAINTAINING DESIRABLE BEHAVIOR AND ACHIEVEMENT

The primary purpose of this particular token system is to present a management system that can bring a student or students under instructional control with a minimum of teacher time and effort. The effectiveness of token economies to bring disruptive student behavior under control and to increase student achievement has been demonstrated. (Baer, Wolf, & Risley, 1968; Birnbrauer & Lawler, 1964; Bijou, Wolf, & Kidder, 1965; Birnbrauer, Wolf, Kidder, & Tague, 1965; Karraker, 1977; McKenzie, Clark, Wolf, Kotthera, & Benson, 1968; O'Leary & Becker, 1967; O'Leary, Becker, Evans, & Saudargas, 1969; Osborne, 1969; Quay, Werry, McQueen, & Sprague, 1966.)

There is a need for a simple token economy classroom management system that teachers can use to effectively manage a student's behavior within a classroom with a minimum of effort and instruction. This simplified system should eliminate (1) complicated record keeping such as cycle charts and behavioral designs, (2) the extra work which necessitates additional personnel such as assistants, volunteers, etc., and (3) additional teacher time. Such a system should increase academic achievement and should also reduce disruptive student behaviors.

After a thorough review of the literature, several systems were synthesized into one. This operational plan was devised to create a simple system that would meet the above criteria. The Student Accomplishment Record, hereafter referred to as the SAR, has two major components that have

proven effectiveness. The first is the token economy which has already been referred to. The second component is the setting and consistent enforcement of rules that are related to prosocial behaviors in and out of school. It has been shown that the setting of specific class rules leads to reductions in disruptive pupil behavior. (Herman & Traymontana, 1971; Advani & Beaumaster, 1973; Greenwood, Hops, Delquardi, & Guild, 1974.) Rules alone, however, produce no change in classroom behavior. (Madsen, Becker, & Thomas, 1968; O'Leary, et al., 1969.) Rules plus feedback do increase appropriate behavior over 70%, and rules plus feedback and individual consequences increase appropriate behavior up to 84%. (Greenwood, Hops, Delquardi, & Guild, 1974.) Numerous other studies show the importance of teaching and then consistently monitoring classroom rules. (Moskowitz & Hayman, 1976; Emmer & Evertson, 1980; Sanford & Evertson, 1981.) Factors such as these were taken into consideration when the SAR was created, tested, and modified over a period of 13 years to reach its present form and content.

While it is recognized that a great deal of research has been done on token economies, the strength of this approach lies in its simplicity as well as in the verification of its effectiveness. More than 2,000 classroom teachers in various settings with various types of students have demonstrated the system's effectiveness. The data supplied by classroom teachers regarding the SAR gives overwhelming support to the functional utility of this direct approach. The data indicated a functional relationship between the SAR and an increase in desirable behavior and achievement. Desirable behavior is

defined as behavior which exhibits respect, responsibility, a positive attitude, and self-control.

### **SAR DIFFERENTIATING ASPECTS**

The following aspects differentiate the SAR from other classroom and/or student management systems.

1. It has been field tested by teachers in numerous classrooms.
2. It does not require sophisticated or time consuming teacher training.
3. It can be immediately established in any classroom or school.
4. It is inexpensive.
5. It is applicable to all types of students in special and regular education classrooms.
6. It does not place an undue burden on the teacher's instructional time.
7. It lends itself to student individualization and to different teaching styles.
8. It can be used with one student or with an entire class.
9. It is a system in which students can select their own rewards and reinforcers.

10. It can be generalized into a home situation and is as equally effective at home as at school.
11. The students evaluate and record their own behaviors thereby creating a condition of self-evaluation and self-responsibility.
12. The teacher either confirms or refutes and corrects the students' self-evaluations.
13. Multiple schedules can be operating at one time.
14. The system can be faded out and eliminated with a minimum of effort.
15. In most cases, the same plan can be used to solve the majority of problems related to a student's behavior and academic achievement.

## **PROCEDURE**

### **STEP 1**

The teacher should first duplicate the appropriate SAR Form A, B, C, or D found at the end of this chapter, making enough copies to last the student(s) several weeks. Form A is usually used in regular education classrooms and classrooms of mildly handicapped students. This is the easiest SAR procedure. A separate SAR form is used for each class period in a departmentalized system. If the SAR is being used in a self-contained class,

the teacher should use Form A, B, or C. Teachers of students with severe learning or behavior problems should use Form D or the SAR Plus system described in the following chapter. Form D is used with students who need reinforcement more often. On Form D, items three through eight have cells which are divided into four parts. This enables the teacher to reinforce a student every 15 minutes per hour in a departmentalized classroom or every hour in a self-contained classroom. Form D has proven effective with mildly emotionally handicapped, learning disabled, and retarded students. The SAR Plus system should be used with students who have severe behavior problems or are trainable or profoundly mentally retarded.

## **STEP 2**

If the teacher or a student is going to act as a single monitor and recorder, Form A should be used. If the teacher is going to have the students monitor their own behavior, the teacher should record each student's name on a separate manila folder and place a blank SAR form in it. All of these folders should be placed near the classroom entrance either in a box on a table or in an envelope stapled to a bulletin board. At a later time, the students are told that they are to pick up or deposit their SAR folders in this place upon entering or leaving the classroom. The students in a self-contained special education classroom would do this at the beginning and end of both the A.M. and P.M. sessions. Each student must be held accountable for his/her SAR folder. If a student loses the SAR, he/she loses the points already earned. This helps the student(s) develop responsibility.

### **STEP 3**

The teacher should ask the students what rules they feel should be in effect in the classroom. Usually, most of the rules on the SAR will be suggested by the students. The teacher should then explain to the students that a condensed list of the rules that they have made will be written along with one or two other rules which he/she will add. The process of allowing student input for making the rules commits the students to an investment in keeping the rules and provides the foundation for cooperation.

### **STEP 4**

The next day before explaining the system, the teacher should ask the students what privileges or activities that they would like to have in the classroom. The students' suggestions are listed on the chalkboard. The teacher can add a few suggestions such as not having homework over the weekend, free time in class, etc. Choices for the week should be limited to approximately five or six; a greater number of choices becomes unwieldy and time consuming. The students' Reinforcement/Reward Menu is then written on a piece of posterboard and displayed in a prominent place.

A good way to determine the students' interests is to use the Van Nagel Quick Interest and Reward Preference Inventory found in Appendix B. Their interests can then be converted into reinforcers. An additional advantage of using the interest inventory is that the process helps the teacher establish rapport. Interests can also be woven into instruction for motivational purposes.

Free time may be used effectively as a reinforcement and is especially effective with older students. For example, a student may cash in five points for one minute of time in the free time area. The stipulation is that the student must buy a minimum of five minutes; therefore, he/she must have at least 25 points. A timer is set when the student enters the free time area. Ten points are lost for each minute that the student overstays his/her allotted time.

#### **STEP 5**

The teacher should explain to the students that in the real world of work, people have to do certain things in order to get what they want. For example, people work at jobs to make money to buy cars, houses, etc. The students are told that they will be given the opportunity to earn rewards and/or privileges by doing things that are normally expected of a student in school. The teacher should also point out that these rules will help prepare them for the real world of work because the rules are the same basic rules that will have to be followed for just about any job.

The teacher now reviews the rules giving the rationale for each one. *All of the rules and rationales are to be reviewed for a minimum of seven consecutive days.* Students in a departmentalized system evaluate themselves at the end of each class period. At the end of the day, students on Form B or C total their points or check marks received in each class period. If the students are in a self-contained class, each day can be divided into an A.M. and a P.M. session, or SAR form A or B can be used for the entire day. Form

B is returned to the student's folder at the end of the A.M. session. At the beginning of the P.M. session, the students should be reminded to mark the P.M. side of the form. Each session should be treated as a full school day. Thus, points earned in the A.M. session cannot be lost in the P.M. session which is treated as a new day with the same possible number of points as in the A.M.

#### **STEP 6**

Points are assigned to each rule. A student earns points by practicing the rules. Response cost is utilized when the rules are broken; a point is subtracted each time a student breaks a rule. The student is also told that he/she can earn the point back by exhibiting "super" behavior. "Super" behavior is when the student demonstrates that he/she can follow the rule for a specified period of time and do an additional desired behavior (restitution). When using Form A, the teacher selects a student to act as class recorder. Whenever a student breaks a rule, the teacher says the name of that student and what rule he/she has broken, and the recorder then puts a checkmark in the cell that represents that student. The teacher also tells the student who has broken the rule that he/she may earn the point back by following the rule for the next five minutes and by doing an act of restitution. The teacher specifies the restitution. When the time is up and the restitution is completed, the teacher tells the recorder to put a plus (+) mark over the checkmark to show that the point has been earned back.

In determining the number of points each reinforcement/reward is worth, the teacher should initially make it easy for the students to earn rewards. Later the number of points required for the rewards is increased. This inflation method closely approximates the increasing demands that society will place on students as their age, ability, and maturation increase.

The teacher should now explain the SAR system. Upon entering the room, each student is instructed to pick up the folder labeled with his/her name then be seated. The explanation may be given on either an individual or a class basis. Each student should look at the SAR form in his/her folder while the teacher explains the marking system in the following manner. "By following each rule, you can earn points. You will be responsible for marking your SAR form. Here's how. If I tell you that you have earned a bonus point, you will put a plus mark (+) in the box for the rule. If you break a rule, you will put a small check mark (✓) in the box for the rule. You can earn the point back by doing a "super behavior." {The teacher then explains what a "super behavior" is.} If you come to class on time, you have followed the first rule, and you may immediately give yourself one point in the box beside rule one which, as you see on your form is what that rule is worth. If you have your pencil, paper, and books, you will also immediately give yourself one point which is what that rule is worth. The points for the rest of the rules will be given at the end of the day like this: you will count the number of check marks in the box beside the rule then subtract that number from the number of points that the rule is worth. For example, if you have three check marks in the box next to the fourth rule, you will subtract three from five since that

rule is worth five points. Then you will put the remainder, two, in the box showing that you have only earned two points for rule four. If you have any plus marks in a box, you will add the number of plus marks to the possible points for that rule. For example, if you have one plus mark in the box next to rule three, you will add one to five and put the number six in the box. If you have no plus marks or no check marks in a box beside any of the rules, then you have earned exactly five points which you will write in the box. Next you add up all of the points for the day and write the total in the blank at the bottom of the column. On Friday, we will add up all of the points for all of the days for the grand total." The teacher should next review the rules and rationales.

**Rule 1:** I was in my seat before the last bell rang.

If the student was in the classroom before the last bell rang, a "one" is made in the appropriate box. For example, if it is Monday, the recorder or the student, depending on which system is used, writes the number one in the first box under Monday for being on time.

If he/she was tardy, a check mark is made in the box. This is done for each session.

**Rationale:** In the real world of work, a person is expected to be at work on time, and there is usually a penalty (in terms of dollars) for being late.

**Rule 2:** I had pencil, paper, and books for class.

If the student has come prepared for class with a pencil, paper, and books, a "one" is made in the appropriate box for the day, e.g., Monday. The student must have a pencil, paper, and books before entering class to earn this point.

If he/she does not have one of these items, a check mark is made in the box, and he/she must borrow from the teacher. However, the teacher will require that the student provide something as collateral such as a watch, bracelet, comb, etc. This procedure teaches responsibility.

**Rationale:** All people are required to have the tools for their jobs; e.g., a doctor must have a stethoscope, a carpenter must have a hammer, etc. Each one must be responsible for his/her tools.

**Rule 3:** I raised my hand to get permission to leave my seat.

If the student remained in his/her seat during the class period unless given permission to get up, no marks are made in the box. If the student had to be reminded to stay seated, a check mark is made in the appropriate box. If the student had to be reminded a second time, another check mark is made, etc. The total number of check marks represents the number of points subtracted for that rule.

**Rationale:** In the real world of work, one must remain in the assigned work area unless given permission by the person in charge to leave.

**Rule 4:** I started my work as soon as it was given to me.

If the student starts working immediately after being assigned a task and continues working throughout the designated time or A.M./P.M. period for that task, no marks are made in the box. If the student has to be reminded to begin a task, a check mark is made in the box, and a point is subtracted for each occurrence.

**Rationale:** In the real world of work, a person is expected to begin work when told to do so or at a designated signal such as a time clock, bell, buzzer, etc.

**Rule 5:** I finished the work that was given to me.

If the student completes the assigned work for that session, he/she earns the total possible number of points. For each task that the student does not finish, a check mark is made in the box, and one point is subtracted from the total possible points (5) at the end of the period.

**Rationale:** In order to keep a job, a person is expected to finish the work given him/her to do.

**Rule 6:** I had a positive attitude.

A positive attitude is related to positive self-concept and better classroom behavior. (Metcalfe, 1981; Reynolds, 1980.) In order to promote positive attitudes in the classroom, each student is expected to (1) smile when the teacher smiles at him/her, (2) say only nice things about him/herself and others, and (3) accept assignments cheerfully.

Each time that the student does not comply with this rule, a check mark is placed in the appropriate box, and a point is subtracted from the total number of points possible (5) for that rule.

**Rationale:** More people lose their jobs for having bad attitudes than for any other reason. A job is necessary in order for a person to get the things he/she wants and needs. Therefore, to increase the likelihood of getting and holding a job, one must have a positive attitude. A positive attitude is related to good physical and mental health.

**Rule 7:** I raised my hand to get permission to speak.

If during the class session the student spoke only after raising his/her hand and receiving permission to speak, he/she earns the total possible number of points.

If the student had to be reminded to stop talking, a check mark is made in the box, and a point is subtracted for each occurrence.

**Rationale:** In the real world, a person must give everyone a chance to talk without interruption. Furthermore, learning to control one's tongue is a huge step in gaining self-control which enables one to discipline him/herself to achieve.

When a student deserves to be encouraged or rewarded for following a rule particularly well, the teacher should tell the student that he/she has earned a bonus point and either the recorder or the student, depending on which system is being used, may make a plus mark beside the appropriate rule.

### NEGATIVE BEHAVIORAL TRENDS

If a student receives three check marks within five minutes for breaking a particular rule, the student is removed from his/her desk and isolated for two minutes per each year of age. Thus, a student who is eight years old would be isolated for 16 minutes; a student who is 12 years old would be isolated for 24 minutes, etc. Students under eight should be isolated one minute per year of age. Therefore, a maximum of three points can be lost for any one rule. This provides an incentive for the student because losing all points tends to cause them to give up and may provide a condition for

undesirable behaviors. While isolated, he/she must still do the assigned work and answer two questions in writing. The questions are: What did I do to get in trouble? and What am I going to do so that this doesn't happen again? At the end of the isolation period, the student returns to his/her desk.

### **INTERMITTENT POSITIVE REINFORCEMENT**

Intermittent positive reinforcement is critical to the success of this program because it enables the teacher to shape and instill behaviors that will generalize across time and places. The teacher should give bonus points to the students periodically throughout the session (or day) for performing the behaviors explained on the SAR rules list above.

The class should be told that if they ask for points or bonus points, they will instead lose points. This is done to minimize requests for points and to eliminate manipulative behaviors. Students must earn points, not ask for them.

When the teacher notices that a student is getting low on points, it would be advisable to set up an opportunity for the student to earn bonus points for exhibiting the behavior that is specified in the rule for which he/she has lost the points.

Intermittent positive reinforcement also helps the teacher to give attention to the student's positive behaviors and attitudes. This is important because, as previously stated, what the teacher gives attention to will usually increase.

## EVALUATION

The teacher should next explain the evaluation procedure to the class. If Form A is used, the recorder totals the number of points for each student. If Form B is used, the students evaluate themselves at the end of each session. Students in a self-contained classroom will evaluate themselves at the end of the A.M. session and again at the end of the P.M. session. The teacher should point out that when a rule is adhered to, they will earn the maximum number of points specified for that rule plus any bonus points that have been awarded. (A total of 320 points per week are possible when combining the A.M. and the P.M. sessions.)

The teacher should tell the students that approximately three minutes before the end of the session, they are to take out their SAR folders and do self-evaluations for that session. A time keeper should be appointed to remind the students when to do this. The teacher should inform the students that he/she will be checking on the evaluations and will either walk by each student's desk or ask them to raise their hands to come to his/her working area when finished. The teacher should then explain that he/she will either confirm or refute and correct each student's self-evaluation by marking it with a "C" if he/she agrees with it or by marking an "X" in the box that he/she disagrees with. If an "X" is entered in one of the boxes, the teacher then adjusts the number of points or instructs the student to do so.

After the teacher checks the students' self-evaluations, they are asked to total the points and return the SAR folders to the proper place. It should

be emphasized that no discussion is permitted regarding disagreement with the teacher's correction unless the student submits a written request for a discussion. If a student attempts to discuss disagreements without making a written request, points will be lost for that session. Discussions which have been requested in writing should be held during recess or after school although students will rarely put their requests in writing.

Students should be told that all points are lost for cheating, striking another student, defacing school property, or arguing with the teacher about points. These infractions also require that the student work alone for the rest of the day. Points may be earned but only at a substantially reduced rate, e.g., five points for one hour of quiet work. This approach must be used to keep the students from giving up.

### CONCLUDING

After having explained the SAR system to the class, the teacher should ask if there are any questions. He/she should use examples to clarify anything that seems to be confusing to the students.

At this point, the teacher should explain that at the end of the week each student will total all of the points he/she has earned and will be able to cash them in for selections from the Reinforcement/Reward Menu. Remind the students that all points must be cashed in on Friday and that there is no carry over to the following week. This prevents students saving up points and being able to misbehave but not losing out on privileges, etc. The teacher

designates the time and period that the students may use their rewards; this is usually on Friday or at some time during the following week. Reinforcement may occur daily or at the end of a session. In special education classrooms, reinforcement should initially occur frequently then be delayed as the students establish more self-control.

If a student is very impulsive, emotionally disturbed or very young, it may be necessary to make rewards available upon the completion of a task or at a specified time period every day. As the student develops self-control, the time period between the task and the reward is extended thus helping him/her learn to delay gratification.

### OPTIONS

There is an alternative procedure using only one reinforcement menu that keeps points the same and does not utilize inflation. In order to do this, the range of points between the values of the lowest and the highest items on the menu must be broad from the outset of the program. The wide range of points permits the students to earn more desirable rewards as they work harder. Inflation, which can inadvertently be perceived by some students as the penalization of good behavior, is thus eliminated because the reward system remains stable. There is, however, the danger that a student will find the rewards too easy to obtain thereby losing incentive or motivation for further improvement or development. Therefore, the teacher should add or subtract rewards from the menu.

## FADING THE SYSTEM

When the target behaviors of the SAR have become a regular pattern in a student's behavioral repertoire, the teacher should begin to fade the system. From the beginning, verbal praise should accompany the points and rewards as they are given. The pairing of verbal praise with points will enable verbal praise to eventually serve as the reinforcer for desirable behaviors.

During the fading process, it is important to note that the teacher should strive to make it more reinforcing to be off the program than on it. This can be accomplished by phasing out the student who has acquired the behaviors in sufficient strength that he/she no longer needs the support of the system. For example, if for four consecutive weeks a student has earned a minimum of 90% of the total points possible, he/she is taken off the system and automatically credited with a week's worth of points. If the student begins to regress, to disrupt the class or fails to maintain prior academic performance, he/she again takes part in the system. In essence, the students work to get off and stay off the system.

When mainstreaming students from special education classrooms to regular classrooms, the students should carry their SAR forms with them and have the regular education teacher evaluate them at the end of the class. The special ed teacher still provides the reinforcement.

## **SUMMARY OF STEPS TO IMPLEMENT THE SAR SYSTEM**

1. Decide on an appropriate form and duplicate it when using Form B and C. Place one copy in a folder for each student.
2. Have the class "develop" classroom rules. This discussion is guided by the teacher so that the list of rules developed by the students closely parallels the SAR rules.
3. Develop a Reinforcement/Reward Menu through use of the Van Nagel Quick Interest and Reward Preference Inventory and/or a class meeting approach.
4. Post the menu and rotate selections regularly.
5. Review the rules and rationales for a minimum of seven consecutive days. Use specific, concrete examples.
6. Explain the SAR evaluation format.
7. Implement the SAR.
8. Employ intermittent reinforcement when possible.
9. Have the students self-evaluate.
10. Check the students' self-evaluations. Confirm or refute then correct their evaluations.
11. Set up opportunities for students to earn points in areas where their points are being depleted.
12. Have the students total points and make selections from the Reinforcement/Reward Menu at the end of the week.

13. Be cognizant of each student's performance so that fading can begin at the appropriate time.

### **REASONS THE SYSTEM WORKS**

1. It strengthens classroom behaviors that are incompatible with disruptive and nontask-related behaviors. If a student is sitting in his/her seat, doing work, and not talking, it is unlikely that he/she will get into trouble.
2. It shapes desirable behaviors through points earned and provides for intermittent reinforcement to program desirable prosocial and proacademic behaviors.
3. It punishes undesirable behaviors through points lost.
4. It allows for continual self-evaluation with periodic checks and feedback when the teacher daily confirms or refutes the self-evaluations.
5. Students can see the gradual point increases of the desired behaviors on the SAR.
6. It gradually instills behaviors that are habitual and that generalize to other situations.
7. It teaches students to delay gratification and increase self-control.
8. It simulates the real world and helps students develop the necessary skills and attributes for success in the real world.

9. It gives the students an incentive to work.
10. It enables the teacher to become aware of each student's work-related behaviors and to reinforce desirable behaviors.
11. It provides equitable rewards for work responses.
12. It facilitates the development of respect, responsibility, self-control, positive attitude, and kindness.
13. It provides a structure through which the teacher communicates positive goals and an atmosphere of teamwork to the parents. This is achieved initially by sending home a letter (see Appendix E) at the beginning of the school year.

### **SUMMARY**

This chapter provided the reader with details of a comprehensive management plan designed for use in regular education classrooms and with students who have learning and/or behavior problems. Ideas for structuring both academic and affective education were given. These ideas can be implemented as described and adapted as necessary to fit the unique needs of each situation.

The behaviors on the SAR resemble the real world of work. The principles of positive reinforcement, negative reinforcement, response cost, and intermittent reinforcement operate to a large extent in our society. The techniques suggested are utilized to promote respect, responsibility, self-control, a positive attitude, and kindness.

STUDENT ACCOMPLISHMENT RECORD

SAR FORM A

IN ORDER TO EARN REWARDS OF TIME IN THE FREE TIME AREA, YOU MUST EARN POINTS. POINTS CAN BE EARNED BY DOING THE FOLLOWING:

NAMES																				
1. I WAS IN MY SEAT BEFORE THE LAST BELL RANG. (1 PT)																				
2. I HAD PENCIL AND PAPER FOR CLASS. (1 PT)																				
3. I REMAINED IN MY SEAT AND REMEMBERED TO ASK PERMISSION TO LEAVE MY SEAT. (5 PTS)																				
4. I STARTED MY WORK IMMEDIATELY WHEN IT WAS GIVEN TO ME. (5 PTS)																				
5. I FINISHED THE WORK THAT WAS GIVEN TO ME. (5 PTS)																				
6. I HAD A GOOD ATTITUDE. A. I SMILED WHEN THE TEACHER SMILED. B. I SAID ONLY NICE THINGS. C. I ACCEPTED ASSIGNMENTS CHEERFULLY. (5 PTS)																				
7. I RAISED MY HAND TO GET PERMISSION TO SPEAK. (5 PTS)																				
8. I SHOWED RESPECT FOR OTHERS. (5 PTS)																				
SUBTOTALS																				

# STUDENT ACCOMPLISHMENT RECORD

## SAR FORM B

In order to earn rewards or time in the free time area, you must earn points. Points can be earned by following these rules:

NAME \_\_\_\_\_

1. I WAS IN MY SEAT BEFORE THE LAST BELL RANG.  
(1 POINT)
2. I HAD PENCIL, PAPER, AND BOOKS FOR CLASS.  
(1 POINT)
3. I RAISED MY HAND TO GET PERMISSION TO LEAVE MY SEAT.  
(5 POINTS)
4. I STARTED MY WORK AS SOON AS IT WAS GIVEN TO ME.  
(5 POINTS)
5. I FINISHED THE WORK THAT WAS GIVEN TO ME.  
(5 POINTS)
6. I HAD A POSITIVE ATTITUDE:  
I SMILED.  
I SAID ONLY NICE THINGS.  
I ACCEPTED WORK CHEERFULLY.  
(5 POINTS)
7. I RAISED MY HAND TO GET PERMISSION TO SPEAK.  
(5 POINTS)
8. BONUS:  
\_\_\_\_\_  
(5 POINTS)

MON	TUES	WED	THURS	FRI

TOTALS      \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ =

- LOSE ALL POINTS FOR:**
1. STRIKING OR PUSHING ANOTHER STUDENT
  2. DEFACING SCHOOL PROPERTY
  3. CHEATING
  4. ARGUING WITH THE TEACHER ABOUT POINTS

GRAND TOTAL \_\_\_\_\_

POSSIBLE TOTAL POINTS = 160





**CHAPTER 5**  
**THE STUDENT ACCOMPLISHMENT RECORD PLUS SYSTEM**  
**FOR STUDENTS WITH SEVERE BEHAVIOR PROBLEMS OR FOR**  
**RETARDED STUDENTS**

**WHAT YOU WILL LEARN IN THIS CHAPTER**

In this chapter, you will learn a behavior management system for use with students who have severe behavior problems or who are educable, trainable, or severely retarded. The system is a level or tier system that gradually trains the students in more prosocial and academic behaviors. The end result is to mainstream the student into a regular classroom.

**VOCABULARY**

Educable mentally retarded - students with an I.Q. of 50 - 55  
to approximately 70.

Trainable mentally retarded - students with an I.Q. of 35 - 40 to  
50 - 55.

Severely retarded - students with an I.Q. of 20 - 25 to 35 - 40.

Severe behavior problems – chronic student behaviors which constantly  
disrupt traditional special education or regular education classrooms.

Students who have severe behavior problems or are retarded need a behavior system that rewards them at short intervals. For this purpose, the Student Accomplishment Record Plus system was researched and created. Several variables were taken into consideration when creating this system:

1. The system must not place an undue burden on the teacher in terms of effort or time.
2. It must be simple enough that students, teacher assistants, and auxillary personnel can comprehend it.
3. It must lead students to higher levels of development.
4. It must lend itself to generalization to other settings.
5. The system should entail a fading component to prevent students from becoming dependent on it.

The behaviors that were found to eliminate most undesirable behaviors and to increase academic and prosocial behaviors in the classroom were as follows: staying on task, completing work, having a good attitude (smiling in return to another's smile, making only positive statements, and saying thank you when being helped or given something), ignoring inappropriate behavior, and respecting all persons and things. The SAR Plus form was designed as a vehicle to systematically teach these behaviors.

There are four levels in the SAR Plus system. The form for each level is a specific color. The colors will indicate to the student and to others that he/she has graduated to a higher level. At each level, when the student earns a specified

percentage of the total points on the form per week, he/she is then graduated to the next level. Each level builds on the behaviors taught on the preceding level.

On all of the levels, there is a box labeled "Special Behavior." The teacher designates this behavior for each student. It should be the opposite of an inappropriate behavior that the student does. For example, the Special Behavior would be "In seat behavior" for a student who exhibits out of seat behavior. "Looking at the teacher's eyes when being spoken to" would be the designated Special Behavior for the student who exhibits lack of eye contact.

### **BEGINNING THE SAR PLUS SYSTEM**

1. Copy the SAR Plus Level One form onto a white piece of paper. You may reduce the form if you wish.
2. Give each student an SAR Plus Level One form.
3. Tell the students that they will be given an opportunity to earn four points each class period for doing the following: staying on task, completing tasks, and having a positive attitude.
4. Pointing to a transparency or large facsimile of the SAR Plus form, explain the system to the students as follows.

## THE SYSTEM

Each square stands for a behavior. At the end of every class period, you will put a plus (+) with a special colored pen into the squares for each of the behaviors that the student did during that period. Discuss the behaviors and give concrete examples for each. The plus stands for one point, and at the end of the week, the points will be added up then exchanged for items from "the store" or for privileges. Students on Levels One, Two, and Three must spend all of their points at the end of each week. Explain to the students that more points will enable them to buy better, i.e., more expensive, items, more items from the store or a better privilege. (See Appendix for suggested reinforcers.) You should find out what is reinforcing to each individual student and have several items ranging from "low cost" to "high cost" in the store for each student. This also applies to privileges which could be purchased with points. Severely retarded students may have to be reinforced with edibles. At first, they will need to be reinforced each time they do the correct behavior; they can later be put on an intermittent reinforcement schedule. Review the rules, procedure, and rewards daily until the students comprehend what is expected of them and how the points are exchanged for rewards.

Inform the students that their SAR Plus forms will be sent home at the end of each day for their parents' signatures. This will let the parents know how well they are doing. Also inform the students that you will phone the parents of

anyone who fails to return the previous day's form.

Level One is designated by a white form. The behaviors taught at Level One are: staying on task, completing tasks, having a positive attitude, and the Special Behavior. After two weeks, tell the students that those who get 96 points (80% of the total points possible) per week for three consecutive weeks can go on to Level Two, the blue level.

Level Two uses the same behaviors as Level One with one addition: ignoring others who display inappropriate behavior by not looking at them or by walking away from them. This behavior helps the student to be more in control of his/her own behavior while also helping to extinguish other students' inappropriate behaviors in the classroom. Students on Level Two, by virtue of the additional behavior, can earn additional points. These students also have access to special privileges which are determined by the teacher and students together. The privileges could be running errands for the teacher, sitting in a special place, etc. This level will further increase responsibility, respect, and maturity. A blue form is used for Level Two. When the student earns 135 points (90% of the total points possible) per week for three consecutive weeks on Level Two, he/she is then graduated to the next level.

Level Three uses the same behaviors as Level Two and, in addition, requires the student to show respect to all persons, animals, objects and themselves at all times. The SAR Plus form for Level Three is gold. At this level, the student has the opportunity to earn even more points. One can readily see that as the

student moves up the levels and receives more points, more is expected of him/her. This approximates the real world in that as children get older, more is expected of them, and they are given bigger rewards and more privileges. The student should see the relationship between desirable behavior and rewards. When the student earns at least 162 points (90% of the total points possible) per week on Level Three for three consecutive weeks, he/she is then graduated to the next level.

At Level Four, the student is issued a class credit card. At the end of each week, the student receives all of the Level Three points (180) plus an additional 25 points. The student no longer carries the SAR Plus form and is told that he/she is trusted to do the appropriate behaviors. Unlike the other levels, the student does not have to spend all of the points at the end of the week but can save up for bigger rewards and privileges. In addition, the student can earn bonus points for special teacher requests. The student may at any time exchange points for reinforcers and debit his/her credit card. This level of the system approximates the real world. These students also have the right to go to other classes outside their own classroom on a gradual basis. Students on Level Four should gradually be mainstreamed into the least restrictive class. At first, they should be mainstreamed for one class period, then for two class periods and so on.

When mainstreaming a student, be sure to pick teachers who are positive and will work to insure the successful adjustment of the student. The special

education teacher should continue to reinforce the student for his/her appropriate behavior in the new class. As the student is integrated into more class periods, the teach should gradually fade his/her presence. If at any time the student earns less than 90% of the points on Levels Two or Three or if he/she evidences considerable inappropriate behavior on Level Four, he/she is dropped to the next lower level and must work there for the time period specified.

You may modify the system only when the modification will increase achievement and desirable behavior. It is critically important that you follow consistently the rewarding of specified behaviors at the end of each class period. It is also important to use rewards and privileges that are reinforcing to the students. Change these items regularly so that the students will not get satiated. Have a menu that goes from items that cost very little to items that cost a lot.

Remember to praise the specific behaviors when you award points or when you hand an item to the student as it is bought from the store. Also remember to be positive. You will then be a good model for the students and you will have more energy and less stress at the end of the day by being positive. People who are positive look more beautiful to others!

Peace and love.

**STUDENT ACCOMPLISHMENT RECORD PLUS  
SAR PLUS LEVEL I**

NAME \_\_\_\_\_

TEACHER \_\_\_\_\_

WEEK OF \_\_\_\_\_ DAY \_\_\_\_\_

	CLASS PERIODS						
BEHAVIORS	1	2	3	4	5	6	7
STAYED ON TASK							
COMPLETED TASK							
POSITIVE ATTITUDE Smiled Said nice things said thank you							
SPECIAL BEHAVIOR							

COMMENTS:

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

**STUDENT ACCOMPLISHMENT RECORD PLUS**  
**SAR PLUS LEVEL II**

NAME \_\_\_\_\_

TEACHER \_\_\_\_\_

WEEK OF \_\_\_\_\_ DAY \_\_\_\_\_

BEHAVIORS	CLASS PERIODS						
	1	2	3	4	5	6	7
STAYED ON TASK							
COMPLETED TASK							
POSITIVE ATTITUDE Smiled Said nice things Said thank you							
IGNORED INAPPROPRIATE BEHAVIORS							
SPECIAL BEHAVIOR							

COMMENTS:

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

**STUDENT ACCOMPLISHMENT RECORD PLUS  
SAR PLUS LEVEL III**

NAME \_\_\_\_\_

TEACHER \_\_\_\_\_

WEEK OF \_\_\_\_\_ DAY \_\_\_\_\_

BEHAVIORS	CLASS PERIODS						
	1	2	3	4	5	6	7
STAYED ON TASK							
COMPLETED TASK							
POSITIVE ATTITUDE Smiled Said nice things said thank you							
IGNORED INAPPROPRIATE BEHAVIORS							
SHOWED RESPECT							
SPECIAL BEHAVIOR							

COMMENTS:

\_\_\_\_\_  
PARENT/GUARDIAN SIGNATURE

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**CHAPTER 6**  
**GUIDELINES FOR MOVEMENT AND TIME MANAGEMENT**  
**IN THE CLASSROOM**

**WHAT YOU WILL LEARN IN THIS CHAPTER**

This chapter will discuss the factors of movement and time as they relate to classroom management.

**VOCABULARY**

Learning Curve - a curve which depicts how learning increases and decreases in children and adults over specific periods of time.

Overlapping - the teacher attending to two or more activities at a time.

Task Desist Overlap - when a teacher attends to a task and a disruption simultaneously without affecting the on-going task activity.

Withitness - the degree to which a teacher is aware of what is going on in the classroom.

## **MOVEMENT**

### **LOCATION OF TEACHER AND SEATING OF STUDENTS**

Teachers who sit behind their desks for long periods of time fail to utilize proximity as a method of control. When a teacher notes that a student is restless or about to be disruptive, he/she should move toward the student. The closeness of the teacher will often be a cue for the student to shape up. Circulating among students and moving while teaching adds variety to teaching and fosters attention and control. (Fifer, 1986; Fifer, 1987.) To utilize proximity as a method of classroom control, the teacher should simultaneously attend to the instruction at hand while employing the techniques of withitness and overlapping.

### **WITHITNESS AND OVERLAPPING**

Withitness is a teacher behavior that indicates to the students that the teacher is aware of what they are doing. Overlapping occurs when a teacher attends to more than one situation occurring at the same time without becoming immersed in either one exclusively.

When teaching a group of students, one can expect interruptions. The teacher needs to attend to a task and a disruption simultaneously without affecting the group activity. This is known as task-desist overlapping. For example, a teacher is working with a math group. David is answering multiplication facts from flash cards. Larry, who is doing seatwork, throws a spitball at Eric. The teacher quietly says, "David, continue to say each

answer aloud," then tells Larry firmly but quietly, "I see what you have done; do your seatwork immediately." Next the teacher whispers to Eric, "You get a bonus point for attending to your work when Larry interrupted you." Then the teacher returns to David with a statement such as, "You remembered how much 8 x 9 is, and that is a tricky one." In addition to displaying withitness and overlapping, this teacher demonstrated knowledge of two important behaviors that research has shown to facilitate classroom control. She was careful to reprimand Larry quietly (O'Leary, Kaufman, Kass, & Drabman, 1970), and she reinforced Eric for his appropriate behavior. (Becker, Thomas, & Armstrong, 1968.)

In Kounin's 1970 study, the correlation analysis tells us that both withitness and overlapping are associated with managerial success. Of the two, task withitness seems to be more important because it is more highly correlated with students' behaviors. These two aspects of teacher style also correlate with each other. This means that the teachers who display more withitness also tend to be the teachers who show more signs of actively attending to two issues simultaneously.

## **STUDENT MOVEMENT**

A few rules regarding movement in the classroom should be specified in advance in writing and then posted. Specific rules should be emphatically stated regarding approaching either the teacher's desk or the teacher while he/she is teaching a group of students. For example, students must remain in their seats unless something is seriously wrong. Once rules regarding

approaching the teacher have been developed, they should be posted where all students can see them. It is important to remember to enforce them. The students should be praised or reinforced for following the rules. When a rule is broken, the teacher should point out to the offender the specific rule that was broken and the consequence of the inappropriate behavior. He/she should state the behavior that is expected rather than the behavior that is not wanted.

Example 1: Correct Method: "You should raise your hand to get permission to come to my desk."

Example 2: Incorrect Method: "Do not come to my desk without permission."

It has been observed that whenever students come to the teacher's desk, other students stop working and start talking. It would be appropriate in most cases for the teacher to go to the student rather than having the student come to the teacher. The teacher will often find that young students continually want to come tattle on someone. One way to curb tattling is to tell the students to write anonymously on a piece of paper what they want to say to the teacher. The papers can then be deposited in a box during break or recess, and the teacher can read them. The tales should drop off rapidly.

### **ENTERING OR LEAVING THE CLASSROOM**

All teachers should develop a routine for entering and exiting the classroom. One procedure that cuts disruptions and noise to a minimum is to have a rule that students immediately stop talking upon entering the

classroom. After recess, students should put their heads down on their desks until the teacher gives the multisensory group alert, "All eyes on me." Students who continue to talk upon entering the classroom should be penalized by lining up last, leaving the room last, or remaining in class for a short time before going to recess or lunch. It is important to praise or reinforce students for desirable behavior while entering and leaving the room.

#### **DISTRIBUTION OF HANDOUTS, ETC.**

Handouts can easily be picked up by students from the handout box as they enter the classroom. As the students leave at the end of the period, they can deposit their papers in the same box.

An alternate method is to give the student seated in the front desk of each row the correct number of handouts for the entire row. Each of these students then keeps one handout and passes the rest over his/her shoulder to the next student in the row while keeping his/her eyes on the teacher.

Keep movement to a minimum. Generally, classroom movement increases behavior problems. Papers can be collected easily by having students fold their papers in half, write their names on the outside, then pass them to the front of the row. The students in the front seats then pass all of the papers to the right, and the student in the front seat of the end row takes them to the teacher. By using one approach consistently, the students will respond in a routine manner. It is desirable to individually hand out and collect tests. The teacher should remember to praise and reward students for the efficient distribution and collection of papers.

## **FIRE DRILL**

The teacher should discuss and then mentally and physically rehearse a fire drill with the students before it occurs. It is usually best to role play a fire drill before the school has its first real one.

## **PLAYGROUND ACTIVITY**

Students need planned activities each day as an outlet for pent up energies. The class should discuss and list on the chalkboard appropriate playground behavior. The playground is an extension of the classroom. Teaching does not stop at the classroom door; therefore, during recess, the students continue to earn praises, tokens, or points for appropriate playground behavior, e.g., being cooperative, sharing, etc. Playground areas should be designated for different age levels or grade levels of students. Mixing large and small students can be physically dangerous to the smaller students.

## **LUNCHROOM/AUDITORIUM**

Before going to the auditorium, lunchroom or any new situation, it is a good idea to role play and list on the chalkboard the desired behaviors expected of students. The teacher should discuss with the class what they will see and hear in these environments and how they are to react. Teachers have found that restricting all talking and interaction for the first fifteen minutes of the lunch period enables most students to finish their lunch on time. After that, the students should be permitted to talk. This procedure

has two decided advantages. It allows most children to finish eating in a quiet, peaceful environment, and it has been found that establishing order from the start is much easier than trying to establish order after bad habits have developed.

## **BUS DUTY**

Just as the playground and auditorium are extensions of the classroom, so is the bus. Students often push and fight for seats on the bus, and this can be dangerous. They often become so loud that the noise level interferes with the driver's ability to function effectively which thereby endangers everyone on the bus. Therefore, the teacher, principal, or assistant principal should do the following:

1. Assign each student a permanent seat on the bus so that there will be no pushing or fighting over seats. Students who get off the bus first should be placed near the front.
2. A seating chart should be made to designate where each student is to sit. A copy of this should be given to the bus driver.
3. The students should be informed that they must all keep their arms and legs to themselves. If any student has to be corrected more than once by the bus driver, the driver will submit that student's name to the teacher or principal who will then deny the student a privilege for an appropriate period of time.

If a student constantly misbehaves on the bus, he/she should be moved to a front seat and must sit quietly for one week. If the student continues to misbehave on the bus, the student's parents should be required to come to the school to plan corrective action.

Students who follow the rules on the bus should be rewarded every two weeks. Popcorn after lunch on Friday is a reward that most students enjoy!

## **TIME**

### **CLASSROOM PERIODS**

In an elementary self-contained classroom, instructional periods should be short. The learning curve for younger students drops rapidly after 20 to 30 minutes of instruction. This is understandable when one remembers that it is hard for adults to sit quietly for more than one hour. To prevent restless, inattentive behavior, the teacher should alternate activities when possible. For example, the teacher might have the student read, then discuss, then role play, etc. If this cannot be done, a short stretch will keep the learning curve from deteriorating rapidly and will keep interest and motivation higher.

Students should be supplied with meaningful tasks because they get into trouble when they have time on their hands. Learning centers and bonus task cards are great for students who quickly complete their assignments. The teacher should make certain that the students know what they are to do

when they finish their tasks. This can be achieved by listing follow-up activities on the chalkboard.

## **STRUCTURE**

A class that has many students with behavior problems needs to be highly structured. This means that the teacher will have to set up specific times for specific activities or lessons. Students need a fixed schedule so that they will know what happens first, second, third, etc. From structure comes routine, and from routine comes security for both the teacher and the student. It is important to post the schedule for all of the students to see. Additionally, classroom rules provide structure by making clear what the boundaries are and what the specific consequences are for appropriate or inappropriate actions.

## **ANNOUNCEMENTS**

Teachers should do their utmost to limit interruptions or announcements during class period. To reduce the number of interruptions, all announcements should be read or distributed at the beginning of the school day or class period.

## SUMMARY

Movement and time are important variables in the organization and management of any classroom. Employing better organization and structure produces a more efficient operation of the classroom. Organization and structure help eliminate wasted time and effort and the accompanying stress created. Time saved through good organization can be spent on enriching instructional and social experiences.

## UNIT III

### ENHANCING LEARNING





## **CHAPTER 7**

### **TEACHER VARIABLES THAT AFFECT STUDENT ACHIEVEMENT**

#### **WHAT YOU WILL LEARN IN THIS CHAPTER**

Many variables affect a student's likelihood of achieving success. Some of these factors involve teacher actions and statements that pertain to students' needs while others involve teacher actions that relate to curriculum development and overall academic considerations. In this chapter, both of these types of variables will be discussed, and methods for maintaining classroom control and increasing student achievement levels will be given.

#### **VOCABULARY**

Attending Behavior - behavior that evidences that the student is looking at the teacher or is involved in his/her work.

Concomitantly - occurring at the same time.

Group Alert - teacher verbalization which gains class attention and prepares the students to process further information.

Multisensory - utilization of more than one perception channel at a time.

**On-Task Behavior** - goal directed behavior that is appropriate to the task at hand.

**Reinforcer** - any activity or object which increases a specific behavior.

## **ENHANCING ATTENDING BEHAVIOR**

One frequently heard response given for low student achievement and behavior problems is that students do not pay attention. As one would expect, there is a documented positive correlation between achievement and attention. (Bloom, 1976.) Before efficient learning can take place, a teacher must capture and then maintain the attention of the students. A large percentage of students with poor attending skills have never been required to pay attention nor have they ever been systematically trained to be attentive. Regardless of the cause of inattention, specific strategies can be used to improve the attending behavior of most students. The following strategies have been found useful in developing and maintaining the attention of students.

### **ESTABLISHING ATTENDING SKILLS**

When beginning a lesson, the teacher should utilize a group alert such as the verbal command, "All eyes on me." While giving this command, the teacher should point to his/her eyes with both index fingers. This gesture will enhance the verbal attention cue with a visual one thereby making the command multisensorial. This strategy usually evokes the attention of most of the students. When using this strategy, the teacher should praise those students who are paying attention. Soon other students will notice that those who pay attention get the teacher's attention and approval. The effectiveness

of such group alerts was demonstrated in a 1970 study by Kounin. This study found that group alerts correlate positively with task involvement and accountability.

There will be occasions when students do not respond to the group alert strategy. When this happens, the teacher should praise and reinforce on-task students who sit near the nonattending students. Once the nonattending student begins paying attention, the teacher should praise the attending behavior. (Caspo, 1972.) What is rewarded usually increases; therefore, it is better to praise attending behaviors than to punish for inattention. If the student still fails to attend, the teacher should state the following group alert, "Look at my finger and watch where I point." If the nonattending student is still inattentive, the teacher should repeat the command using the student's name in it, i.e., "Jim, look at my finger. Watch where it is going." The attention of the student can then be directed by pointing to things as the lecture proceeds.

Many students who have poor attending skills will only attend for short periods of time. To help lengthen attention span, the teacher should frequently ask questions of those students who are inattentive. When a student is not paying attention, the teacher should ask that student a question. Generally, more questions should be asked of nonattending students than of those who are attending. This will condition them to pay attention. At first, the teacher should expect nonattending students to balk and to try evasive strategies such as, "I don't know." When a student attempts to get off the hook by using this strategy, the teacher should ask the

same question of another student then ask the evasive student to repeat the answer. This strategy forces the nonattender into an active listening or attending role. As the questioning continues, the student will become accustomed to attending, and attending will become a habit.

This strategy is supported by Flanders' (1965) research which demonstrated that questioning increases achievement. Students understand significantly better and achieve more when teachers ask questions with clarity. They also respond more appropriately to such questions. (Brophy, 1983; Allen, 1987.) Student failure to answer questions correlated negatively with academic achievement. (Emmer & Brophy, 1980.) When teachers ask questions or teach skills using vague terms, student achievement will decrease. Hiller, Fisher, & Kaess (1969) found negative correlations between frequency of vague terms and student achievement. Smith (1977) confirmed Hiller's study. Hiller (1971) also reports that the less subject knowledge a teacher has, the more frequently vague terms are used. In two studies, one by Evans & Guyman (1978) and the other by Smith & Cotten (1980), it was found that discontinuity also has negative influences on student achievement. The finding of these researchers is further enhanced by the work of Kennedy, Cruickshank, Bush, & Myers (1978). In their study, they found that smooth movement from point to point in a lesson is associated with teacher clarity and that digression or irrelevant interjections of information decrease clarity. Wright & Nuthall (1970) found positive correlations between teachers asking single questions and achievement. Furthermore, asking two or more questions before getting a student response related negatively to achievement.

The teacher may be trying to clarify, but it proves confusing to the learners who are trying to figure out what the teacher wants. This interferes significantly with learning.

There will be times while teaching when it is not beneficial to break a train of thought by using one of the aforementioned attention establishing strategies. In such instances, the teacher should walk toward the student who is not paying attention. This strategy usually cues the student to pay attention. Generally, it is better to seat students who are poor attenders close to the teacher's desk or in the front of the room.

Assigning points for questions that are correctly answered will also enhance and maintain student interest. This can be done by putting a check mark next to the student's name on a seating chart when he/she answers a question correctly. These points can be factored into grades or turned in for reinforcers depending on the type and level of the class.

Before answering a student's questions, the teacher should always remind the class that their questions must pertain to the lesson being taught. Failure on the teacher's part to do this will result in questions that are completely off track and will break the continuity of the lesson.

There will also be students who will try to get the conversation off the track by asking questions in the middle of an important concept. In such instances, the teacher should acknowledge the student's raised hand and state, "I see your hand; I'll answer your question in a few minutes." When there is a logical break in the lecture or demonstration, he/she should then

ask for questions always remembering to recognize those who had raised their hands previously.

Some students do not attend to a reading lesson when it is being read orally. To overcome this problem, the teacher should request that all students follow along by pointing to the words in their own books. At times, the reader should be stopped in the middle of a sentence, and another student should be asked to start reading at that point. This keeps everyone alert. The teacher should remember to frequently ask questions about the reading material. Again, assigning points maintains interest and alertness.

The technique of pointing can also be used in silent reading. There are students who would rather daydream than read and who pretend to be reading while in reality are daydreaming. Requiring pupils to point to words while reading forces them into active roles and eliminates a large part of the daydreaming. It also provides the teacher with visual evidence as to whom is reading. It is important to stress to the students that they do not lift their fingers while reading. When the finger is lifted to punctuate each word, eye span is shortened, and this diminishes the student's capacity for comprehension. If any of the students balk at pointing to the words because they find it too babyish, the teacher should inform them that this technique is used by college students and professors in speed reading. This usually stops the complaints that it's babyish to point to words with one's finger.

## MAINTAINING ATTENDING SKILLS

One attention maintaining strategy is to verbally praise those students who are on-task. Students who are poor attenders should be verbally praised when they are paying attention. The teacher should always praise the act of attending. It is important to remember that what is rewarded tends to increase. (Becker, Thomas, & Armstrong, 1968.)

A second strategy for maintaining attention is to weave students' names into the lesson. There is a tendency to look at someone when he/she uses your name; hence, name using is a good technique for establishing and maintaining attention. Most students enjoy hearing their names in a lecture. They maintain high levels of attention waiting for their names to be mentioned.

Teachers also need to be cognizant of the attention spans of students. Generally, the younger the student, the shorter the attention span. Attention can be maintained for longer periods if one or more of the following strategies is used:

1. The teacher varies tasks within a subject.
2. The students are actively or physically involved in the lesson.
3. The students are given small stretch breaks during long work periods.

Students with social or emotional problems should be given small periods (five minutes) of programmed relaxation which increase attention and

concentration. (Bhatara, Arnold, Lorance, & Gupta, 1979.) Programmed relaxation audiotapes are available from Synergetic Psychology, Inc. or through other educational supply companies. The Individual Achievement Record is also useful in maintaining attention in learning disabled children.

Another strategy that is useful to maintain attention and on-task behavior is using an egg timer. At first, the student is reinforced with points for short intervals of on-task behavior. As time goes on, the student is required to stay on-task or attend for longer periods of time. The student is then put on a variable schedule of reinforcement. Eventually over a period of time, the system is faded.

Listed below is a compilation of the major teacher actions discussed in this chapter as having an effect upon student attention and concentration.

### **THE DAILY DOZEN**

#### **ATTENTION AND CONCENTRATION STRATEGY CRITERION CHECKLIST**

1. At the beginning of each lesson, I used the evoking command of, "All eyes on me." Criterion: one time per period.
2. I verbally complimented students who paid attention to me. Criterion: three times per period.

3. When a student was not paying attention, I complimented a nearby student who was paying attention. Criterion: one to six times per period.
4. I pointed to things, words, etc. that I talked about. Criterion: two times per period.
5. I frequently asked questions. Criterion: five times per period.
6. I directed questions to students who were not paying attention. Criterion: two times per period.
7. I physically moved toward a student or students who were not paying attention or were misbehaving. Criterion: one time per period.
8. I frequently asked students to repeat what had just been said. Criterion: three times per period.
9. I had students with short attention spans use their fingers or paper sliders as trackers in reading. Criterion: as needed.
10. I praised students for working on tasks or answering questions. Criterion: five times per period.
11. I used students' names in my lectures. Criterion: two times per period.
12. I varied tasks and activities within an instructional period. Criterion: three times per period.

13. I involved students in multisensory activities to increase their attention span.

## DISCUSSION

These attention and concentration strategies have a powerful impact upon attending behaviors in an on-going classroom situation. It is recommended that teachers initially use the strategies as described. After becoming comfortable with this approach, the teacher should develop his/her own unique approach of incorporating the strategies to suit his/her style and situation.

The author invites additional contributions to refine the strategies. It has been the author's experience that teachers supply the most practical answers to many research questions.

As teachers utilize these and all the other techniques given in this section on increasing attention and achievement, on-task behavior will increase as students get into the habit of attending. When systematically trained and rewarded, attending will become part of a student's repertoire of behaviors. Concomitantly, an increase in achievement and a decrease in behavior problems will occur.



**CHAPTER 8**  
**PROGRAMMING STUDENTS FOR SUCCESS**  
**BY MINIMIZING STUDENT FRUSTRATION AND FAILURE**

**WHAT YOU WILL LEARN IN THIS CHAPTER**

In this chapter, you will learn how to use praise effectively to motivate students. You will learn how teacher enthusiasm affects student performance and what constitutes teacher enthusiasm. You will learn how to program a student for success and how to minimize student frustration and failure by taking into consideration the variables of entering behavior, learning styles, rate of learning, reviews, curriculum sequencing, testing, and feedback to students.

**VOCABULARY**

Attribution - to ascribe a quality to a person or to regard as a characteristic.

Delayed or Late review - Review which takes place near the end of a unit of study. For example, in a unit which encompasses eight days of study, late review could take place on the seventh day.

Early Review - review which takes place early within the presentation of a unit of study. In the above example, early review could take place on the third day.

Entering Behavior - pinpointing where a student is functioning on a continuum of skills or knowledge.

Feedback - information given to the student regarding his or her performance or behavior.

Learning Style - the way a student takes in information, processes it, and expresses the information.

Rate of Learning - the rate at which a student can assimilate new knowledge.

## PRAISE

Brophy (1981) found that praise occurs infrequently in classrooms. Anderson, Evertson, & Brophy (1979) observed that teachers praise only approximately 11% of their students' correct answers which is very little praise per day, indeed. Teachers do, however, give more academic praise than that to high expectation students. (Dalton, 1969; Brophy & Good, 1970; Cooper & Baron, 1977; Heines & Hawthorne, 1978.) Even among teachers who were observed to praise especially infrequently, those who were judged as effective praised more often with six praises per 50 minute period being average than those teachers who were judged as poor. The latter group averaged 1.3 praises per 50 minute period. (Pankrantz, 1967.)

In his review of the research literature on teacher praise, Brophy (1981) identifies certain weaknesses that might occur when using praise as a reinforcer. He discusses the findings of research on the frequency and distribution of praise as it relates to achievement and the responses of students to praise. He concluded that infrequent but contingent, specific, and credible praise seems more likely to be encouraging than frequent but trivial or inappropriate praise. Therefore, the teacher should be specific when praising students for desirable behavior. Praise and approval are more effective when students are told specifically what they are being praised for.

Meyer et al. (1979) found that adults and high school students attributed low ability to individuals who received neutral praise after failure. They attributed high ability to individuals who received neutral feedback after

success but criticism after failure. Thus, there is a tendency to attribute low ability to students who are "over-praised" and high ability to students who are demanding. Meyer et al. (1979) also showed that the same inferences were drawn when people were asked to imagine that the students were themselves.

Other data also indicate that students in the early grades are not very knowledgeable about either their absolute levels of achievement or how they compare with their peers. (Nicholls, 1978, 1979.) Thus, the danger that inappropriate praise will backfire is reduced in the lower grades. Still, it appears important even for teachers in these grades to praise appropriately, especially where long term effects across the school year are concerned. With older and more sophisticated students, effects of praise will depend on the individual's interpretation of the meanings and implications of praise. Even identical teacher statements made under the same circumstances and with the same intent may be experienced very differently and may have very different effects on individual students. Attribution theory (Dweck, Davidson, Nelson, & Enna, 1978; Weiner, 1979) provides a useful framework for analyzing some of these effects of individual interpretation of praise statements. Dweck, Davidson, Nelson, & Enna (1978) concluded that students who are praised under circumstances in which they know everyone gets praised are not likely to attribute the praise to anything special about themselves. On the other hand, praise that is unexpected is more likely to lead students to conclude that they have done something genuinely praiseworthy. Praise that is consistently contingent on success will be taken as feedback that success has been achieved. However, if praise is frequently

used indiscriminantly in reference to behavior unrelated to the circumstances or quality of the student's responses, the praise becomes ambiguous. Thus, noncontingency based praise from a teacher may be perceived as carrying no information at all about the objective quality of the student's performance. Finally, the meaning of evaluative feedback can be influenced by the attribution the teacher makes when delivering it. Thus, a teacher who praises a success specifically lets the student know that his/her behavior is correct.

Dweck, Davidson, Nelson, & Enna (1978) reported interesting sex differences in the kinds of praise and criticism teachers directed to boys versus girls. Boys were likely to be praised for objectively successful performances and criticized for sloppy handwriting, calling out, and other failures to follow approved forms of responding. Girls, in addition to being given praise for successful performances, were praised for neatness, speaking clearly, and other matters of form. They were rarely criticized for any digression other than unsuccessful intellectual performance. An attribution analysis revealed that the students made differential attributions concerning the meaning of these teacher evaluations. The boys perceived the teacher attention to their correctness or incorrectness as valuable but minimized teacher attention to form. The result was that boys attributed their success to stable, internal ability factors and their failures to stable but external factors such as inappropriate teacher attitudes or internal but unstable factors such as their own degrees of effort. As a result of these perceptions, the boys tended to be encouraged by praise and undisturbed by criticism. They generally maintained positive expectations and self-concepts.

Conversely, the girls were not particularly reinforced or encouraged by teacher praise because they perceived much of it to be based upon matters of form rather than substance. They tended to attribute their success to external factors such as the teachers' inappropriate attitudes and internal factors unrelated to ability. This latter perception was caused by the teachers' tendencies to praise girls for correct form even when they had not attained objective success. Girls, further, tended to view their failures as due to stable, internal factors such as lack of ability. Thus, despite the fact that the girls received more praise than the boys in this study, they were not encouraged by praise, were discouraged by criticism, and were less likely than the boys to develop positive self-concepts and expectations.

These and other investigators have established that even though praise is a form of extrinsic reinforcement, it can be delivered in ways that do not reduce intrinsic motivation. These guidelines indicate that praise must not be overused and that for praise to be effective some time and attention to the specifics are required. Since the many demands on teachers minimize the availability of this time, it is necessary for teachers to praise well (specifically) rather than often. Teachers can supplement verbal praise in several ways. One is to write specific, informative praise statements that take into account students' expectations for their own performances. (Hammer, 1972; Stewart & White, 1976.) Another is to help students learn to set appropriate goals (Rosswork, 1977), evaluate their own performances (Maehr & Stalling, 1972), and supply self-reinforcement rather than rely solely on the teacher (Glynn, Thomas, & Shee, 1973; McLaughlin, 1976.) Finally, teachers can teach

students to view consequences as the results of their own efforts or abilities rather than due to external causes. (Andrews & Debus, 1978; Chapin & Dyck, 1976; Dweck, 1975; March, 1986.)

### **TEACHER ENTHUSIASM**

An enthusiastic teacher is one who conveys a great sense of commitment, excitement, and involvement with the subject matter. These teachers provide lessons which are imaginative, stimulating, and which appear to be enjoyable to students. Rosenshine & Furst (1971) placed enthusiasm third on their list of teacher behaviors related to student achievement. Studies indicate certain actions are part of enthusiastic behavior. These actions include body language of movement, gestures, and variation in voice and eye contact. Effective teachers use appropriate and congruent body language and voice intonation to provide information, ask questions, and give appropriate feedback to students. (Woolfolk & Brook, 1985; Allen, 1987.) Wyckoff (1973) observed that students scored higher in immediate recall tests when mobility, gestures, and pausing were used by the teacher. When a teacher circulates throughout the room, makes eye contact, accepts students' ideas and feelings, uses vocal inflections, and maintains energy while involved in direct teaching, classroom control and climate will be improved.

Mary L. Collins (1977) developed an operational definition of teacher enthusiasm and an effective program for training teachers to be enthusiastic.

Eight indicators of high teacher enthusiasm were identified:

1. rapid, uplifting, varied vocal delivery
2. dancing, wide open eyes,
3. frequent, demonstrative gestures
4. varied body movements
5. varied, emotional facial expressions
6. selection of varied words, especially adjectives
7. animated acceptance of ideas and feelings
8. exuberant over-all energy level

Collins' training program consisted of four phases: group instruction, peer teaching, microteaching, and final session. Her research indicated that the program made a significant improvement in teachers' levels of enthusiasm on each of the eight indicators.

### **UTILIZATION OF STUDENT IDEAS**

To maintain student interest, teachers should make it common practice to call on all students. This not only maintains attention and classroom control but checks and evaluates student comprehension of the materials presented. Furthermore, effective teachers ask questions which most of the time insure success on the part of the student. Brophy & Good (1986) suggested that three-fourths of questions be geared so that the student can

answer them. Student failure to answer questions has a negative correlation with academic achievement. (Evertson, Anderson, & Brophy, 1980.) The key concept is to ask different students different levels of questions giving them a challenge but also putting the answer within their ability to succeed.

Teachers should also encourage and reward student talk that is task-centered. The research of Flanders (1965) indicated that teachers who reward student talk and accept, clarify, and incorporate student ideas into their lessons have higher student achievement gains as compared to those teachers who use a conventional lecture approach. Rosenshine (1971) and Duncan and Biddle (1974) support Flanders' (1965) research. They also found a positive correlation between using student ideas and achievement. Soar (1966) also supports this finding. He found that both simple acceptance and extended acceptance of a student's idea were positively correlated with student achievement. This was further confirmed by Evertson, Emmer, & Brophy (1980). Teachers who can accept and clarify a student's feelings also tend to have better classroom control. In two experimental studies of disruptive conduct of exceptional students, O'Leary, Kaufman, Kass, & Drabman (1970) demonstrated that fewer, soft reprimands were more effective in obtaining less disruptive behavior than were loud, frequent reprimands. The most comprehensive study of desist behavior techniques was made by Kounin (1970). He investigated the effects of five dimensions of desist behavior techniques: clarity, firmness, roughness, task-focus, and approval-focus. The only quality of a desist technique that shows a consistent effect in all the studies conducted is that of anger and punitiveness. When roughness

was used to desist behavior, the students reacted with more behavior disruption. Students reported emotional discomfort when confronted with anger. It was also found that students with punitive teachers manifested more conflict about classroom behavior, were less concerned about school related matters, and were more preoccupied with aggression.

## **SCHOOL FAILURE, STUDENT SELF-CONCEPT, AND BEHAVIOR**

### **PROBLEMS**

Teachers can unknowingly create conditions which cause pupils to misbehave. There is an established correlation between students with behavior problems and students with low achievement. When students consistently fail at school tasks, they tend to give up or to find other ways to entertain themselves. Providing clear, explicit instructions is one way to avoid failure. Good & Grouws (1977) found that effective teachers assign seatwork, respond to students when they need assistance, and give feedback. In addition, successful teachers provide clear directions of the assigned exercise and the objective of each lesson. If a pupil feels badly about him/herself, this will be reflected in behavior. Often this behavior is not conducive to learning and is undesirable in the classroom. Block (1974) and Chapman (1988) have found conscious or unconscious self-deprecation with a lowered self-esteem in students with learning and behavior problems. The underlying dynamics involve a poor self-concept as a result of failure. (Byrenm 1984.) Scarpitti (1965) has confirmed the role of a negative self-concept as a predisposing

factor in delinquency. With this information to support a relationship between failure and behavior problems, it behooves the teacher to program for success by giving constructive feedback (Brophy, 1981) and providing instruction in such a way that insures success. Students who are successful will rarely have school related behavior problems. Furthermore, students with a positive self-concept are more likely to be motivated to learn and achieve. (Gottfried, 1985.)

### **ASSESSING ENTERING BEHAVIORS**

It is imperative to accurately assess students' academic entering behaviors prior to providing instruction. This is because the teacher cannot provide level appropriate instruction without knowing each student's current level of achievement. When students are assigned tasks that are beyond their capabilities, frustration occurs. When students believe they are capable of succeeding at a task, they are generally more persistent. (Bandura, 1982.) By pinpointing where a student is on a sequence of skills, the teacher can provide instruction which optimizes the possibility of success. Prolonged exposure to frustration can result in one of the following outcomes: aggression, withdrawal, or complacency. This phenomenon is known as the frustration-aggression theory. (Dollard, Miller, Doob, Mowrer, & Sears, 1939.) To ensure that students do not encounter such self-esteem lowering and achievement-detering occurrences, teachers must program for success. Generally speaking, success yields positive feelings while failure yields

negative feelings. (Harter, 1981.) Students should achieve an 80% to 85% accuracy on all activities for the building of self-esteem to occur. Some teachers assume that because a student achieved a grade equivalent score of 5.5 on an achievement test, the student can do reading or arithmetic on the fifth grade level. Such assumptions cause problems for teachers and students. Teachers need to assess each student hierarchically to pinpoint where he/she is functioning on a sequence of skills. This assessment is especially critical in reading, arithmetic, and writing as these areas are the tools that unlock the other subject areas.

Once the teacher has assessed the entering behavior or pinpointed where the student is functioning, instruction can be provided that will increase the student's probability of success. Success will increase the student's self-concept thereby affecting desirable behavior both in and out of school.

To quickly and accurately assess entering behaviors, teachers should use hierarchical, criterion referenced tests for testing and teaching students. Through the use of such tests, both teacher and student become aware of the level of performance and progress being made by the student. Using a tracking system that provides continual feedback to the students as to how they are doing is a great way to keep students motivated. Further information regarding the purchase and use of hierarchical assessment tools is provided in Chapter 10.

## **LEARNING STYLE**

Learning style relates to the student's information processing abilities and perceptual functioning. The teacher should be aware of a student's learning style as well as his/her entering behavior. The student with learning and behavior problems needs to be taught with teaching strategies that match his/her learning style. Convenient and easy to use materials for assessing a student's preferred learning modality are available from Synergetic Psychology, Inc.; they are included in the Van Nagel Diagnostic Series. The Wepman Perceptual Tests and the Detroit Test of Learning Aptitudes are also recommended for this purpose.

## **CURRICULUM SEQUENCING: RELEVANCE AND REVIEW**

A frustration for students which leads to undesirable behaviors is instruction which lacks sequence, relationship or meaning to the world of the student. Many texts are poorly organized. They jump illogically from one skill area to another rarely evidencing any relationship to usability of the information. For example, some texts introduce addition with regrouping designed for one or two days of instruction. Then they jump into fractions for the next lesson and into geometry for the next. The introduction of too many skills in such a short time overwhelms and frustrates students. When students are continually frustrated, aggression, complacency, and withdrawal occur. Teachers need to rearrange texts so that logic, sequence, continuity,

and review are included in the instruction. Additionally, they need to actively and directly show the relationship of what is being taught in school to the world outside of school. Knowledge of task relevancy enhances motivation and comprehension on the part of the student and facilitates a positive classroom climate.

It is important for teachers to provide frequent and thorough reviews of subject matter. Rarely does a student learn a skill or concept taught only once. Average to bright people must review new material three times for a period of three days for learning and long term memory storage to take place. The number of reviews necessary to ensure learning in special education students is greater and increases dramatically as student ability decreases. Much research has been done regarding the effects of review upon student achievement. Results such as those below have direct implications for classroom use.

Wright & Nuthall (1970) indicated that review of the previous lesson at the beginning of the new lesson is not clearly related to achievement but that review at the end of the lesson is positively related to achievement. Duncan & Biddle (1974) further confirm that pupil achievement is more affected by teacher reviews at the end of question and answer sequences as compared to beginning reviews. The importance of review is underscored by an experimental study conducted by Good & Grouws (1979). The study used a selected sample of forty teachers. Twenty-one were effective and nineteen ineffective as determined by the achievement records of their students over a number of classes. The key variables included a review at the beginning of

new lessons and weekly and monthly reviews to sustain daily learning. The treatment teachers were significantly more successful in inducing student achievement than were the controls. The students taught by the control teachers also made important gains. This difference may be attributed, in part, to the Hawthorne effect that was planned in the project for the control teachers. It was more likely that the difference between the control and the treatment teachers was due to differences in instruction rather than to the motivation that comes from novel experiences.

Six similar experimental studies involving high school and elementary school classes were conducted by Rosenshine (1983). Weekly and monthly reviews were found to be one of the instructional functions that he identified in these studies. Medley (1979) found that structuring comments at both the beginning and the end of a lesson positively correlated with achievement for low functioning as well as high functioning students. An earlier study by Peterson, Ellis, Toohill, & Kloess (1935) found that the benefits of review were substantial. In this study, the group given review did considerably better on a test of retention two weeks after the review than did the group that was not given a review. A more recent experiment by Petros & Hoving (1980) confirms the importance of review for retention of a prose passage. Immediate reproduction of the passage after exposure significantly affected delayed retention. Also, listening to the passage one week later significantly influenced retention compared to the group that received no review.

Lastly, in a comparative study of the effects of early and delayed reviews upon retention rates, those students who received both early and delayed

review sessions out-performed the treatment groups who received multiple reviews either early or late in the presentation of a math unit. (Gay, 1973.)

The research literature supports the idea that a teacher who remains cognizant of the positive effects of review and provides ample and well-spaced opportunities for reviews increases the probability that long term learning will take place. Successful student learning does much to instill in students a positive attitude and a feeling of self-worth.

### **HOMework AND FEEDBACK**

Homework that is well planned has a positive effect upon student achievement. Goldstein (1960) and Austin & Austin (1974) conducted major reviews of the literature regarding homework. Through a compilation of the literature from 1900 through 1974, they concluded that homework is a positive variable in achievement. To be effective, homework assignments should be of short duration, and the students should understand how to complete the assignments. Students should be held accountable for the execution of assignments and should be given prompt feedback on completed assignments. A study by Vincent (1937) shows the homework group *slightly* superior to the group without homework. Crawford & Carmichael (1937) conducted a longitudinal study involving fifth to eighth grades that revealed that not only was achievement slightly higher in the homework group at the time the homework was assigned but that upon entrance into high school the no homework group made lower achievement scores. The effectiveness of

homework is conditioned by at least four variables: length, spacing, proactive period, and the nature of the material. Less meaningful material requires shorter periods of practice. (Hovland, 1938; Pyle, 1913; Starch 1927.) Distribution of practice or spacing depend upon similarity of exercises being studied. If exercises are highly similar, distributed practice will be effective. (Keppel, 1964.) When exercises must be externally organized, distributed practice is less influential. (Underwood, 1961.)

Earlier, the importance of prompt or immediate feedback was mentioned as an important variable in the effectiveness of homework. In actual fact, specific, relevant, and prompt feedback is important in all aspects of student work. This is because regularly evaluating pupil performance and providing feedback can eliminate frustration and the repetition of errors. If errors are repeated, they take twice the effort to overcome. Constructive feedback has been shown to be beneficial to students' learning, motivation, and self-concept. (Brophy, 1981.) Zahorik (1968) found evidence of 175 different types of feedback, but some types were used only once while others were used as much as 183 times. He also found achievement of classes in which the learning was corrected was much higher than the achievement in which the learning of each task was not corrected. Bloom (1976) estimates that the use of correctives accounts for approximately 25% of the achievement variance at the elementary school level. On written work, students will learn more and improve more if the teacher puts comments directly on the page so the student can see what he/she has done wrong. In fact, as shown in Page's (1958) study, the specificity of the feedback further determines its

effectiveness. General comments such as "Good work, keep it up" were found to be more effective in facilitating achievement than was the mere indication of a score or grade. However, the students who received specific comments regarding the correctness, incorrectness, and methods utilized in their work evidenced the highest achievement on a subsequent criteria test.

The teacher should tell students exactly how they are going to be graded and should find at least one good, positive thing about the work for every negative point. Effective teachers usually give two positive comments for one negative comment. Marking a paper to death decreases self-worth and motivation. It further decreases academic achievement. (Brophy, 1981.) Mitzel (1982) pointed out that effective teachers use more praise and little criticism of students. When correcting students' errors, be sure to emphasize or give attention to the correct way of doing the assignment. Just marking errors does little to teach the correct way of doing something. In summary, giving attention to what to do rather than to what not to do is much more productive. (Mortimore & Sammons, 1987.)

#### **RATE OF INSTRUCTION AND SUPPLEMENTAL ACTIVITIES**

The teacher's rate of instruction is a significant variable in preventing student frustration and failure. If the teacher covers material too quickly, the student will become frustrated and give up. As previously mentioned, continual frustration can lead to aggression and other undesirable behaviors.

Teachers can estimate the appropriateness of the rate of instruction by checking to see if the student comprehends 80% or more of the assignment given. If comprehension is less than 80% despite the fact that the instructional level of the assignment is commensurate with the student's abilities, the teacher can assume that the lesson was either taught too quickly or that too much material was given. The teacher should make adjustments in the rate of instruction based upon student ability levels and observations over periods of time. For instance, if a student has an ability level that is 10 points below average intelligence, that student would be expected to do best when material is presented 10% more slowly than it is presented to his/her peers. Conversely, if the student has an ability level of 110 (I.Q.), that student would be expected to achieve at a rate 10% faster than his/her peers. Again, these rates are just estimates and must be verified with the teacher's observations over periods of time. However, the examples do serve to illustrate that each student is unique and that rate of instruction is a factor to consider when planning to program for success and to raise achievement levels. Obviously, there will always be bright students who finish their work quickly and accurately. The teacher should provide these students with appropriate supplemental tasks that are enjoyable and reinforcing. Student inactivity often leads to boredom and behavior problems. These can be avoided by providing meaningful tasks for those who finish quickly. The teacher must remember, however, that the tasks must be enjoyable or students will believe that they are being punished. Such a perception will lead to a decrease in student productivity.

## RELEVANCE OF PURPOSE OF TESTS

Teachers should inform students of the purpose of testing, how the results will be used, and why the results are relevant to them. When this is done, students will put forth their best efforts to demonstrate knowledge and ability. If students are taught to use the characteristics and forms of tests to receive higher scores, the tests will be more valid measures of what they are intended to measure. Kirkland (1971) found that students who have a high expectancy of success performed better than those who had a low expectancy. Flanagan (1955) has shown that students must be motivated to put forth a serious effort on tests if the scores are to be reliable. In a more recent study, Naughton (1968) confirmed this finding. Slakter, Koehler, & Hampton (1970) showed that test-wiseness and test anxiety are two factors in educational evaluation which deflect the focus from real learning and insert inaccuracy into the measurement of student abilities. Teacher awareness and assistance in preparing students to effectively take tests will aid students in demonstrating their abilities. Some students suffer from anxiety due to testing. The teacher should refrain from using tests as a threat or from emphasizing their importance to highly anxious students so that these students will suffer less anxiety and perform better on the tests. Teacher behavior before a test can greatly influence student performance.

There is no doubt that anxiety in students is increased prior to and during testing. Anxiety may even motivate most students to perform better. For some students, however, test anxiety seriously interferes with their

performance capabilities and may interfere with their physical health as well. Several studies of test anxiety report 25 to 30% of the students studied were highly affected by test anxiety. (Cotler & Palmer, 1970; Nottleman & Hill, 1977; Wine, 1979.) Wine (1971) and Nottleman & Hill (1977) have suggested that highly anxious students seem less able to attend to task relevant clues, frequently look away from the task, and perform more poorly. Students scoring high on a measure of anxiety were more likely to drop out of school as academic failures than students obtaining low scores on the anxiety measure. (Spiegelberger, 1962.) Whether wittingly or not, each teacher engenders attitudes towards learning, tests, failure, and success in his/her students. Data from numerous studies appear to support the conclusion that individuals who are not anxious benefit from test conditions that arouse some anxiety. Highly anxious students do best when they are in no way encouraged, admonished, or otherwise promoted to focus with great seriousness on the task at hand. The teacher, therefore, must know the personalities and attitudes of individual students to know which students to foster anxiety in and which to convey a more relaxed easy-going attitude to.

## **GRADES**

If evaluation is used properly, it is nonjudgmental, valid, reliable, and fair. Evaluation serves the purpose of enhancing student learning and improving instruction. Palmer (1962) cites ways in which teachers discharge the responsibility of grading. Gronlund (1981) reported that letter grades (A,

B, C, D, F) are used in 72% of elementary schools and 83% of secondary schools. Pass-Fail grades appear to lead to lower achievement. Stallings & Smock (1971) found grades reported for Pass-Fail students one letter grade lower than for those students who were regularly graded. Karlins (1969) and Ryan (1970) reported similar findings. Gatta (1973) also found students achieving at a lower level when receiving Pass-Fail grades.

Students often report a dislike for grades; a fair amount of the dislike is based on successive experiences with irresponsible grading practices. Caldwell & Hartnett (1967) found girls are likely to get higher marks than boys. Hadley (1954) reported that students well liked by the teacher tended to get higher grades than students of equal ability and achievement who were less well liked. Teachers who systematically collect evaluation data, develop a fair system to report student progress, and guard against extraneous factors will contribute to making grades meaningful. Grades can be used to make educational and career decisions.

It is important to remember that the above factors influence a student's behavior in school. Students who fail often have more behavior problems. Therefore, we should provide conditions whereby students will succeed based on their experience, maturity and aptitude.

#### **SUMMARY**

Teachers have many methods and techniques at their disposal to enable them to program for the success of their students. Student achievement

levels and self-esteem can be raised by taking into consideration the variables of entering behaviors, hierarchical curriculum, sequential programming, rate of instruction, review, feedback, length of instructional periods, student interest and participation, and use of teacher praise. Conscientious teachers are aware of the impact of these factors and work to systematically coordinate them into their programs. Although organization of so many factors takes effort, the payoff is great because these are proven ways to raise achievement levels and maintain a positive classroom climate and reduce behavior problems in the classroom.



## UNIT IV

### PUTTING IT ALL TOGETHER: CLASSROOM MANAGEMENT MODELS





**CHAPTER 9**  
**A SELF-CONTAINED CLASSROOM MANAGEMENT MODEL**  
**FOR REGULAR EDUCATION STUDENTS**

**WHAT YOU WILL LEARN IN THIS CHAPTER**

This chapter will provide you with a foundation to build your classroom management model. As such, it speaks to assessments, student groupings, instructional time periods, and classroom management systems.

**VOCABULARY**

Entering Behavior - where instruction should begin based on what a student knows on a sequence of skill or knowledge.

Integrated Curriculum - a curriculum which draws from various subjects/disciplines and teaches them as an integrated unit.

## PRELIMINARIES

1. First arrange your classroom according to one of the appropriate designs shown in Chapter 2.
2. Post your rules and use the Twelve Steps to Effective Discipline as your basic classroom management model. Explain this model to the students when they arrive on the first day.
3. Assess each student's entering behavior. It is important to know what each student knows and does not know so that appropriate instruction will be provided. Always start with instruction that will ensure student success. This will breed motivation for further success and will positively impact on the student's self-concept. After pinpointing each student's entering behavior, arrange three instruction groups based on these behaviors. Each group should be in approximately the same range of achievement.
4. You are now ready to develop an instructional time sequence.

## MORNING SESSION

Instruct the students that when they enter the classroom, they are to go directly to their seats and prepare for class. Have an activity outlined on the chalkboard for them to do. How you start the day gives the students a mind set for the rest of the day.

You will want to teach reading and math in the morning when the students' attention and concentration are the highest. After morning exercises, your first period might be reading. Your class time period should never exceed 45 minutes as elementary students cannot attend and concentrate longer than this without a break. Separate your reading period into three segments with different and varying activities so that students will not become bored. You might have phonics instruction, word study, oral or silent reading, mind mapping, answering questions, etc., etc. to provide variety. Variety will enhance motivation. All humans need variety!

Following the reading instructional period, students are given a break. Young bodies need exercise. Provide recess with physical activity. The students' brains also need a chance for recovery.

The next instructional period is arithmetic. Like reading, arithmetic should be broken into three segments for variety. At first, you might review the basic math facts such as addition, subtraction, or multiplication facts, etc. Then you might provide new instruction by demonstrating such at the chalkboard. You might next have several students go to the chalkboard and do problems that you give them. The other students should do the problems at their seats. By having students do problems at the chalkboard, you will be able to see how well they have comprehended the lesson. Students at their seats should then exchange places with those at the chalkboard. You might next assign the students to create word problems which they would later share with the entire class. It is

important to provide variety and meaningfulness when teaching math. Constantly point out and use examples of how math is used in the world outside of the classroom. After math, have a short stretching or exercise period.

The next time period can be spelling and writing. Use the words and numbers from the previous lessons to practice spelling and writing. Teach the students a spelling strategy so that they will not use a hit or miss method.

Following the spelling/writing period, you are ready for lunch and recess. Don't take it for granted that the students have proper manners. Teach them manners to use while eating.

### AFTERNOON SESSION

The first afternoon session begins with English, literature, etc. Again, skills learned in the morning session should be woven into subjects taught in the afternoon.

Following the first afternoon session, science can be taught. Emphasize a see and do approach. Students are bored from sitting and reading all morning. The famous American philosopher, John Dewey, once said, "We learn by doing." How true this is! Remember to add variety to each lesson being taught. It is also logical to incorporate health when teaching science.

After the science lesson, you might teach social studies. Here is an excellent place to integrate all subject areas. Mind mapping, role playing, drawing

murals, mock courts, etc. can all be used to teach knowledges and skills in the area of social studies.

Some teachers prefer to teach all the afternoon classes using an integrated curriculum approach. This is where you draw from the various subjects/disciplines and teach them as an integrated unit. This helps students see the interrelation of things. Cooperative learning lends itself well to this approach.

At the end of the day, you should allow yourself and your students about ten to fifteen minutes for clarifying of assignments, clean up, etc. Students should be taught early that their individual areas as well as the classroom in general must be neat and clean before they can be dismissed. This teaches respect for the environment.

Finally, stand at the door, smile, and tell each student goodby as they leave. A big hug is appropriate for younger students. Send them love when they enter the classroom and send them off with love. They will grow with leaps and bounds when they perceive that you care about them. The author was taught that the definition of a teacher is *one who cares*.

### IN CONCLUSION

As you teach, you will undoubtedly modify this model based on the needs of your students, the dictates of the environment, and your personal style.

Remember to ask yourself these questions when devising instruction and instructional sequence and plans:

1. Is what I'm doing increasing the academic achievement of my students while maintaining their positive self-concepts?
2. Is what I'm doing promoting desirable social and emotional growth?
3. Is what I'm doing increasing my students' abilities to solve life's problems?
4. Is what I'm doing in the best interest of the students?
5. Is what I'm doing based on sound educational research and practices?

Finally, realize that you, like the rest of us, will have a certain margin of error. Allow for this but promise yourself that you will not make the same mistake twice.

*Peace*



**Individual Task Sheet** - a list of academic tasks the student is to do.

**Integrated Curriculum** - this approach synthesizes knowledge from the disciplines of science, social studies, health, etc. and teaches it as an integrated unit. Students taught using this model often see the interrelatedness of subjects.

**Order Task** - a single task requiring the student to follow simple directions. A task such as coloring by number is an order task.

**Reinforcement Menu** - a listing of reinforcers with point values attached.

**Reinforcer** - any event or activity that increases a specific student's behavior.

**Satiation** - being filled up; not desiring any more of the same thing because one is filled up with it.

**Student Accomplishment Record** - a token system which reinforces the behaviors of respect, responsibility, self-control, positive attitude, and kindness.

**Terminal Objective** - behavior expected at the end of a unit of instruction. Usually these are set for six week periods.

Terminal objectives give teachers and students guidance as to their achievement goals.

This plan is designed to be used in self-contained special education classrooms. Before implementing the plan, the teacher should do the preliminary preparations.

### **ASSESSMENT TECHNIQUE**

As stated in Chapter 8, before an ability-appropriate curriculum can be developed for a student, a learning assessment must be completed. It is important to select assessment tools to pinpoint where to begin instruction for each student within the hierarchical sequence of reading, math, and writing skills. Such inventories are available from Synergetic Psychology, Inc. Regardless of the particular assessment tools used, the teacher should use an assessment tool that is developmental and hierarchical in nature so that he/she can find out what the student knows and does not know. Some criterion-referenced tests are hierarchically arranged and are appropriate for pinpointing a student's entering behavior.

### **INSTRUCTIONAL MATERIALS AND BASAL TEXTS**

The teacher must next decide on the instructional materials and basal texts that will be used. Again, it is important for the teacher to remember that these materials should be sequentially and hierarchically arranged so that the student can progress developmentally or hierarchically from one skill or knowledge area to the other. When a hierarchically arranged basal

program is used in conjunction with hierarchical assessment, it greatly reduces teacher preparation time. The teacher merely matches curriculum content with the objectives on the hierarchical inventories. This allows the teacher to program for student success because the student has the necessary prerequisite skills. This approach increases both student achievement and self-esteem. Suggested programs can be found in the reference list in Appendix D.

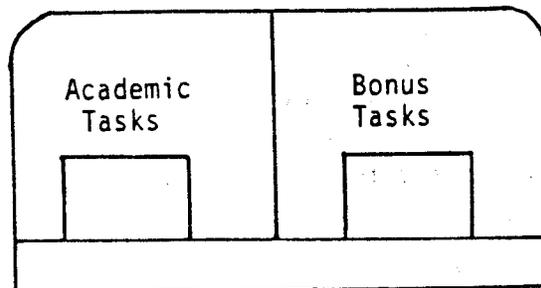
### **BONUS TASKS**

The teacher should prepare a selection of bonus tasks. These are simple tasks for students who finish their academic tasks ahead of time. If students are not kept busy, behavior problems can be expected. Bonus tasks can be a single page of exercises from a workbook, a worksheet that reviews math fundamentals or word attack skills, simple dot-to-dot exercises, etc. A student must work on his academic tasks before doing a bonus task. (Both academic and bonus tasks yield points toward reinforcers; however, bonus tasks yield smaller amounts of points than academic tasks.) A quick way to assemble bonus tasks is to purchase reading and math duplicator activities from Continental Press or order tasks from Love Publishing Company (see Appendix for addresses). These exercises and games are not expensive, and a teacher can duplicate large numbers of each activity for future use.

## TASK FOLDERS

Each student needs a task folder for his/her work. These can be made from either Duotang folders or from manila file folders with pockets attached (see Figure 18). The teacher should place an arithmetic and/or reading assignment on one side of the task folder. The other side of the folder should contain two bonus tasks which will require about ten minutes each to complete. Each student's tasks should be based on the initial diagnostic assessment and be sequentially and developmentally related to his/her terminal objective. The tasks should be numbered so that they correlate with the math, reading, and writing assessment/objective hierarchies. The numbers also serves to instruct the student as to which assignment to do first, second, etc. Each student needs an objectives checklist or academic tracking system (se Appendix). As the student demonstrates mastery of an objective, a plus (+) sign should be recorded on his/her objectives checklist. This demonstrates to the student his/her gains and evidences that effort yields achievement. Most special education students feel success is a matter of luck or genetics. This erroneous thinking must be deprogrammed. Short, specific tasks that ensure a high probability of success, immediate feedback, and a tracking system to keep records of success are ways of accomplishing this.

Figure 8.  
Example of a task folder



## MOTIVATING THE STUDENTS

Before students can be taught successfully, the teacher must know what activities and interests will serve to reinforce and motivate them. Once their areas of interest are established, the teacher interweaves these interests into both the instruction and converts the interests into rewards for the behavior point management system. This creates motivation in the area under study and provides the students with incentives for appropriate responsible behavior. A good way to remember to weave student interests into lessons is to post a large chart at the back of the room that lists each student's name and at least two of his/her interests. Interests can be added or subtracted as their interests change. This affords everyone an opportunity to know each others' interests while serving as a reminder to the teacher to use student interests while teaching. Research evidences that learning increases when students study materials that are interesting to them. (Anderson, Shirey, Wilson, & Fielding, 1987.) Additionally, supplemental reading material and bonus tasks should be based upon student interest.

The Van Nagel Quick Interest and Reward Preference Inventory located in Appendix B is a good way to determine what is reinforcing to a student. Reinforcement should be highly desirable.

To develop a Reinforcement Menu, the teacher lists privileges and items that have been identified on students' interest and reward inventories. Next to each reinforcer, the number of points necessary to obtain that reward is

listed. The list of reinforcers and rewards is hung where all the students can see it. The following is a sample of a Reinforcement/Reward Menu.

### REINFORCEMENT/REWARD MENU

Activity	Points needed
Use balance beam for 3 minutes	15
Use twist boards for 3 minutes	15
Listen to radio with earphones for 5 minutes	35
Play with Legos, erector set, etc. for 10 minutes	25
Use the typewriter/computer for 10 minutes	35
Work puzzles for 10 minutes	25
Read magazines or comic books for 5 minutes	25
Listen to music (tapes, etc.) for 5 minutes	25
Play cards for 5 minutes	25
Talk with a friend in reinforcement area for 5 minutes	25
Free time for activity brought from home with approval	35
Play Pac Man	50

The reinforcement area should be away from the task areas and, if possible, shielded from all other areas. Generally, the privileges offered should be quiet. The menu should be changed (in whole or in part) every two weeks to prevent satiation. The students should be involved in suggesting

reinforcers. Usually students should earn a minimum of 25 points before being afforded the opportunity to use the reinforcement area.

### STUDENT POINT SHEETS

The teacher needs to create student point sheets. These can be made using a letter sized ditto sheet which is lined as shown in Figure 19. A good supply should be duplicated. The point sheets are used as follows:

1. Each student's name is written on his/her point sheet(s).
2. As the student enters the classroom each day, he/she picks up a point sheet from his/her envelope which is stapled on pressboard near the door.
3. As the student displays appropriate behavior and completes academic tasks, the teacher either punches holes in the point sheet or marks it with a pen, etc.
4. When a student wants to cash in points, the teacher tears off the number of points that the reinforcer is worth.
5. At the end of the day, each student totals the remaining points and enters that figure in his/her Bankbook.

6. Optional: A Student Accomplishment Record (described in Chapter 4) may be used as a point sheet.

This record keeping instills responsibility in students and provides them with an introduction into the real life math skill of banking while practicing basic math operations. Very young students or those who are mentally handicapped should simply put their point sheets into their manila folders.

| John<br>Doe |
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John Doe

Figure 9. Example of a Student Point Sheet.



## SYNOPSIS

To briefly summarize the chapter thus far, this is an instructional program that utilizes interest inventories and hierarchical diagnostic assessments and reinforcement systems to define each student's program. Realistically speaking, the teacher will need to provide seatwork for the class while simultaneously assessing one student at a time. Based upon the assessment results, terminal objectives are written for a six week period and task cards and other instructional materials are assigned to each student. The teacher then repeats the diagnostic assessment and the interest inventory with another student until all students in the class have been assessed. When the teacher is finished, all of the following should have been accomplished.

1. Completed all assessments (interest inventory, reinforcement inventory, reading, math, and writing inventories).
2. Created bonus tasks which will enhance learning in the basic subject areas.
3. Determined instructional materials and basal texts to be used.
4. Devised units of work (in accordance with the terminal objectives for each student) in reading and arithmetic with a task folder for each student.

5. Created a Reinforcement/Reward Menu, designated the reinforcement area, and assembled the reinforcers.
6. Created student point sheets and bankbooks.

## **IMPLEMENTING THE PROGRAM**

### **HOW TO BEGIN**

On the first day of the program, the students are told that they will be given an opportunity to earn privileges and rewards. While pointing to the Task Folders, the teacher explains how the system works by saying, "I have placed assignments for each of you to do into these folders which we call task folders. Whenever you finish a task, you will get a certain number of points." If you get all the answers correct the first time, you will get two points. If you don't get all the answers correct the first time, you will have to do the ones you missed again. If you get all the answers correct the second time, you will get one point. If you still miss an answer, you will get one-half point for trying. You will record your answers on the Individual Achievement Record. The teacher points to the right side of the task folder and says, "When you finish an academic task, you may do another academic task, or you may do a bonus task," and he/she then indicates the left side of the task folder. "Notice that bonus tasks do not give you as many points as academic tasks. You must finish the academic task before you may do a bonus task. Always

do the academic or the bonus tasks in the order in which they are numbered." (Bonus tasks are numbered because in many cases they will reinforce the skill that was presented on an academic task.) "When you finish a task, you may raise your hand but keep your elbow on the desk. The teacher assistant or I will call you to come to our table so that we can check your work. If I am busy, please do another academic task or a bonus task. When I have checked your work, I will record the points that you have earned on your point sheets. Later you will enter them in your bankbook." The teacher then shows a bankbook to the class and explains, "This is a bankbook. For each day of the week, you will put the previous day's balance under B, the total you earned under C, the total you spent that day under D, and the number of points that you have left under E or balance. This system is very similar to your parents' checking accounts. Points can be exchanged for items on the Reward Menu at the following times/days \_\_\_\_\_." The teacher should make this decision based on the schedule and the students' needs. "Are there any questions? When you complete tasks and follow classroom rules, I will credit you with the following amount of points at the end of the period." The class then reads and discusses behaviors and rules on the SAR form (see Chapter 4) that they are using. "Are there any questions? Let's start the system. Get your task folders and begin working on your assignments." Instructional Period I then begins.

At this time, the teacher should reinforce those students who started tasks immediately. Each class is unique so expect small problems and be ready to make adjustments or minor modifications to the system where

necessary. While the students are working at their tasks, the teacher selects from one to four students, depending upon their entering behaviors, and works with them independently for ten minutes introducing new material or going over areas in which they are having difficulty. Students should be grouped by their entering behaviors or levels of achievement. After ten minutes, the students are given follow up review assignments in their work folders.

For the next five minutes, the teacher should circulate around the classroom dispensing points for appropriate behavior and for work completed. Some teachers who do not have assistants may have accelerated students correct work and/or help other students. In many classes, conditions can be developed where students correct their own work. After five minutes of doing this, the teacher should select another group of students for ten minutes of teacher led instruction. Sometimes there may be as many as five students in a group or only one. In general, grouping for instruction should be based upon immediate teaching objectives. Regrouping and changing the number in a group should be common practice. The important point is that each student is entitled to receive individual instruction during the instructional period for at least ten minutes either individually or in a small group. Giving a "slow learner" most of the time is not justifiable. All students are entitled to equal time. At the conclusion of the instructional period, everyone receives a twenty minute break.

During the break, students may exchange earned points for privileges such as playing checkers, time with the teacher, etc. or they may save their

points for tangible items which can be purchased twice a week from the "Teacher's Store." A student who did not earn any points still has a break but must remain in his/her seat after going to the restroom. Sometimes students elect to work during the break period. This should be discouraged because it has been found that they will later interrupt instruction by requesting to go to the restroom or will be fatigued during the next instructional period. Breaks usually enable a student to be more productive and less fidgety.

Instructional Period II is conducted in the same manner as Instructional Period I, but a different subject is taught. For example, if reading was taught during Instructional Period I, then math is taught during Instructional Period II. At the end of Instructional Period II, points can be totaled or the Point Sheets can be returned to the students' folders.

#### **INSTRUCTIONAL PERIODS (AN APPROXIMATION)**

##### **A.M.**

- 9:00 - 9:20 Opening Exercises, Bibliotherapy
- 9:20 - 10:00 Instructional Period I - Reading and/or Math
- 10:00 - 10:20 Break - Reinforcement
- 10:20 - 11:00 Instructional Period II - Reading and/or Math
- 11:00 - 11:45 Spelling/writing, English, etc.
- 11:45 - 12:00 Reinforcement recording

## P.M.

12:00 - 12:20 Lunch

12:20 - 12:45 Quiet Time or Progressive Relaxation

12:45 - 1:00 Recess

1:00 - 1:40 Academics - Social Sciences or Science

1:40 - 2:00 Break - Reinforcement

2:00 - 2:45 Art, Music, Health Instruction, or Physical Education

2:45 - 3:00 Clean Up, Closing Exercises, Point Totalling & Banking

Optional:

1:00 - 2:45 Use the integrated curriculum approach

### GENERAL GUIDELINES

1. In the beginning phases, points, check marks, or tokens are given immediately after the desired behavior is performed. At first, only small bits of the desired behavior are demanded and rewarded. This continues until the students see the association between their behaviors and the rewards. Once the association has been established, the time period between the task completion and reinforcement is lengthened, the amount of work required for reinforcement is increased, and the number of points earned is diminished. These actions will help students learn to tolerate the delay of gratification, develop long term goals, and advance and refine individual academic skills.

2. The initial performances demanded of the students should be small and simple to perform approximations of the final performances desired. Specific and clear instructions as to what constitutes successful completion

Specific and clear instructions as to what constitutes successful completion should be stated. For example, the teacher may say, "Do five arithmetic problems correctly, and you will get two points." It is wise to start academic tasks below grade level to insure success. The student should always know what is expected of him/her. Oral or written contracts with a student should be stated in such a way that the emphasis is on accomplishments rather than obedience. This facilitates the development of independence in the student.

3. Academic tasks should be broken down into small units and rewarded after each unit has been completed accurately. This is important in the initial stages to keep students motivated and working. Again, the number of points a student will receive and the criterion level for each activity are clearly stated.

4. Point values should correlate to the demands of each task or to the desirability of the reinforcers. The reinforcers for young students or for the mentally handicapped students should be pictured on the Reinforcement/Reward Menu with the number of points tacked on a card underneath. The use of a removable card permits the teacher to increase the number of points needed for the activity or item. The menu should be continuously updated every week by the students and the teacher to insure high levels of motivation and to prevent satiation. Satiation occurs when the students are bored with the current rewards and cease working for them. Reinforcers that are directly related to educational objectives should have a high priority on any Reinforcement/Reward Menu.

5. Contingencies should accent the positive behavior rather than the negative behavior and should facilitate student growth. It is better to reward a simple behavior such as attending when a more complex behavior doesn't occur rather than deleting points or reprimanding a student for failure to demonstrate the more complex behavior.

6. Undesirable behaviors should not be rewarded. A student should not be given points when engaged in an inappropriate behavior even if he/she completed an academic task accurately. The teacher should wait until the student is displaying a desirable behavior then specify why he/she is being rewarded. It is important to remember that the best way to eliminate unwanted behaviors is to make certain that they are never reinforced in any way. A desired behavior that is incompatible with an undesired behavior should always be reinforced. (Becker, Thomas, & Armstrong, 1968.)

7. The contract must be stated in simple language that is easily understood by the student. The teacher may say, "If you do \_\_\_\_\_, then you may do \_\_\_\_\_," or "then you will get \_\_\_\_\_."

8. Programmed instruction can be especially helpful in the beginning stages. Some recommended programs are:

Sullivan Programmed Math and Reading

Language Master Units

SRA Reading Labs

Continental Press

Edmark Reading Program (for TMH and EMH Handicapped)

Barnell Loft Specific Skills Series

## Individually Prescribed Instruction - IPI Math

### Success in Math

Addresses for publishers are found in Appendix D.

9. The task area should be separate from the reinforcement area. Each area is assigned a name such as Reward Center, Free Time Area, Exchange Center, etc. The students must not be permitted to spend too much time in the Reinforcement Area as they will become satiated and the activity will lose its value as a reinforcer. Generally, five to ten minutes is the maximum time for an activity. It is important that the amount of work required and the criteria for its successful completion be specified. It is also important that the exact amount of reinforcement be specified.

10. The amount of time spent in the Reinforcement Area needs to be closely controlled. Two frequently used methods of control are:

(a) Sign In/Out Sheets

Students sign in stating what time they entered the Reinforcement Area then sign out stating what time they left the area. The teacher spot checks the sheets and notes those students who have overstayed their times. If a student does overstay his/her time, additional points are forfeited or time is subtracted from his/her next visit to the area.

(b) Timers

In some cases, it might be possible to use a timer that has a buzzer, a time clock, or some other timing device. When the student's time is up, the buzzer goes off, and the student returns to the task area.

11. Not all reinforcement must take place in the Reinforcement Area. Reinforcement can be given by the parents at home. Money, movies, or staying up a little later on a school night are examples of reinforcers that can be provided at home.

#### **WHAT TO DO WHEN THE SYSTEM IS NOT WORKING OR THE CONTRACT MALFUNCTIONS**

If the system is not working, it is not because of the student. When the system does not work, the teacher should look at the following symptoms and make revisions in the contract accordingly.

1. Unfinished assignments indicate that the work is too difficult or that the assignments are too long.
2. Failure to pass more than two progress checks indicates that the level of tasks is too difficult.
3. Talking and wasting time indicate that the reinforcers are not appropriate or that the subject matter is boring.
4. Not following directions indicates that instruction is not specific enough and that the student does not know what is expected.

1. The teacher assistant should be responsible for creating or assembling the tasks specified by the teacher for the students.

2. The teacher assistant is responsible for checking or totalling student Point Sheets and Bankbooks. The assistant is also responsible for noting when a student enters the Reinforcement Area and for making sure that he/she leaves it on time.

3. The teacher assistant is responsible for checking student work and for keeping a record of student's progress and error patterns. This record is given to the teacher at the end of the day.

4. During class time, the teacher assistant moves about giving points for appropriate behaviors and for work done accurately. Verbal reinforcement or praise should accompany points dispensed for appropriate behavior and work well done.

5. The teacher assistant should pleasantly greet the students when they arrive or say goodbye as they depart.

### **SUMMARY**

A basic system for managing a self-contained class has been described in this chapter. The reader is encouraged to modify the methods to accommodate the needs of his/her pupils and the individual teacher's own personality and style. Achievement and desirable behavior changes should be the criteria for effectiveness when changing or modifying one of the plans.

**CHAPTER 11**  
**A CLASSROOM MANAGEMENT MODEL FOR THE EMOTIONALLY  
HANDICAPPED AND THE LEARNING DISABLED**

**WHAT YOU WILL LEARN IN THIS CHAPTER**

In this chapter, a management plan for operating a classroom for emotionally handicapped and learning disabled students will be discussed. Many of the ideas will be similar to those suggested in the previous chapter; others will be different. All the methods presented in this model are appropriate for use in both self-contained and resource rooms.

**VOCABULARY**

Carrel - a three-sided wooden or cardboard blinder that sits on the outer edge of a student's desk. The function of a carrel is to reduce visual and auditory stimuli to facilitate the student's concentration and attention.

Individual Achievement Record - a system designed to teach students mastery of content, delay of gratification, and the reduction of impulsivity.

Individual Task Sheet - a list of academic tasks the student is to do.

**Integrated Curriculum** - this approach synthesizes knowledge from the discipline of science, social studies, health, etc. and teaches it as an integrated curriculum. Students taught using this model often see the interrelatedness of subjects.

**Order Task** - a single task requiring the student to follow simple direction. A task such as coloring by number is an order task.

**Student Accomplishment Record** - a token system which reinforces the behaviors of respect, responsibility, self-control, positive attitude, and kindness.

**Time-Out** - or **Self-Control Area** - a 4' x 6' enclosure where the student is sent for disruptive behavior. While in this enclosure, the student is given no attention nor can he/she earn points.

## **SELF-CONTAINED CLASSROOM**

Classes for the learning disabled and the emotionally handicapped must provide a high degree of structure and order. To facilitate this, rules and consequences are clearly defined and posted boldly on all four walls of the classroom. Rules may be obtained from the Student Accomplishment Record (see Chapter 4). Rules are consistently enforced and consequences are fully carried out.

### **THE INSTRUCTIONAL SEQUENCE**

If students enter the classroom before the school day begins, they should be given simple bonus tasks to do and instructed that they must be quiet during this time. How students start the day creates a mind set for the rest of the day.

When the school day formally begins, the students are read a story that stresses a value or moral lesson. Secondary students can bring in sayings that stress a value or moral lesson. Aesop's Fables are a wonderful beginning. The bookfinder (see your librarian for this source) is a great index for stories that teach moral lessons and values.

After the story is read and discussed, the students mind map the story. This is done to further instill the value or message of the story into the students' memory banks. At first, the teacher will need to demonstrate the concept of mind mapping. A learning tree mind map is easily comprehended by most students. The teacher can demonstrate this idea by drawing a tree

on a large sheet of paper. See the example on the following page. On the left hand side of the tree are the questions: who, when, where, what, why, how. Students will put the answers to these questions on the respective branches on that the side of the tree and draw a simple picture to depict the answers. This involves the right side of the brain and will reinforce the value or moral lesson being taught. The trunk of the tree contains the main idea. The students should be told to write in the trunk either a title that describes the story or one sentence that tells what the story is about. On the right hand side of the tree, the students should select key words that describe the paragraphs of the story. Each branch contains three key words that describe a paragraph. The students are provided with colored pens or crayons and told to use color and to print. Print is remembered better than cursive writing. At first have the students do the learning tree individually then have them work in pairs of two. Tell the students that if they argue or fail to cooperate with each other they will lose the privilege of working together and will have to work alone. As students demonstrate more cooperative behavior, their group size is increased. After five to eight minutes of mind mapping, the students present their mind maps to the rest of the class. After the map has been presented, it is taped on one of the walls of the classroom. In the next few days, they will review it. This reinforces the lesson taught and fulfills needs for attention and recognition. This skill of mind mapping is also used when teaching reading and other content areas. It greatly increases attention, concentration, comprehension, and social skills development.

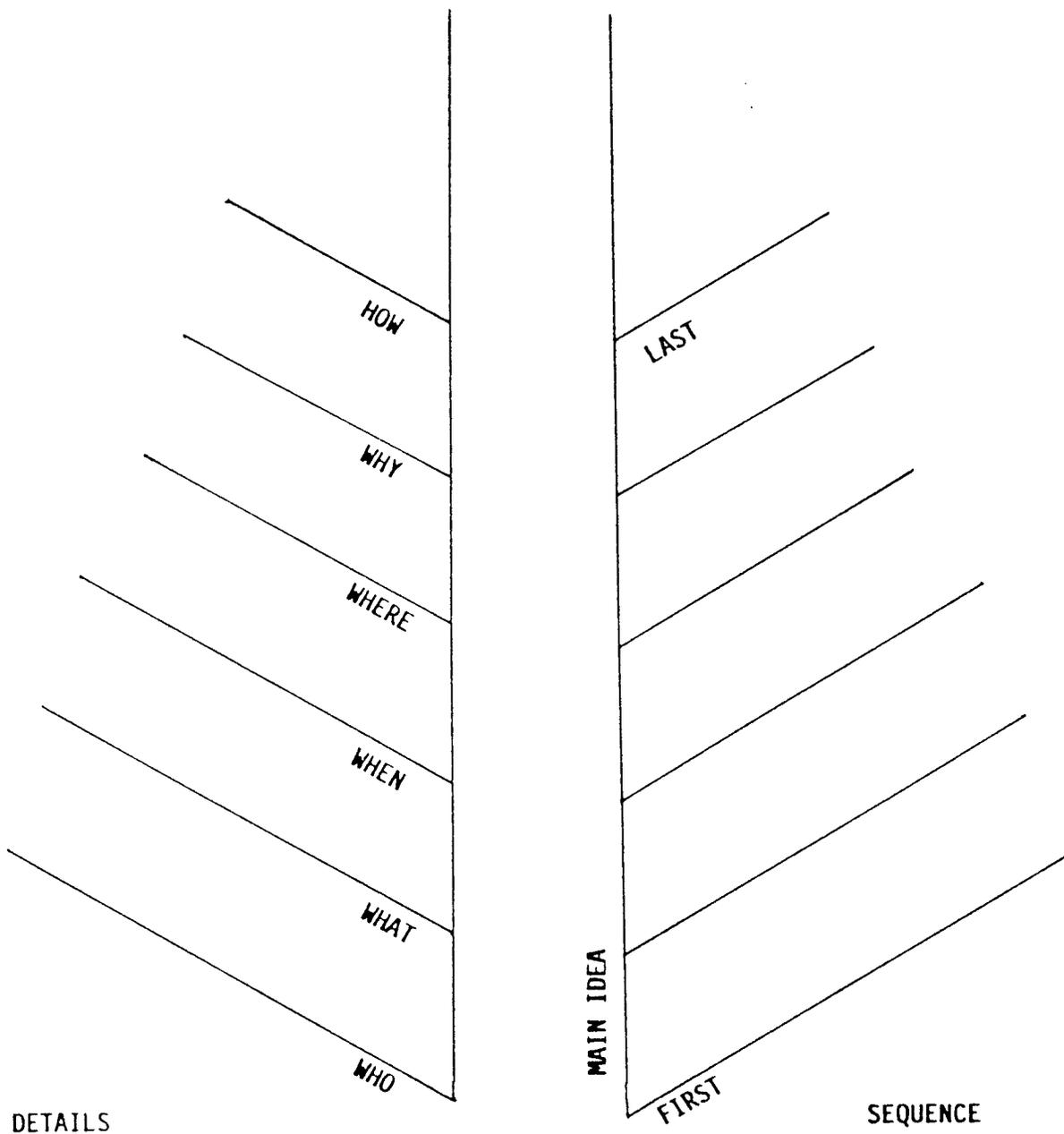


Figure 11. A Learning Tree

Math is selected to be taught first in the sequence of instruction because it requires high levels of attention and concentration. Most students' attention and concentration is greatest early in the morning. Math should be broken into three instructional segments of time: review of math facts, new instruction, and applied math. During the first segment of instruction, the student studies five to ten basic math facts that he/she has previously learned. When the student is finished studying the facts, he/she raises a hand to indicate to the teacher that he/she is ready to be checked. The student gets two points for having correct answers to all of the problems. If any of the facts are missed, they must be reviewed. When ready, the student is given a second chance. If he/she gets all of the answers correct the second time, he/she gets one point. If the student still doesn't get them all correct, he/she gets a third chance. Regardless of the outcome, the student gets one-half point for effort. When a student finishes this phase or segment, he/she is taught new material and assigned five to ten problems to do. Answers are entered by the student on the Individual Achievement Record.

After finishing all the arithmetic problems assigned on the task sheet, the student raises his/her hand for the teacher or teacher assistant to check the work. Having been acknowledged by the teacher, the student goes to the work area of the teacher or the teacher assistant to have his/her work checked.

If all of the problems are correct, the student earns two points. At that point, either an additional ten problems are assigned to provide practice and reinforcement of the previous skill, or a new concept is introduced. If the

student misses one or more of the math problems, he/she is instructed to redo the incorrect problems. The teacher or teacher assistant does not assist the student at this time. If the student gets the reworked problems correct the second time, he/she can earn only one point. If the student has to redo missed problems a third time, he/she earns one-half point for effort. If the student fails to get all of the problems correct the third time, it is usually a signal that the material is too hard for him/her. The student may lack prerequisite skills or may need to be retaught the skill or concept. This approach reduces impulsive behavior and teaches self-control while providing immediate feedback thereby reducing the probability that the student is practicing errors.

After 20 to 25 minutes of this type of instruction (younger students have a shorter period of instruction), the teacher then has students do the third segment of instruction, applied math. The teacher gives the student three word problems and has him/her create two word problems. If the student gets all the problems correct the first time, he/she gets two points. If not, he/she must redo them. The student gets one point for having all of the problems correct the second time. The student gets on half point for effort on the third try.

Following the arithmetic period, the class is given a restroom break and recess. After recess, the teacher leads the students in a three minute relaxation exercise. This is to calm them. The next period of instruction is reading. Reading is broken into three segments: phonics and word study, silent reading, and then mind mapping. First, the teacher demonstrates word

attack skills. Then the teacher selects words from the story that the students may not know and has them sound out the words using a systematic work attack strategy.

Following this, the Individual Achievement Record approach is used for word study. Word study is important because approximately 72% of comprehension resides in recognizing and understanding single words. In word study, the student is given ten words from a lesson to read. Each word is centered on one side of a 3" x 5" index card, and a picture and a simple definition of the word is at the bottom of the card. On the opposite side of the card, only the word is printed. The student is instructed to define the word by drawing a picture of it over the word. The student then studies the word picture until he/she can recognize and give definitions of all ten words. After raising his/her hand and being acknowledged by the teacher or teacher assistant, the student goes to the teacher's working area with the words and his/her Individual Achievement Record. The teacher checks the student's recognition and understanding of the words. If the student gets all ten words correct on the first try, he/she receives two points. If he/she has to restudy any of the words, he/she earns only one point on the second try or one-half of a point on the third try. To ensure success, some students need fewer than ten words. Success is critical to a student's self-concept and motivation.

After 15 minutes of word study, the students begin silent reading. New words from the story about to be read have already been studied. Stories to be read should be short and interesting. Barnell Loft's Specific Skills Series

meet this requirement. After the students read the story, they mind map it. This makes them use what they have read thus increasing comprehension. When the students have completed their mind maps, they must correctly answer five to ten questions. The Individual Achievement Record is again used to act as a vehicle to record the answers and to reduce the students' impulsive behavior. The answers are scored as previously described: two points for all correct the first time, one point for all correct the second time, and one-half point for effort the third time.

Following reading instruction, spelling, writing, and English are taught using the skills from the earlier sessions. After this lesson, it is time for lunch. The content subjects taught in the afternoon should involve an integrated curriculum approach. Math, reading, writing, spelling, and grammar skills should be continuously woven into these areas to provide for generalization. Although social and affective skills are taught continuously throughout the day, these skills should receive direct instruction in the afternoon, e .g., MARC Program, DUSO, TAD, etc. Most teachers begin the first afternoon period with social/affective skills training then proceed with the integrated curriculum approach.

# ACHIEVEMENT RECORD FOR READING OR MATH

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Page                  Page                  Page                  Page                  Page                  Page

Answer 1						
Answer 2						
Answer 3						
Answer 4						
Answer 5						
Answer 6						
Answer 7						
Answer 8						
Answer 9						
Answer 10						
All correct first attempt 2 POINTS						
All correct second attempt 1 POINT						
For Effort third attempt 1/2 POINT						

## RESOURCE ROOM

### REFERRAL

Referral systems should be designed to meet the needs of student and individual school systems. However, a hierarchical arrangement of personnel who determine a child's placement in the resource room is necessary for its efficiency. One type of hierarchy begins the process with the classroom teacher. A teacher in the regular classroom who suspects a student of having a learning disability or emotional/social problem fills out a teacher referral form, a behavior checklist concerning the student's academic and/or emotional or social behavior. The form is sent to the guidance counselor who observes the student in the classroom. The counselor arranges with the school nurse for vision and hearing screening tests. This information is recorded on the counselor's form along with test scores which have been previously given. The guidance counselor then contacts the psychologist for additional observation testing. A psychological test battery might consist of the Weschler Intelligence Scale for Children, tests of perceptions, Human Figure Drawing, Bender Gestalt, etc. This information is pooled together by the Counselor or Local Education Agent and a staffing takes place. The parents are involved in this staffing.

## ENTRY

Once the student has been tentatively identified as LD or EH, his/her parents are requested to sign a permission form giving their consent to placement in the resource room. The resource room teacher sends a letter to the parents explaining the resource room concept and requests that they choose a time in early September which would be convenient for a parent-teacher conference for further explanation of the resource room concept.

When a student is admitted to the resource room, he/she should undergo further diagnostic testing to pinpoint any learning disabilities and/or other affective or social problems. Five areas are tested for diagnostic purposes. The areas and tests are as follows:

1. Academic Functioning  
Van Nagel Diagnostic Inventories for Reading, Writing, Arithmetic, and Spelling
2. Perceptual Problems
  - a. Wepman Visual Discrimination Test
  - b. Wepman Visual Memory Test
  - c. Wepman Visual Spatial Relationship Test
  - d. Wepman Auditory Discrimination Test
  - e. Wepman Auditory Memory Test
  - f. Frostig (optional)
  - g. Van Nagel Visual, Auditory, and Motor Tests
3. Modality Strengths and Weaknesses
  - a. Mills Method Learning Test

- b. Detroit Test of Learning Aptitudes
- c. Van Nagel Learning Style Assessment
- d. VADS
- 4. Reinforcement
  - Van Nagel Quick Interest and Reward Preference Inventory (found in Appendix B)
- 5. Behavior Problems
  - Van Nagel Behavior Problems Checklist (found in the Van Nagel Diagnostic Inventories)

The student should be observed in the regular classroom to verify his/her behavior according to the diagnostic test scores. Never trust test scores. If the test scores support the observable behavior of the student, the diagnosis may be considered valid. An Individual Education Prescription (IEP) is written for the student stating a desired goal and designating the amount of time the student should spend in the resource room. A conference between the classroom teacher and the resource room teacher is conducted to plan activities and to insure continuity in both classrooms.

#### **FIRST DAY**

Students often begin resource room placement at different times during the school year. On the first day of class, the student should have minimal social contact with other students. The teacher discusses the rules of the classroom with the student, introducing the operating procedure of the classroom and the behavior management system with the rewards that can

be earned. A short assignment is presented in which the student can earn points in the appropriate manner. This system gives the student practice in recording points and, more importantly, gives the student a feeling of success so that he/she will look forward to coming back to the resource room the next day. At the end of the first day, the student is to put away materials.

### **A REGULAR DAY**

When the student enters the resource room, he/she collects his/her Student Accomplishment Record, Individual Task Sheet, and Individual Achievement Record. The teacher operates the resource room similarly to a self-contained and LD classroom, the difference being time and subject. There should be four tasks which will take about 15 minutes each outlined for the student. This schedule is flexible and allows for individual differences. The first task should be an order task, a direction task which is simple and will ensure success. The next learning task will be the deficit area that the student was referred for. If the student is interested in a task and is succeeding, he/she should be allowed to continue overtime on that task. On the other hand, if a student becomes frustrated on a task within the first three to five minutes, the task should be removed and another task at a lower level or a different task should be assigned to ensure success. This will ensure motivation and maintain a positive self-concept. Immediately after completion of a task or upon exhibition of appropriate behavior, the student should be awarded points. At the end of the period, the student records all of his/her points in a bankbook; they will later be spent during store-time on

Friday afternoon. To earn points for tasks completed, all materials must be returned to the proper places. It is important to stress such organization skills because these students tend to lack order.

### **EXTRA DUTIES OF A RESOURCE TEACHER**

The following list of duties of a resource room teacher may be disputed by some teachers; however, they are felt by the author to be important duties. The degree to which each duty is executed depends on the individual teacher and that teacher's philosophy.

It is important to establish rapport and contact with the parents of each student. Parent conferences should be held in early September to acquaint the parents with the structure of the classroom. A conference should also be held in January to inform the parents of how the student is functioning and how he/she could improve. In May, another conference is held to discuss with the parents the student's performance for the whole year, what should be done next year, and feedback as to the parents' perceptions of the student's performance. To cement relationships between teacher and parents, the teacher should initiate monthly phone calls to the parents of each student to discuss his/her success and progress. The phone call should begin and end with positive statements about the student. Before calling, the teacher should decide on a central theme for the discussion and should organize his/her thoughts in letter form. After the phone call, the teacher should send the parents a letter outlining the topics discussed and thanking them for agreeing to assist in the education of their child.

Another duty of the resource room teacher is to act as a consultant to the regular classroom teacher. These consultations, which should be held at least twice a month, are important for getting feedback on the student's behavior in the regular classroom. Gathering suggestions from the regular classroom teacher as to how the student can be better assisted is important. It establishes a cooperative relationship with the regular classroom teacher. It is also the duty of the resource teacher to consult with teachers of students who are having learning problems but are not scheduled for the resource room. The resource teacher should be willing to help the regular classroom teacher with prescriptions for students having learning and behavior problems.

The resource room teacher also has valuable skills and information for an in-service day for the rest of the teachers in the district. He/she should maintain catalogues of up-to-date instructional and reading materials concerning learning and behavior problems.

Another responsibility of the resource room teacher includes effectively utilizing the teacher assistant. The teacher assistant maintains clerical logs such as attendance, lunch counts, and excuses. A training period should be held to familiarize the assistant with the classroom set-up, filing system, operation of audio-visual materials, and the classroom behavior management plan. The teacher assistant should then be expected to know what to do without consulting the teacher. He/she should be given a checklist of assignments at the beginning of the year. Both the teacher and assistant should always stand united in front of the class, parents, and administration.

Students are perceptive to any incompatibility and may play it to their advantage. If an assistant does something the teacher dislikes, a discussion should be held at the end of the day. The teacher and assistant should be compatible. One way of assuring this is for the teacher to be present when assistants are being interviewed for positions.

### **REENTRY FULL-TIME TO THE REGULAR CLASS**

Students in the resource room are there to develop the specific academic and social behaviors which will enable them to succeed in real life to the best of their abilities. (See the Student Accomplishment Record in Chapter 4 for specific behaviors.) When the behaviors appear to improve in the resource room, the resource room teacher should observe the student in the regular classroom. The resource teacher needs to confirm that carry-over or generalization is occurring. Retesting in academic areas is then administered by the teacher, and when necessary, by the psychologist. If these tests support the evidence that the student has improved and the prediction is that the student will function successfully in the regular classroom, the student should be returned full-time to the regular class. The teacher should initiate a conference with the regular classroom teacher and with the parents of the student to form a firm understanding of the student's needs and to develop alternatives if problems arise in the process.

## SUMMARY

This chapter described how to organize and manage a classroom for emotionally handicapped and learning disabled students. Special emphasis was given to the fact that these classes must be highly organized and structured. Most exceptional students will need to have daily routines which encompass short, specific assignments with immediate feedback and reinforcement. As a student's self-control and attention increase, longer assignments and less structure can be used.

## **CHAPTER 12**

### **DEPARTMENTALIZED CLASSES**

#### **WHAT YOU WILL LEARN IN THIS CHAPTER**

This chapter will teach you the basics of operating a class in a departmentalized school.

#### **VOCABULARY**

Departmentalized System - this is a system whereby students go from one class to another to receive instruction from a teacher specializing in a particular subject, e.g., math, history, science, language arts, etc.

Just as in other classroom management systems, you will want to select a classroom behavior management system before officially starting classes. Hopefully your school has adopted a basic system for all teachers to use to facilitate consistency. Be sure your students and parents know your behavior management system. The Twelve Steps to Effective Discipline lend themselves well to a departmentalized system. The previous chapters regarding seating, space, time, movement, etc. apply to this system. It is important that you go over the class rules each day during the first seven days of school.

You will need to assess the students' entering behaviors and arrange groups based on their entering behaviors. Again, carefully arrange instruction so that it is hierarchical in nature. Be sure to provide variety in your instruction to prevent boredom.

Before beginning a lesson, review briefly the previous lessons. Even more important, summarize at the end of the lesson the new material taught. If you really want to increase student achievement, give them a four to six week outline of the content you will be covering, and tell them what you will expect of them in terms of learning and assignments (i.e., goals and objectives).

Motivation will be higher if you use student ideas, have the students talk about the subject being taught, ask a lot of questions, and play off student talk. (Flanders, 1965.) Regular feedback regarding student progress can also be motivating. Cooperative learning, mind mapping (see Chapter 11), and peer teaching also increase achievement, motivation, and student cooperation. By

lecturing less and having the students doing more, you will usually get higher student motivation and achievement with fewer behavior problems.

Constantly teach reading while you are teaching any subject. Teach students to formulate questions about what they are going to hear, read, or do. Anticipation is one of the greatest aids to increasing verbal and reading comprehension.

Tell the students that whenever they read anything they should turn the titles and subtitles into questions. Additionally, they should always be prepared to answer who, when, where, what, why, and how. Have students mind map what has been taught to them or what they have read. This increases comprehension.

Provide students with advanced organizers. Advanced organizers can explain different vocabulary concepts and provide questions for students to anticipate.

A basic outline of how you might deliver content is as follows.

1. Motivation: quickly review the previous lesson and associate new content with students' interests. Point out how such information will be useful in the world outside the school. Involve the students in a discussion about possible applications, interests, etc.
2. Introduce vocabulary with pictures, objects, examples, etc.
3. Help the students create questions which they would like to have answered.

4. Have the students read then mind map and explain their mind maps and the answers to the questions that they formulated. Note: this section will vary with time and the subject being taught.
5. Devise long range group projects.
6. Summarize the lesson (the students may help) and suggest practical applications.
7. Tell the students what to expect the following day.

### **SUMMARY**

A foundation for a class in a departmentalized system has been provided. The key concepts of a systematic discipline plan, assessing entering behaviors, providing instruction that is hierarchical and developmental in nature, informing students of short and long term objectives, providing regular feedback, discussing relevancy of subjects to the real world, and involving students in the lessons were pointed out as being essentials to motivation and success for both student and teacher.

## UNIT V

# DEALING WITH STUDENTS WHO HAVE SPECIAL PROBLEMS





**CHAPTER 12**  
**DIFFUSING VERBAL AGGRESSION, VERBAL DEFLIANCE,**  
**AND NEGATIVISM IN THE CLASSROOM**

**WHAT YOU WILL LEARN IN THIS CHAPTER**

This chapter will consider strategies for responding to verbal aggression, verbal defiance, and verbal negativism in the classroom. A teacher's verbal and physical behavior does much to influence the climate of a classroom. Many teachers unknowingly create problems by the way they verbally and physically respond to students. The teacher, not the student, should set the emotional and learning climate of the classroom. Teachers must model behaviors of consistency, fairness, kindness, and calmness. By exhibiting these behaviors, teachers can provide a model that exemplifies "Do as I do" rather than "Do as I say." This chapter will detail various ways that teachers can achieve this goal.

**VOCABULARY**

Aggressive - chronically hostile or intimidating in words or actions.

## DEALING WITH UNDESIRABLE CLASSROOM BEHAVIOR

When a student is behaving in an inappropriate manner, the following sequence of steps is suggested:

1. Describe what is seen. (The student should not be "labeled.")
2. Describe its effect: "Your talking disrupts the class."
3. Describe the expectation: "I expect you to listen when I'm speaking."

### Example A

Louise and Sherry are talking while Mrs. Jones is working with a group of students in arithmetic. Her approach might be something like this:

1. "I see Louise and Sherry talking."
2. "Your talking disrupts the rest of the class."
3. "I want both of you to stop talking and finish your work."

### Example B

Teacher:

1. "I see Jane kicking Judy under the table."
2. "This makes me angry because kicking is not permitted in school. (When anger is expressed, it should be done with a slow, calm tone. The

teacher should always show self-control; this will command respect and attention.)

3. "Jane, put your feet on the floor and finish your work."

In each of the above situations, the teacher described specifically what she saw, what effect it had on her or the rest of the class, and specifically what she expected from the students. The teacher remained calm during the situation and clearly specified what was expected. The teacher acted with poise and control. This commanded respect and attention. The teacher expressed anger without involving the students' egos or personalities. Teachers, like all people, are entitled to express their feelings. The difference between a professional and a nonprofessional is that the professional teacher can express his/her feelings with control, tact, and poise. The use of the above technique facilitates problem-solving rather than accelerating dissention and lack of control. One must be ever cognizant that the teacher's behavior serves as a model for student behavior. A teacher who expresses his/her feelings with control provides an important role model for students. Students and teachers alike need to be taught to express their feelings by describing the incidents affecting them and not by attacking the ego or personality of another individual.

The need for teacher control in the face of anger has been established by researchers. (Kounin, 1970; Alden, 1959.) Angry, punitive comments have been shown to elicit further behavior disruptions from students more than do

calmly administered teacher desists. Students whose teachers utilized rougher desists manifested more conflict regarding classroom behavior, were less concerned about school matters, and were more preoccupied with aggression.

### CONSEQUENCES AND COMMUNICATION

If the above techniques do not stop the undesirable behavior, the teacher should then apply the three steps outlined above with the addition of a fourth step. The procedure would be as follows:

1. Describe what is seen.
2. Describe its effect.
3. Describe expectations.
4. Describe the consequences that will take place if the student does not comply with the request. (In some cases, the teacher can ask the student to suggest a solution or consequence for the problem. This builds independence, responsibility, and maturity.)

Example C (Follow up from Example B)

1. "I still see Jane kicking Judy."
2. "This makes me very angry because there is to be no kicking in school."
3. "Jane, I want you to keep your feet on the floor and finish your work."

4. "If I see you kicking Judy again, I will move you to the back of the room where you will work alone for the rest of the morning."

Five minutes later.....

"I see Jane kicking Judy again. Jane, go to the back of the room and sit by yourself for the rest of the morning."

In the last situation, the teacher gave Jane two warnings. Jane failed to comply with the teacher's directions. The teacher provided a consequence that was reasonable and would eliminate the problem. The teacher expressed his/her feelings calmly and with a minimum of interruptions so that the rest of the class was able to continue working. It would have been self-defeating for the teacher to have shouted at Jane. By personally attacking the student's ego or personality, the teacher would have provided a poor model of self-control for the students. This situation would cause a distraction from the learning situation and most likely upset the students. Unnecessary shouting behavior on the teacher's behalf may result in upsetting other students in the class. (O'Leary, Kaufman, Kass, & Drabman, 1970; Kounin, 1970.)

It would be wise for teachers to first ask themselves these questions:

1. What student behaviors do I want?
2. What behaviors must I exhibit to promote students' desirable behaviors in the classroom?

3. Is what I'm about to do going to increase or decrease undesirable behavior?

There will be times when the wrong behaviors are exhibited; the teacher must not let these times be frustrating. The teacher must keep asking him/herself, "What response do I want from the students?" then, "Which of my own behaviors will produce these responses?" Is what I am going to say or do going to increase or decrease the undesirable behavior?

### **STUDENT REFUSAL TO COMPLY WITH COMMANDS AND DIRECTIONS**

How is a student managed who refuses to comply with a teacher's command? This largely depends on the situation and the way in which the student refuses to comply with the teacher's directions. The *Choice Strategy* will diffuse most defiant situations.

#### Example D

Jeannie, a secondary student, has been doodling and has not completed her assignment.

Teacher: "I see that you're doodling and not working on your assignment. This displeases me because you will not be applying the skills we have just learned. Open your book and complete your assignment."

Jeannie: "I am not doing this assignment. You can't make me do it."

Teacher: "Jeannie, you may complete your assignment and go to recess, or if you fail to complete the assignment, you will have to remain in the classroom during recess." The teacher then in a matter of fact way continues the lesson with the rest of the class.

In the above example, the teacher is giving the student the responsibility of making a choice that will determine the consequences. The idea is to give the student an alternative choice. The student's decision sets the course of action. This approach forces the student to be responsible for his/her behavior. It also has a neutralizing effect on aggression or negative behavior.

If the teacher were to confront the student directly, the student would have to defend his/her ego in front of his/her peers. This confrontation would cause tension which would eventually lead to an emotional scene.

Rather than allowing this type of situation to get out of hand, the teacher actively avoided the confrontation by controlling and giving the student a choice thereby directing the situation away from him/herself and back to the student. The teacher was able to continue teaching with a minimum of interruption.

## STUDENT VERBAL INSULTS AND CONFRONTATION

What if a student has verbally insulted and verbally attacked the teacher? Again, it depends on the situation and the degree of the attack. Another way to handle this would be as follows.

### Example E

Student: "Teacher, you are a fool if you think I'm going to do all these math problems. I'm sick and tired of the stuff you lay on us. Don't bug me anymore, and don't come near me!"

Teacher: "I see you're angry. I will see you during recess (lunch, etc.) and *help* you work through this."

In this situation, it is apparent that the student is seething with hostility. To confront the student at this time might cause a major incident in the classroom which would be upsetting to all concerned and ruin instructional time for that period. By the same token, the teacher must maintain his/her authority and respect with the rest of the pupils. By stating that he/she will see and help the student at a designated time, the teacher lets the class know this situation will be dealt with and that the teacher is still in control. It is also important to note that the teacher used the word "help" to convey to the student that he/she would be assisting rather than threatening the student. This approach gives the student time to calm down and think about what he/she has said. In dealing with hostile students, the teacher would be wise

to have the principal or person in charge of discipline accompany him/her when confronting the student at the designated time. The teacher and the principal should escort the student to a private place where they should discuss the incident, how the student could handle the situation differently, and the resulting future consequences of such behavior. The consequences could range from a personal apology in the classroom to a more severe punishment. This depends on the nature of the undesirable behavior. Alternative behaviors should also be discussed. The teacher should always remember to confront a student as casually as possible. If the student is still angry when confronted by the teacher and the principal, the adults must be calm and speak firmly. The student should be allowed to voice his/her problem before the teacher considers alternative plans.

#### Example F

"Bob, you have a choice. You can come with us now, or you can meet us in the principal's office in five minutes. If you fail to do so, we will have to meet with you and your parents on \_\_\_\_\_."

The teacher should strive at all costs to avoid the use of physical force. If the student does not select one of the two alternatives given, it is time to inform the parents.

If there is a consistent pattern of refusal and negativism toward those in authority, it would be wise to have the student psychologically evaluated. In some cases, certain students need placement in special education classes.

Unfortunately, some students who are uncontrollable will need to be placed in residential settings where intensive behavioral controls can be used. Rarely should this type of situation occur.

## **DEALING WITH VERBAL AGGRESSION IN THE CLASSROOM**

### **STRATEGY 1: REFLECTION/RESTATEMENT**

Reflection is a method of restating in fresh but similar words what the student has just said. When a student feels he or she is being heard and understood, the acceleration of aggression is often reduced or prevented. (Gordon, 1974; Ginott, 1972; Jarolimek & Foster, 1989.) One result of reflection is that it gives everyone time to think. It slows down the aggressive encounter and informs the student that the teacher is listening and is attempting to understand what is being said. Woolfolk (1987) and Gordon (1974) have shown that when a person feels he or she is being understood, defensiveness and aggression are reduced. It also allows both the teacher and the student to check that what is being said and felt is understood. Reflection also has a way of keeping the aggressor from restating what he/she has just said because it tells the student that the teacher has heard him/her. Some aggressors will repeat and repeat a statement in order to manipulate the teacher. When the teacher communicates to a student in a reflection that the student was heard, the student will feel that the teacher understood part or most of what was being communicated and usually desists. This strategy

gives some release to the emotional charge of the situation. Reflection can also lead to further exploration on the part of the student. It can help him/her hear what he/she is saying thereby providing feedback for reflection. Reflection should be done in a calm, nonthreatening, and non-judgmental voice.

#### Example G

Student: "I hate school. I hate you, teacher."

Teacher: "You hate school, and right now you're feeling hate for me."

The teacher may reflect content, emotion, or underlying intent. It is very important not to let the reflection technique accelerate emotions. It should be used carefully to identify emotions then followed up with the emotional charge release strategy to dispel identified emotions.

In some situations, teachers need to use the technique of reflection without empathy. In other situations, empathy is used to develop understanding and will sometimes create a bond of understanding between two individuals. In the following example, empathy is used.

#### Example H

Student: "I hate this damn arithmetic. I'm not going to do it."

Teacher: "You say you hate arithmetic. Arithmetic can be hard at times. Let me help," or "What part can I help you with?"

### Summary of Results of Reflection

1. Gives everyone time to think
2. Slows down the aggressive, attacking language
3. Shows that the teacher is listening
4. Checks understanding for comprehension
5. Prevents the aggressor from restating negative words
6. Established a feeling of understanding and rapport
7. Provides a sounding board for further examination, clarification, and exploration of feelings
8. Provides an emotional release

### **STRATEGY 2: AGREEING WITH PART OF THE CRITICISM**

When an individual makes a verbal attack on the teacher, the teacher can neutralize or diffuse the attack by finding some part of the attack with which to agree. This technique usually stops or reduces the attack by acknowledging it and, in addition, deters arguing. Students often criticize to avoid assigned tasks and may try to manipulate the situation to get a reduction in work.

By agreeing with part of the criticism, the teacher will prevent the student from repeating what was said and redirect his/her attention to the task at hand. The teacher must be careful not to agree with a part of the criticism that will sustain an argument or that is abusive in nature.

### Example I

Student: "You're always watching me and taking off points for every little thing I do."

Teacher: "At times, I do watch you a lot. If you'll finish your work in the allotted time, I'll stop watching you so much."

### Summary of Results of Agreeing with Part of the Criticism

1. Neutralizes or mitigates the attack by agreeing with part of it.
2. Redirects the individual to what needs to be done.
3. Helps stop the individual from continuously complaining or repeating what was said.

### **STRATEGY 3: QUESTIONING FOR SPECIFICS**

This strategy requires the teacher to ask for specific information or feelings. This strategy breaks the emotional cycle by getting the student to think. The first three steps of this strategy will neutralize most student aggression. If a student criticizes the teacher, the following approach may be useful.

1. Restate the criticism or verbal attack.
2. Question specifics.
3. Ask the student what needs to be done to solve the problem.

Focus on the problem and not other issues. Here the student's input becomes part or all of the solution. When the student has an investment in the solution, it is more likely to succeed.

4. Optional: Bargaining or Choice. If you give the student something, the student should do something for you in return.

This discourages manipulatory behavior.

Questioning for specifics helps a student break down generalizations and assumptions which have led to poor understanding and the inability to solve a problem. Students may use generalization to avoid responsibility, for displacing their aggression, or to mislead others. By asking the student to be more specific, the teacher focuses on behavior and not on the person. It also enables the teacher to identify what problem solving behaviors the student possesses and how they can be improved upon.

Once the student identifies and states the problem, an emotional release takes place. This sets the stage for alternative ways of behaving or alternative problem solving.

#### Example J

Student: "You don't know how to teach!"

Mr. Smith: "What specifically don't I know how to teach?"

Student: "Long division."

Mr. Smith: "What do I need to do to help you understand long division"

Student: "I need a model to follow."

Mr. Smith: "If I give you a written model, will you follow the model and speak softly to me?"

Student: "Yes, Mr. Smith."

### Summary of Results of Questioning for Specifics

1. Enables the student to be more specific and concrete
2. Focuses on the problem
3. Provides an emotional release
4. Identifies strengths and weaknesses in student's problem solving abilities

### STRATEGY 4: PROBLEM SOLVING

To use the technique of problem solving, the teacher asks the student to think of a solution to the problem. When a student has an investment in the solution to his/her problem, hostility is reduced. (Walker & Shea, 1984.) Students can also be taught the following problem solving method. The steps are:

1. What is the problem?
2. What do I want to happen?
3. What are possible solutions?
4. What is the best solution?
5. After implementation, the student should appraise the solution to see if it accomplished what it was intended to do.

Teaching problem solving skills in interpersonal relations improves rational decision making. It teaches students to become less impulsive and more goal-oriented. Creativity can also be enhanced through this approach. There are numerous problem solving programs available for classroom use.

One particularly practical program is known as The MARC Affective Curriculum and is available through the Florida Department of Education, Tallahassee, FL.

### **STRATEGY 5: BARGAINING OR TRADE OFF**

In the bargaining or trade off strategy, the teacher agrees to do or allow something in return for the student's complying with a direction or command. Bargaining often stops an attack and teaches the skill of negotiation.

#### Example K

Student: "I'm not doing anything today. I want to draw."

Teacher: "Do your arithmetic then you can work on your drawing for five minutes."

#### Summary of Results of Bargaining

1. Makes the student stop attacking and do something more positive
2. Teaches negotiation skills
3. Reinforces delaying of gratification and developing self-control

### **STRATEGY 6: CHOICE STRATEGY WITH NEGATIVE CONSEQUENCES**

When a student confronts a teacher with a verbal attack, the teacher can redirect the attack back to the student by requiring that the student make a

choice between two alternatives, one of which is unpleasant. When a student has a choice, hostility is reduced. (Brophy & Good, 1986.)

Giving the student a chance to make a choice places the responsibility of behavior back onto the student. This strategy helps the student comprehend that he/she will be held responsible for his/her behavior. The student must think in order to make a decision to act; therefore, he/she is forced to move from an emotional level to a cognitive level. The use of this technique is valuable when the teacher cannot think of a way out of a crisis situation. This strategy should not be overused, or it will lose its effectiveness.

#### Example L

Student: "I'm not picking up the stuff under my desk. Just forget it!"

Teacher: "You have a choice; either pick up the paper and orange peels under your desk, or you will lose your privileges for recess."

#### Summary of Results of Choice with Negative Consequences

1. Places the responsibility on the student for his/her behavior
2. Raises the level of thinking
3. Is useful in extreme crisis situations

## COMBINING STRATEGIES

When diffusing verbal aggression, it is often helpful to use the above strategies in combination. For example, after a verbal attack by a student, the teacher could use strategies one, three, and four.

### Example M

Student: "I hate arithmetic. I'm not doing this arithmetic, and you can't make me do it."

Teacher (using Reflection): "You say you hate arithmetic." (The teacher does not reflect or pay attention to the negative part of the statement, "you can't make me do it.")

Student: "Yes, I hate it."

Teacher (Questioning for Specifics): "What is it about arithmetic that you hate?"

Student: "I've been trying to do these same problems for years, but I don't understand them. They are hard."

Teacher (using Agreement): "Yes, they can be hard. Which part are you having the most trouble with?" (Again Questioning for Specifics.)

Student: "Regrouping."

Teacher (using Problem Solving): "What do you need to help you understand them?"

Student: "A clear example to go by."

Teacher: "Ok. Let me make a model for you to follow."

In the above example, the teacher reflected, agreed in part, questioned for specifics, and then used problem solving. The possibly explosive situation was avoided by the teacher's remaining calm and using appropriate communication skills. If the problem was not solved by the first four strategies, then the teacher could have employed strategies five and six.

Sometimes the order of the strategies has to be changed to meet the situation. The important goal is to use the strategies in an order that will avoid acceleration of the aggression and obtain the positive outcome of on-task behavior.

### **STUDENT'S PHYSICAL AGGRESSION**

How does a teacher handle a student who is physically aggressive toward the teacher or other students? Hopefully, a teacher will not have this situation occur during his/her career; nevertheless, it is best to be prepared should it ever happen. If a teacher is struck by a student, composure must be maintained. The teacher should tell the student to return to his/her seat immediately and add that they will discuss the situation later. The teacher should remove him/herself from the situation and get assistance from a principal or supervisor at once. This incident should be handled through the proper channels. Psychological evaluation and possibly a hearing would be appropriate.

If the student should continue striking the teacher, the teacher should place both hands, fists closed, up to his/her face with elbows and forearms

protecting his/her stomach and chest. The teacher should turn sideways to protect the groin area. While this position is being assumed, the teacher should also be talking to the student firmly, ordering him/her to stop and return to his/her seat. The teacher should remain out of the student's strike zone while sending a dependable student to the principal for help.

In schools where there is a high incidence of student violence, it would be advisable for the teacher to enroll in a self-defense course. Courses which utilize Aikido techniques teach how to stop aggression without harm to either the aggressor or the defender.

### **STUDENT FIGHTING**

When two students are engaged in fighting, the teacher should *not* step between them. Instead, he/she should immediately send another student for the principal. All other students in the room should be sent out; protecting other students is a priority. Using a firm voice, the teacher should command the students to stop fighting and go to opposite sides of the room. If this fails, the teacher should attempt to separate the students by pushing inward and sideways on their shoulders pushing them in opposite directions. At the same time, he/she should state emphatically that there is to be no fighting or hitting in the school and that they should go to their seats. The student who was attacked should be taken out of the room. The aggressor is then escorted to the principal's office.

Note: In some schools, it may be the policy that teachers are not to touch students. Teachers should know school policy; however, regardless of policy, teachers are entitled to defend themselves and their students.

### SUMMARY

This chapter has dealt with communication techniques designed to promote good discipline and diffuse aggressive actions. Student verbal and physical confrontation takes many forms. This chapter has suggested strategies for dealing with such confrontations. Teachers should adapt and modify the strategies to suit specific needs. Be creative; no one has all the answers! Further information on verbal and physical aggression strategies may be found in the book *The Gentle Art of Preventing and Diffusing Aggression* available from Synergetic Psychology, Inc., 13370 Old St. Augustine Rd., Jacksonville, FL 32258.



## **CHAPTER 14**

### **GETTING PARENTS INVOLVED VIA THE PARENT-CHILD ACCOMPLISHMENT RECORD**

#### **WHAT YOU WILL LEARN IN THIS CHAPTER**

This chapter will detail an explanation of the Parent-Child Accomplishment Record hereafter referred to as the P-CAR. The P-CAR is a contingency based token system of behavior management based upon the same positive behavioral principles as the SAR. The P-CAR is designed for independent parent use and can be used separately or in conjunction with the SAR. Either way, when consistently applied, the P-CAR develops in the child the attributes of respect, responsibility, self-control, positive attitude, and kindness. This system will greatly enhance the schools' efforts of promoting the aforementioned behaviors.

#### **VOCABULARY**

Contingency - the practice of making the delivery of a desired action or item dependent upon the execution of another act.

Token System - the practice of giving rewards such as points, chips, stickers, etc. to represent steps toward a tangible or intangible reinforcer that will be given at a later date.

The behaviors of respect, responsibility, a positive attitude, self-control, and kindness are important values that will serve a child throughout a lifetime. Too often, parents use a hit or miss method when teaching children these important behaviors. However, parents are not solely responsible for their inconsistent methods of child-rearing. Traditionally, public schools have not provided young people with useful information about effective parenting. The P-CAR was designed to help parents become more consistent in the training and management of their children. The goals and techniques of the system presented here can be implemented without complications. The goals of the P-CAR are:

1. To provide a logical, simple system of child management. The technique can be taught in less than 30 minutes. However, application naturally requires consistency, time, and energy from the parent.
2. To provide a system of parental child management that will teach a child to (a) follow parental directions and/or commands, (b) have a positive attitude, (c) show respect for others, (d) develop responsibility for his/her own behavior, (e) establish a routine bedtime hour, and (f) help parents be consistent in the treatment of their children.
3. To develop and instill the above behaviors in such a way as to serve the child throughout a lifetime.
4. To teach parents a more efficient way of developing desirable behaviors in their children.

5. To educate parents about the importance of teaching and training their children in the basic values stated above.

Research has shown that parents can successfully identify undesirable behaviors and promote desirable behaviors. (Christophersen, Arnold, Hill, & Quilitch, 1972; Gordon, 1970; Hawkins, Peterson, Schweid, & Bijou, 1966; Wahler, 1969.)

This simple system, described on the following pages, incorporates behavioral principles that have been used in numerous successful child management programs. The behavioral principles are: positive reinforcement, intermittent positive reinforcement, and response cost. These behavioral principles already operate in daily life. For example, we go to work and perform certain work-related tasks for which we receive a paycheck. The paycheck is positive reinforcement for performing work-related behaviors and tasks over a period of time. If a day of work is missed, a certain amount of money may be deducted from the paycheck. This is response cost. Occasionally we may receive compliments, a bonus or a raise for performing a job especially well. This occasional praise/reward is intermittent positive reinforcement. In the real world of work, we are expected to follow directions, have a positive attitude, respect others, and be responsible for the assigned work. We need to come to work rested, alert, and on time. These behaviors should be taught to all children early in their lives. This would make the transition from childhood to adulthood much easier. In order to develop these behaviors in their children, the P-CAR is offered to parents to meet this need.

The following suggestions are given to help you, the parents, develop in your children the behaviors described above.

### **DIRECTIONS FOR IMPLEMENTING THE P-CAR**

#### **STEP 1**

Read and make photostats of the P-CAR form and the Cumulative Point Record form at the end of this chapter.

#### **STEP 2**

Find a quiet place to sit down with your child.

#### **STEP 3**

To determine what is most rewarding to your child, ask him/her the following questions, and write the answers.

- (a) What are the three most important things you like to do in your spare time?
- (b) What three things make you happy?
- (c) What three things would you like to buy?
- (d) What three things do you most like to do during the week?
- (e) What three things do you like for me to do for you?
- (f) What three things would you like for us to do together?

#### **STEP 4**

Explain to your child that beginning on Sunday he/she will be given a chance to earn some of the things just listed. Place a star beside items that seem reasonable and are within the family budget in terms of both money and time. Assign a specific number of points for each starred item. The more important or expensive items should "cost" more points. For example, going to the movies on Saturday afternoon may cost 100 points whereas a backrub for three minutes might cost only ten points.

#### **STEP 5**

Tell your child that his/her reward chart will be posted on the refrigerator (or his/her bedroom door) along with the P-CAR. Next show him/her the P-CAR, and explain that this is the way to earn points in order to get the things that he/she wants. Tell your child that points can be earned by doing what a responsible child should do naturally.

#### **STEP 6**

Explain the P-CAR in the following way. Pointing to the first rule on the form, say, "Starting on Sunday, I expect you to follow all directions and to obey all commands that I give you the first time that I give them. If you do not immediately follow a direction or command, you will lose one of the ten points you could have earned for following that rule all day. I will put a check mark in the box below Sunday by Rule 1 to show that you have lost one of those ten points. Every time you do not follow my directions immediately

within five seconds, you will lose one point. For example, if I tell you to close the door, but you do not do it immediately, you lose one point. Now, you explain to me what I just told you and showed you." If your child does not understand the procedure, repeat the instructions and role play additional examples.

### **STEP 7**

When the child demonstrates comprehension on this level, continue the explanation by saying, "Now, if I have to tell you to do something a second time, but you do not do it immediately, you will lose a second point. I will then make another check mark on the P-CAR. If you do not do it the third time that I tell you to, you will lose a third point and will have to sit in the corner for five minutes. Now you explain to me what I have just told you and showed you." After your child adequately explains the procedure, remind him/her that the points earned by the end of the day will earn rewards and privileges.

Note: If the child loses the third point, you should start the procedure anew after he/she sits in the corner for five minutes. Points previously lost for that rule are no longer counted.

### **STEP 8**

Next explain to your child that whenever he/she does a really good job of following directions, he/she will occasionally be given a star in that box.

The star is worth one additional point. At the end of the day, these extra points are added to the total points that he/she has earned.

Inform your child that if he/she asks for extra points, points will be taken away instead of given. This prevents the child from asking for points for every little thing and eliminates manipulative behavior.

Ask your child to explain Rule 1 to you in his/her own words. After receiving an adequate explanation, explain each of the other rules on the P-CAR in the same manner. The same principles apply to each rule. Also tell your child that when he/she loses a point, he/she can immediately earn it back by correcting the misbehavior and doing something extra. This is called *super behavior*. This strategy reduces conflict and reinforces correct, desirable behaviors.

## **STEP 9**

When you notice that your child is getting low on points for one of the rules, quickly set up a situation in which he/she can demonstrate the rule and earn points. This is also a time to use the super behavior strategy. If the child loses all points for a rule, there is no longer motivation for him/her to follow it. Additionally, the intermittent or random use of rewarding the child with stars for following the rules is very important in establishing and maintaining desirable behaviors.

## STEP 10

After explaining all of the rules and procedures for earning and losing points, tell your child that at the end of the day you will come to his/her bedroom to add up all of the points. When you do this, pay attention to the points that have been earned, but pay very little attention to the points that have been lost. As stated numerous times previously in this book, what you pay attention to and focus on is programmed into your child and will increase. You should always leave your child with positive comments before kissing him/her goodnight.

On Monday, use the same procedure as was used on Sunday, but delete the initial discussion and explanation of the P-CAR. However, it may be necessary to repeat the entire procedure several times for some children.

Generally, privileges and rewards are given on Saturday. You may, however, allow your child to cash in earned points during the week. Points may be carried over from one week to another for an even bigger reward. It is very important to change the privileges and rewards on the reward chart when they begin to lose effectiveness or value.

If the system is not working, check the following:

1. Are the rewards and privileges meaningful to your child?
2. Are you being consistent in applying the system?
3. Are you rewarding your child throughout the day with stars on his/her chart?

Do not expect your child's behavior to change radically overnight. Teaching and re-training a child in appropriate behavior takes time. Also

expect a certain amount of resistance when you work to change a behavior. As you continue to use the system, you will notice the desirable behaviors increasing in your child.

### **RATIONALES FOR THE RULES/BEHAVIORS ON THE P-CAR**

To facilitate a better understanding and appreciation of the significance of the rules on the P-CAR, the rationale for each is presented below.

#### **RULE 1: I FOLLOWED DIRECTIONS ON THE FIRST COMMAND.**

Rule 1 gives you control over your child. Furthermore, it teaches him/her to follow directions. This rule, like the others, teaches the child that there are consequences for desirable and undesirable behaviors. This rule will help you, the parent, reduce the need to shout, nag, etc. It forces you to be consistent. Consistency and modeling are the cornerstones of good discipline.

Rationale: When your child becomes an adult, it will be important for him/her to follow directions, rules, and laws for the good of society as well as him/herself. As a adult, he/she will have to follow directions at work. This early training will make the transition from childhood to adulthood much easier.

#### **RULE 2: I SAID ONLY NICE THINGS.**

This rule develops a positive attitude in your child. A positive attitude is directly related to good mental and physiological health.

Rationale: A positive attitude is essential for making and keeping friends. Furthermore, the most frequent reason that people are fired from jobs is that they have negative attitudes. Every child needs to have a good attitude toward others and toward life. This rule will save you untold hours of scolding, especially if you have other children.

**RULE 3: I SHOWED RESPECT FOR OTHERS.**

This rule develops respect for others which develops into respect for oneself and for all things.

Rationale: In the author's opinion, this is one of the most important values to teach children. As the Bible says, "Do unto others as you would have them do unto you," and "Love thy neighbor as thyself."

**RULE 4: I COMPLETED MY CHORES.**

This rule develops responsibility and maturity. Responsible behavior is directly related to good mental health and maturity. You should select two or three chores that the child can perform daily. The chores should be appropriate to his/her age and level of maturity. As the child develops in maturity and ability, the chores should be changed to those that require more effort and responsibility. For example, a six year old might be required to set the table (five points) and feed the dog (five points) while a ten year old might be expected to dry the dishes (three points), take out the garbage (three points), and clean his/her room (four points).

The chores must be specifically defined and demonstrated so that the child clearly understands what he/she is expected to do. For example, a clean room means that nothing is on the floor, toys are put away, dirty clothes are put in the hamper, and the bed sheets cover the entire bed. Being specific reduces the likelihood of confusion about whether a chore has been satisfactorily performed.

Rationale: The more you allow your child to do for him/herself, the more mature he/she will become. It may take some time to train a child to do chores, but in the long run, it will pay off handsome dividends in his/her present and future life. It will also provide you with more quality time with your child in terms of both leisure and learning time. It is important that you not fixate immaturity by prolonging unnecessary care of your child by constantly waiting on him/her or by giving in to his/her whims.

Loving a child means caring enough to take the time to teach him/her the skills and behaviors needed for success in life!

**RULE 5: I WAS IN BED EACH SCHOOL NIGHT BY (8:00).**

This rule is important because children need rest and energy in order to grow, to learn, and to meet the demands placed on them. You should put your child on a regular bedtime schedule and stick to it. As a child enters puberty (13 years old and up), the bedtime hour may be extended, but this should be done gradually and cautiously. If you notice negative effects, return to the original bedtime or find an otherwise effective time. Additional periods of rest and relaxation during the day are further advised.

**Rationale:** Many parents do not realize that a child has more to cope with than most adults. Children need more rest than adults. Sleep is a natural rejuvenator and rebuild. When a child has not had sufficient rest, he/she becomes easily frustrated and irritable in school. You also need time to recover, rejuvenate, and rebuild.

**BONUS RULE:** \_\_\_\_\_.

This rule is for specific behaviors that you want your child to adopt or to eliminate, e.g., saying please and thank you or thumbsucking, burping, etc. The same principles applied in the other rules also apply to this rule. As always, it is essential that the rule be specific and consistently applied.

### **FADING THE SYSTEM**

Whenever your child earns 90% of all the points per week for four consecutive weeks, take him/her off the point system and credit him/her each week with all the points. At this time, your child has probable internalized the behaviors. If after taking your child off the system, you find his/her desirable behaviors backsliding, put the child back on the system until he/she again achieves 90% of the points for four consecutive weeks.

## IN CONCLUSION

Limit the number of rules to no more than six! More than this will overload and confuse a child. The child will then be less likely to be able to handle the rules successfully. As you follow this simple system, you will find yourself becoming more consistent and more considerate. You will be doing less shouting and spanking, and there will be more good feelings and good times between you and your child. You will actually see your child's behavior improving, and you will notice that he/she feels more secure, relaxed, and loving because he/she knows what is expected of him/her.

It is advised that you use this system with all the children in your family, adjusting the rules to each child's age and maturity level. The entire family will reap the rewards as your children become responsible, respectful, mature, positive human beings both in childhood and in adulthood. In addition, you will have given the world a beautiful gift, a sane, responsible, respectful, positive human being who exhibits kindness.

PARENT-CHILD ACCOMPLISHMENT RECORD

NAME \_\_\_\_\_ MONTH/WEEK # \_\_\_\_\_

In order to earn privileges or rewards, you must earn points. You may do so by following the rules. Each time a rule is broken, a check mark is placed in the box next to the rule, and at the end of the day, one point is subtracted for each check mark. An extra point is added for each star.

RULES	SUN	MON	TUES	WED	THURS	FRI	SAT
1. I FOLLOWED ALL DIRECTIONS GIVEN TO ME ON THE FIRST COMMAND. (NO EXCUSES PERMITTED.) (10 POINTS)							
2. I SAID ONLY NICE THINGS. (10 POINTS)							
3. I SHOWED RESPECT FOR OTHERS. (10 POINTS)							
4. I COMPLETED MY CHORES. (10 POINTS)							
5. EACH SCHOOL NIGHT I WAS IN BED BY 8:00 P.M. (10 POINTS)							
6. BONUS: _____ (10 POINTS)							

TOTALS \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

PRIVILEGES AND REWARDS TO BE DETERMINED BY PARENT AND CHILD TOGETHER GRAND TOTAL \_\_\_\_\_

## CUMULATIVE POINT RECORD FORM

	A Daily # Points	B Weekly # Points	C # Points Subtracted	D Running Total
Sun	_____			
Mon	_____			
Tues	_____			
Wed	_____			
Thurs	_____			
Fri	_____			
Sat	_____	_____	_____	_____
Sun	_____			
Mon	_____			
Tues	_____			
Wed	_____			
Thurs	_____			
Fri	_____			
Sat	_____	_____	_____	_____
Sun	_____			
Mon	_____			
Tues	_____			
Wed	_____			
Thurs	_____			
Fri	_____			
Sat	_____	_____	_____	_____

## **DIRECTIONS FOR THE CUMULATIVE POINT RECORD FORM**

1. At the end of each day, total the child's points for that day from the P-CAR form. Put the total on the blank for that day in Column A.
2. At the end of the week, put the week's total points on the first blank line in Column B.
3. After the child has selected the reward that he/she wants, put the number of points the reward costs on the first blank in Column C.
4. If the child traded in points during the week, insert a blank across from that day in Column C and put the number of points traded. These points will be included in the total points subtracted for that week.
5. Place the remaining points in the first blank in Column D, Running Total.
6. Follow the procedure for each week. Be sure to add the remaining points from the previous week that are recorded in Column D.



**APPENDIX A**  
**BEGINNERS' GUIDE TO AN OVERVIEW OF BASIC BEHAVIORAL**  
**PRINCIPLES**

**STRATEGIES FOR INCREASING A BEHAVIOR**

Positive Reinforcement - Reward the response you desire. If the response increases, you have a positive reinforcer.

Modeling - Have the student mirror the desired behavior from someone else.  
Reinforce the mirrors.

Premack Principle - Reward a student's low frequency behavior with the student's high frequency behavior.

Negative Reinforcement - Strengthens the behavior by the removal of unpleasant events.

**STRATEGIES FOR DECREASING A BEHAVIOR**

Extinction - Withdrawal or withholding of reinforcement.

Response Cost - Withdraw (x) the amount of the student's reinforcement when the he/shemakes an undesired response.

Time-Out - Remove all sources of reinforcement for a specified period of time.

Punishment - Apply something unpleasant or remove something pleasant from that student.

**Negative Practice** - Have the student do the undesirable behavior until it becomes aversive. (Decrease occurs from satiation or fatigue.)

**Reinforce Incompatible Behavior** - Reinforce a behavior that cannot occur at the same time as the undesired behavior.

**Stimulus Change** - Present a new discriminative stimulus for a different response.

**Differential Reinforcement (DR)** - Reinforcing one behavior instead of another.

- (a) **Differential Reinforcement of Incompatible Behavior (DRI)** - Reinforcing a response that is incompatible with a behavior targeted for reduction.
- (b) **Differential Reinforcement of Other Behavior (DRO)** - Delivering reinforcement when the target behavior is not emitted for a specified period of time. Reinforcement is contingent upon the nonoccurrence of a behavior.
- (c) **Differential Reinforcement of Appropriate Behavior (DRA)** - Reinforcement is given following the performance of one prespecified appropriate behavior.

**Overcorrection** - Teaching an appropriate behavior through the exaggeration of experience.

- (a) Restitutorial
- (b) Positive Practice Overcorrection

**Satiation** - Provide large quantities of reinforcement until it becomes unpleasant.

## STRATEGIES FOR DEVELOPING A NEW BEHAVIOR

Shaping - Reinforce small steps to the desired behavior. (Differential Reinforcement of Successive Approximations.)

Chaining - Linking together behaviors a person already has to form a *new* behavior.

Modeling - See modeling above.

Prompting - Adding stimulus properties (objects, commands, labels) to increase the response.

Stimulus Control - An antecedent that occasions a behavior.

## STRATEGIES FOR MAINTAINING BEHAVIOR SCHEDULES

Continuous Ratio (CRF) - Continuous reinforcement of every correct response.

Fixed Ratio - Reinforce after a set number of responses.

Variable Ratio - Reinforce after a *changing* of average responses.

Fixed Interval - Reinforcing after a fixed amount of time has lapsed.

Variable Interval - Reinforce after a changing average amount of time.

## **CLASSICAL CONDITIONING**

**Respondent Conditioning - Pairing stimuli so that an unconditioned stimulus elicits a response.**

**Anchoring - Pairing of two stimuli or states. Pairing of an unconditioned stimulus to bring forth a conditioned response.**

**Counterconditioning - While the person is experiencing a pleasant stimulus, gradually introduce the feared stimulus.**

## APPENDIX B

### VAN NAGEL QUICK INTEREST AND REWARD PREFERENCE INVENTORY

1. Name three things that make you happy.
2. Name two or more things you like to do in your spare or free time.
3. Name some things you would like to buy.
4. What games do you like?
5. Who do you like to be with? Why?
6. Do you have any hobbies?
7. Do you belong to any clubs or organizations?
8. Do you watch television?
9. Do you go to the movies? What type of movies do you like best?
10. Do you listen to the radio? What radio stations do you like best? What kind of music?
11. Do you read books, magazines, or the newspaper?
  - a. What type of books or stories do you like?
  - b. Do you have any books of your own?
  - c. What type of magazines do you like to read?
  - d. What sections of the newspapers do you like best?
12. Do you like to have someone read to you? If so, what would you like to have read to you?
13. Do you go to church?
14. Do you have any pets?
15. What are you interested in?

16. What subjects do you like best? Why?

17. What subjects do you least? Why?

Does the questionnaire show a pattern of interests?

Are there any clues to interests that might be developed?

Summarize the interest patterns that you think might motivate the person or get the person involved in activities.

Change the interests into possible reinforcers and apply them to a particular student's behavior. If the student's specific behavior *increases* after the reinforcer is given following the behavior then you have a reinforcer for that student.

## APPENDIX C

### SUGGESTIONS FOR REINFORCERS/REWARDS

#### ELEMENTARY

Lead flag salute  
Choose seat for specific time  
Choose book to review for class  
Select topic for group to discuss  
Read with a friend  
Free time in library  
Be in a class play  
Help teacher:  
    Go to office  
    Erase chalkboard  
    Sharpen pencils  
    Etc.  
Draw on chalkboard  
Five minutes with teacher  
Plan a class project  
Select game or object for recess play  
Do art work  
Choose a group activity  
Take a "good" note home  
Arrange a reward with parents  
Use language master  
Bring something special to class  
Have a special treat at snack time  
Play with blocks  
Choose seat on bus  
Polaroid picture of "student of the day"  
Watch a film strip  
"Prize" pencils  
Have chocolate milk  
Be class leader for a day  
Extra recess time  
Play teacher  
Perform small duties  
Listen to radio with earphones  
Work puzzles

## SECONDARY

Extra class time for doing homework  
Work in school office  
Work in guidance office  
Work in school library  
Read magazines  
Dismiss early  
Extra time for committee meetings  
Free time in gym  
Bonus hall pass  
Plan a special school function  
Open discussion of social issues  
Work on hobby at school  
Have name put in school newspaper  
Extra time with teacher  
Work as a tutor  
Help teacher by making visual aid

## APPENDIX D

### ADDRESSES FOR PUBLISHERS OF EDUCATIONAL MATERIAL

#### READING:

*Reading and Thinking Skills*

Continental Press, Inc. Elizabeth Town, PA 17022

*Sullivan Programmed Reading Series*

McGraw-Hill Book Co (Webster Division), New York, New York

*Open Court Reading Program*

Open Court Publishing Co. Box 599, 1039 Eighth Street, LaSalle, IL 61301

*Distar Reading I and II*

Science Research Associates. 250-E Erie St., Chicago, IL 60611

*Corrective and Remedial Reading Program (middle school)*

Science Research Associates. 259-E Erie St., Chicago, IL 60611

*Practical and Proven Lesson Plans for Reading*

Synergetic Psychology, Inc., 13370 Old St. Augustine Rd., Jacksonville, FL 32258

*New Streamlined English Series (an excellent reading program for middle and secondary students who have not learned basic reading skills)*

Labauch Literacy International, 1320 Jamesville Ave., Box 131, Syracuse, NY 13201

*Specific Skills Reading Series (all grade levels)*

Barnel Loft, 958 Church Street, Baldwin, NY 11510

#### MATH:

*Success in Mathematics I.P.I.*

Motivation Development, Inc. P.O. Box 427, Bishop, CA 93514

*Stern Structural Arithmetic (elementary)*

Houghton Mifflin, Atlanta, GA

*Life Skills Math*

Educational Design, Inc., 47 West 13th St., New York, NY 10011

*Practical and Proven Lesson Plans for Arithmetic*

Synergetic Psychology, Inc., 13370 Old St. Augustine Rd., Jacksonville, FL 32258

**ALL SUBJECTS:**

*BCP Method Books*

Vort Corp., P.O. Box 60880, Palo Alto, CA 94306

**BIBLIOTHERAPY SOURCES:**

*Serendipity Series*

Price, Stern, Sloan, Inc., 410 North La Cienega Blvd., Los Angeles, CA 90048

Human Science Press, 72 Fifth Ave., 3 Henrietta St., New York, NY 10011

**AFFECTIVE CURRICULUMS;**

MARC

**DIAGNOTIC TOOLS:**

*Van Nagel Diagnostic Inventories*

Synergetic Psychology, Inc., 13370 Old St. Augustine Rd., Jacksonville, FL 32258.

**APPENDIX E**  
**LETTER TO PARENTS**

Dear Parents:

I would like to take this opportunity to introduce myself as your child's new teacher. I am looking forward to working with you in a combined *team* effort to make this year a prosperous and successful one for your child. You, the parents, are a very important part of this team.

I plan to incorporate a point system with the academic curriculum. In this system, your child earns points for good behavior and for completing assignments. Please read the rules on the enclosed Student Accomplishment Record form. If your child has completed his/her work and followed the rules, he/she will receive a number of points to trade in for rewards at the end of the week. Each Friday I will send your child's Student Accomplishment Record home for you to sign and return on Monday. Your support of this program is vital to the success of your child.

With the full support of the teacher-child-parent team, I feel very confident for a successful program this year. If you have any questions or comments concerning our program, please feel free to call. I am looking forward to meeting you soon.

Sincerely,

/s/



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