> This is <u>only</u> a selection of the content in order to give you a short view of the book, its main ideas and some other details that you may find helpful. It neither summarizes nor substitutes the content. It is always advisable to read any book of choice from the beginning to the end for comprehension, benefit, and unbiased review.

Classroom Management
Creating a Successful K-12 Learning Community
PAUL R. BURDEN

Paul Burden states that "classroom management involves teacher actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation."

Burden explains that without order there can be no learning within the class community. "Order means that students are following the actions necessary for a particular classroom event to be successful; students are focused on the instructional tasks and are not misbehaving."

"Off-task behavior includes student actions that are not focused on the instructional activities yet would not be considered to be disruptive or be defined as misbehavior. Off-task behavior includes daydreaming, writing notes or doodling, or not paying attention."

Areas of Responsibility in Classroom Management and Discipline

1. Select a philosophical model of classroom management and discipline (ranges from high teacher control to low teacher control, sets the teacher's approach, such as teaching with respect and love / cooperative discipline/assertive behavior/win-win discipline, etc..)
2. Organize the physical environment (floor space, desk, tables, filing cabinets, bulletin boards, etc.., should be consistent with teacher's philosophical model and goals, group work small or big, high traffic areas free of congestion, all students are easily seen by the teacher, keep frequently used material within reach, ensure all students can see demonstrations and presentations)
3. Manage a student behavior (through rules and procedures to create a safe and healthy atmosphere for learning, three-step action plan to help students come back to task)
4. Create a respectful, supportive learning environment (developing positive teacher-student relationship, promoting students' self-esteem, building group cohesiveness, helping students assume responsibility for their behavior by keeping them occupied and attentive and reinforcing desired behavior, providing good feedback, explaining good expected behavior)
5. Manage and facilitate instruction (smart decisions about lesson structures, type of instructional groups, means of holding students accountable, taking attendance and tardiness, giving directions, distributing materials, handling transitions, summarizing lessons, and preparing to leave class) Doing all these in a smooth way ensures classroom order, that is indispensable for learning.
6. Promote classroom safety and wellness (before lessons because it is a need of students, tools that help in conflict resolution, anger management, bullying). All should be done in a constructive way.
7. Interact with colleagues, parents, and others to achieve classroom management objectives (good and constant interaction helps in reducing problems and maintains order)

Types of Misbehavior

Misbehavior includes behavior that interferes with teaching and the rights of others to learn, is psychologically unsafe, or destroys property.

- Needless Talk
- Annoying others
- Moving around the room without permission
- Noncompliance (does not do what is requested, argues, breaks rules, etc)
- Disruption (hums, laughs, causes accidents, etc)
- Aggressive Actions (pushes, fights, steals,etc..)
- Defiance of authority (talks back to the teacher)

Causes of Misbehavior
1) Health factors (lack of sleep, allergy, inadequate diet, sugar and hyperactivity, vision or hearing loss, paralysis, etc..)
2) Neurological conditions: mental disorders (attention deficit disorder that constitutes more than 4 % of children: inattentive or easily distracted, hyperactive or tending to

talk much, fidget, and squirm, impulsive or tending to blurt out answers and take actions without considering consequences)

3) Medication or drugs: (prescribed medicine, over the counter drugs, such as nasal congestion, pain relievers, etc..)
4) Influences from home or society: (lack of adequate housing or clothing, parental supervision, home routine sand disciplines, divorce, severe illness, death, effects of television and internet, violence, etc..)
5) Physical Environment (temperature in class, noise, lighting, desk arrangements, etc..)
6) Poor behavior decisions by the student (temptations, challenges, circumstances that students fall into, affected by their personality types and habits)
7) Other students in the class (provoked by other students, drawn to join other students' misbehavior, peer pressure to misbehave, etc..)
8) Teacher factors when managing the class (teacher's inaccurate ways to solve problems, being overly negative, using mass punishment, blaming students, lacking a clear instructional goal, repeating material that was well-understood, pausing too long during instruction, dealing with one student at length, lacking recognition of student ability level, etc..)
9) Teacher factors concerning instruction (uninteresting material, does not plan meaningful activities, lack of student engagement, ineffective lesson delivery, does not incorporate motivational material, etc..)

Degree of Misbehavior Severity
1) Mild misbehavior (attention, crowd control, getting work accomplished, etc..)
2) Moderate misbehavior (tardiness, cutting classes, talking, calling out answers, mild forms of aggressiveness, inattentiveness failure to bring books and supplies, etc..)
3) Severe misbehavior (violence, vandalism, coercion, robbery, drug use, crime, etc..)

Teacher Control Approaches

The Guiding Model	The Interacting Model	The Intervening Model
Low Teacher Control	Medium Teacher Control	High Teacher Control
- Develops caring, self-directed students - Builds teacher-student relationships - Structures class environment that facilitates student's control over one's behavior - Helps students see the problem and guides them to solve it - Is an empathic listener - Allows students to express their feelings	- Confronts and contracts with students when solving problems - Counsels students - Interacts with children to clarify and establish boundaries - Enforces the boundaries - Formulates mutually accepted solutions to problems	- Establishes the rules and delivers the rewards and violation-outcomes actions - Controls the environment - Selects and uses appropriate reinforcers and violation-outcomes actions

Some Tables from the Book

Table 5.2   Nine Guidelines for Teaching and Reviewing Classroom Rules

1. Plan to discuss and teach the rules in the first class session.
2. Discuss the reasons for the rules.
3. Identify specific expectations relevant to each rule; provide examples and emphasize the positive side of the rules.
4. Inform students of the consequences when rules are followed and also when they are broken.
5. Verify understanding.
6. Send a copy of your discipline policy home to parents and to the principal.
7. Post the rules in a prominent location.
8. Remind the class of the rules at times other than when someone has just broken a rule.
9. Review the rules regularly.

Table 6.2   Eight Questioning Tips to Maintain Attention

1. Use random selection when calling on students.
2. Use variety and unpredictability in asking questions.
3. Ask the question before calling on a student.
4. Wait at least five seconds after asking the question before calling on a student.
5. Have students respond to classmates' answers.
6. Do not consistently repeat questions.
7. Ask questions that relate to students' own lives.
8. Vary the type of questions being asked.

Table 5.3   Areas Needing Classroom Procedures

1. Room Use Procedures
    a. Teacher's desk and storage areas
    b. Student desks and storage for belongings
    c. Storage for class materials used by all students
    d. Pencil sharpener, wastebasket, sink, drinking fountain
    e. Restroom
    f. Learning stations, computer areas, equipment areas, centers, and display areas
2. Transitions In and Out of the Classroom
    a. Beginning the school day
    b. Leaving the room
    c. Returning to the room
    d. Ending the school day
3. Out-of-Room Procedures
    a. Restroom, drinking fountain
    b. Library, resource room
    c. School office
    d. School grounds
    e. Cafeteria
    f. Lockers
    g. Fire or disaster drills
4. Procedures for Whole-Class Activities and Instruction, and Seatwork
    a. Student participation
    b. Signals for student attention
    c. Talk among students
    d. Making assignments
    e. Distributing books, supplies, and materials
    f. Obtaining help
    g. Handing back assignments
    h. Tasks after work is completed
    i. Make-up work
    j. Out-of-seat procedures
5. Procedures During Small Group Work
    a. Getting the class ready
    b. Taking materials to groups
    c. Student movement in and out of groups
    d. Expected behavior in groups
    e. Expected behavior out of groups
6. Beginning the Class Period
    a. Attendance check
    b. Previously absent students
    c. Late students
    d. Expected student behavior
    e. What to bring to class
    f. Movement of student desks
7. Ending the Class Period
    a. Summarizing content
    b. Putting away supplies and materials
    c. Getting ready to leave
8. Other Procedures
    a. Classroom helpers
    b. Behavior during delays or interruptions
    c. Split lunch period

Table 7.1 Motivational Strategies for Instruction

1. Capture Student Interest in the Subject Matter
   a. Take time to understand what students perceive as important and interesting.
   b. Select topics and tasks that interest students.
   c. Set the stage at the start of the lesson.
   d. State learning objectives and expectations at the start of the lesson.
   e. Use questions and activities to capture student interest in the subject matter.
   f. Introduce the course and each topic in an interesting, informative, and challenging way.
2. Highlight the Relevance of the Subject Matter
   a. Select meaningful learning objectives and activities.
   b. Directly address the importance of each new topic examined.
   c. Adapt instruction to students' knowledge, understanding, and personal experience.
   d. Have students use what they previously learned.
   e. Illustrate the subject matter with anecdotes and concrete examples to show relevance.
3. Vary Your Instructional Strategies throughout the Lesson to Maintain Interest
   a. Use several instructional approaches throughout the lesson.
   b. Use games, simulations, or other fun features.
   c. Occasionally do the unexpected.
4. Plan for Active Student Involvement
   a. Try to make study of the subject matter as active, investigative, adventurous, and social as possible.
   b. Vary the type of involvement when considering the students' learning and cognitive styles.
5. Select Strategies That Capture Students' Curiosity
   a. Capitalize on the arousal value of suspense, discovery, curiosity, exploration, and fantasy.
   b. Use anecdotes or other devices to include a personal, emotional element in the content.
6. Select Strategies and Present Material with an Appropriate Degree of Challenge and Difficulty
   a. Assign moderately difficult tasks that can be completed with reasonable effort.
   b. Divide difficult tasks into smaller parts that are achievable without requiring excessive effort.
   c. Focus on higher-order learning outcomes.
   d. Monitor the level of difficulty of assignments and tests.
7. Group Students for Tasks
   a. Plan to use a variety of individual, cooperative, and competitive activities.
   b. Promote cooperation and teamwork.
8. Design the Lesson to Promote Student Success
   a. Design activities that lead to student success.
   b. Adapt the tasks to match the motivational needs of the students.
   c. Communicate desirable expectations and attributes.
   d. Establish a supportive environment.
   e. Use familiar material for initial examples, but provide unique and unexpected contexts when applying concepts and principles.
   f. Minimize performance anxiety.

(Continued)

Table 7.1 *(Continued)*

9. Allow Students Some Control over the Lessons
   a. Promote feelings of control by allowing students a voice in decision making.
   b. Monitor the difficulty of the goals and tasks that students choose for themselves.
10. Express Interest in the Content and Project Enthusiasm
   a. Model interest and enthusiasm in the topic and in learning.
   b. Project enthusiasm.
   c. Introduce tasks in a positive, enthusiastic manner.
   d. Expect interest, not boredom, from the students.
11. Provide Opportunities to Learn
   a. Focus lessons around mid-level concepts that are substantive but not overwhelming to students.
   b. Make the main ideas evident in presentations, demonstrations, discussions, and assignments.
   c. Present concrete illustrations of the content and relate unfamiliar information to your students' personal knowledge.
   d. Make explicit connections between new information and content that students had learned previously, and point out relationships among new ideas by stressing similarities and differences.
   e. Elaborate extensively on textbook readings rather than allowing the book to carry the lesson.
   f. Guide students' thinking when posing high-level questions.
   g. Ask students to summarize, make comparisons between related concepts, and apply the information they were learning.
12. Support Students' Attempts to Understand
   a. Model thinking and problem solving, and work with students to solve problems when the students have difficulty.
   b. Keep the procedures in instructional tasks simple.
   c. Encourage collaborative efforts by requiring all students to make contributions to the group.

Table 9.2   Recognizing Child Abuse and Neglect

Recognizing Child Abuse

The following signs in the child may signal the presence of child abuse or neglect.

- Shows sudden changes in behavior or school performance.
- Has not received help for physical or medical problems brought to the parents' attention.
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes.
- Is always watchful, as though preparing for something bad to happen.
- Lacks adult supervision.
- Is overly compliant, passive, or withdrawn.
- Comes to school or other activities early, stays late, and does not want to go home.

Signs of Physical Abuse

Consider the possibility of physical abuse when the child:

- Has unexplained burns, bites, bruises, broken bones, or black eyes.
- Has fading bruises or other marks noticeable after an absence from school.
- Seems frightened of the parents and protests or cries when it is time to go home.
- Shrinks at the approach of adults.
- Reports injury by a parent or another adult caregiver.

Signs of Neglect

Consider the possibility of neglect when the child:

- Is frequently absent from school.
- Begs or steals food or money.
- Lacks needed medical or dental care, immunizations, or glasses.
- Is consistently dirty and has severe body odor.
- Lacks sufficient clothing for the weather.
- Abuses alcohol or other drugs.
- States that there is no one at home to provide care.

Signs of Sexual Abuse

Consider the possibility of sexual abuse when the child:

- Has difficulty walking or sitting.
- Suddenly refuses to change for gym or to participate in physical activities.
- Reports nightmares or bedwetting.
- Experiences a sudden change in appetite.
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.
- Becomes pregnant or contracts a venereal disease, particularly if under age 14.
- Runs away.
- Reports sexual abuse by a parent or another adult caregiver.

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the child:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression.
- Is either inappropriately adult (e.g., parenting other children) or inappropriately infantile (e.g., frequently rocking or head-banging).
- Is delayed in physical or emotional development.
- Has attempted suicide.
- Reports a lack of attachment to the parent.

Table 10.1   Holding Students Academically Accountable

Take into account the grade level and subject area when decisions are made on the following issues in an effort to hold students academically accountable.

1. The Grading System
    a. Select a grading system
    b. Select types of evaluation measures
    c. Determine how grades will be assigned
    d. Address nonachievement outcomes
    e. Communicate the grading system to students
    f. Design a grade book
    g. Report grades and communicate to parents
2. Assignments
    a. Post assignments
    b. State requirements and grading criteria for assignments
    c. Long-term assignments
3. Work and Completion Requirements
    a. Identify work requirements
        (1) Use of pencil or pen
        (2) Headings on papers
        (3) Writing on the back of the paper
        (4) Neatness and legibility guidelines
    b. Identify completion requirements
        (1) Due dates
        (2) Late work
        (3) Incomplete work
        (4) Missed work
    c. Make provisions for absent students and make-up work
        (1) Have an assignment list or folder
        (2) Identify a due date
        (3) Select a place to pick up and drop off absent assignments
        (4) Provide a regular time to assist students with make-up work
4. Monitoring Progress and Completion of Assignments
    a. Determine when and how to monitor in-class assignments
    b. Determine when and how to monitor longer assignments, projects, or works in progress
    c. Determine when and how to monitor in-class oral participation or performance
    d. Determine which activities will receive a grade and which will be used only for formative feedback for the student
    e. Select checking procedures that will be used in class
        (1) Students exchanging papers
        (2) Marking and grading papers
        (3) Turning in papers
5. Providing Feedback
    a. Decide what kind of feedback will be provided to students, and when it will be provided
    b. Determine what records students will keep concerning their progress
    c. Select incentives and rewards
    d. Record scores in the grade book
    e. Post selected student work

Table 12.2 Early and Imminent Warning Signs of Violence

Early Warning Signs

Social withdrawal

Excessive feelings of isolation and being alone

Excessive feelings of rejection

Being a victim of violence

Feelings of being picked on and persecuted

Low school interest and poor academic performance

Expression of violence in writings and drawings

Uncontrolled anger

Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors

History of discipline problems

Past history of violent and aggressive behavior

Intolerance for differences and prejudicial attitudes

Drug use and alcohol use

Affiliation with gangs

Inappropriate access to, possession of, and use of firearms

Serious threats of violence

Imminent Signs of Violence

Serious physical fighting with peers or family members

Severe destruction of property

Severe rage for seemingly minor reasons

Detailed threats of lethal violence

Possession or use of firearms and other weapons

Other self-injurious behaviors or threats of suicide

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