

 BEFORE YOU READ . . .

The focus of Chapter 11 is prevention of discipline problems as the most effective means of classroom management. Preventing disruptive behaviors increases instructional time, improves teaching effectiveness, and increases on-task student behaviors. Some effective prevention strategies are listed below.

**Classroom management** strategies that impact the amount of time used for learning include avoiding late starts and early finishes, avoiding interruptions, handling routine procedures smoothly and quickly, anticipating needs, and minimizing time spent on discipline.

**Classroom management** practices that contribute to effective classroom routines start on the first day of school. Developing class rules and procedures that are presented and applied at the beginning of the school year are important prevention strategies.

**Classroom management** strategies that advocate the “principle of least intervention” are most effective.

**Classroom management** strategies that apply behavioral analysis are effective in addressing more serious student misbehaviors.

**Classroom management** procedures that deal with serious student misbehaviors vary; however, those instructors who are effective managers clearly express and consistently enforce their classroom rules in a manner that students believe is fair.

**CHAPTER OUTLINE**

WHAT IS AN EFFECTIVE LEARNING ENVIRONMENT?

WHAT IS THE IMPACT OF TIME ON LEARNING?

- A. Using Allocated Time for Instruction
- B. Using Engaged Time Effectively
- C. Can Time On Task Be Too High?
- D. Classroom Management in the Student-Centered Classroom

WHAT PRACTICES CONTRIBUTE TO EFFECTIVE CLASSROOM MANAGEMENT?

- A. Starting Out the Year Right
- B. Setting Class Rules

WHAT ARE SOME STRATEGIES FOR MANAGING ROUTINE MISBEHAVIOR?

- A. The Principle of Least Intervention
- B. Prevention
- C. Nonverbal Cues
- D. Praising Behavior That Is Incompatible with Misbehavior
- E. Praising Other Students
- F. Verbal Reminders
- G. Repeated Reminders
- H. Applying Consequences

**HOW IS APPLIED BEHAVIOR ANALYSIS USED TO MANAGE MORE SERIOUS BEHAVIOR PROBLEMS?**

- A. How Student Misbehavior Is Maintained
- B. Principles of Applied Behavior Analysis
- C. Applied Behavior Analysis Programs
- D. Ethics of Behavioral Methods

**HOW CAN SERIOUS BEHAVIOR PROBLEMS BE PREVENTED?**

- A. Preventive Programs
- B. Identifying Causes of Misbehavior
- C. Enforcing Rules and Practices
- D. Enforcing School Attendance
- E. Avoid Tracking
- F. Practicing Intervention
- G. Requesting Family Involvement
- H. Using Peer Mediation
- I. Judiciously Applying Consequences

 **AS YOU READ . . .**

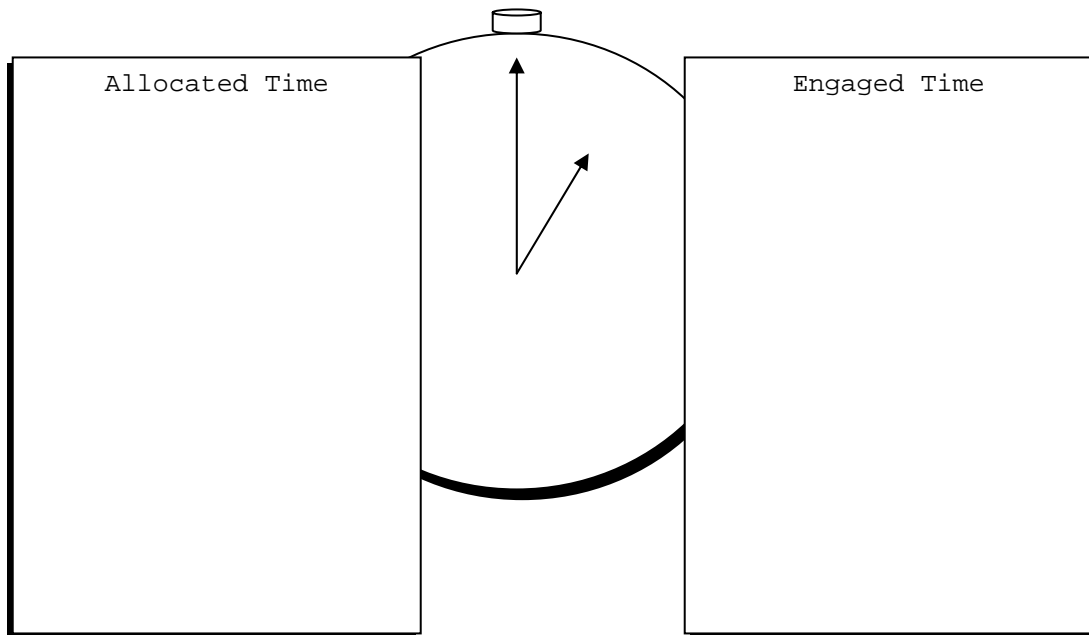
**WHAT IS AN EFFECTIVE LEARNING ENVIRONMENT?**

1. What elements contribute to an effective learning environment? In the table below, make a list of discipline problems that you might encounter as a teacher. How might these problems be prevented or handled?

PROBLEM	PREVENTION/SOLUTION

## WHAT IS THE IMPACT OF TIME ON LEARNING?

2. Review the vignette at the beginning of Chapter 11 in your text. Identify all the ways in which time was used in Ms. Cavalho's class, including allocated time and engaged time. List ways in which allocated time and engaged time can be maximized. Give specific examples to show how a teacher might exhibit withitness and overlapping.

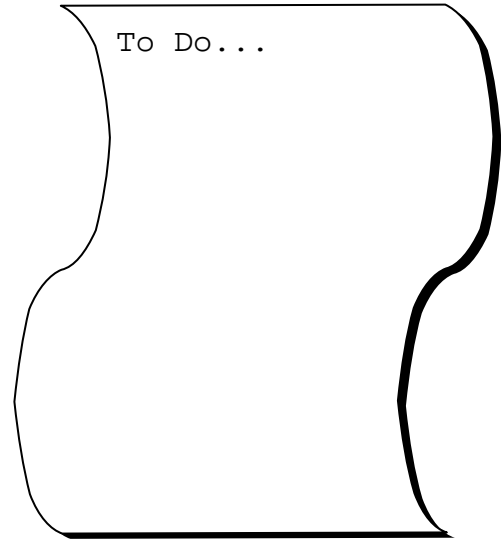
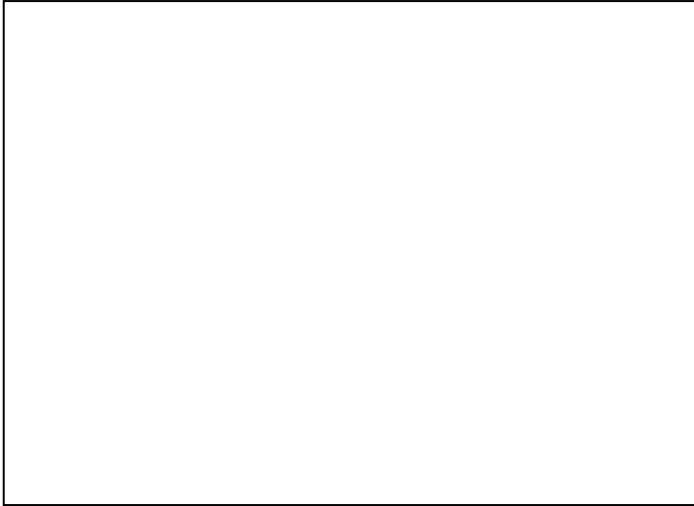


**Withitness**

**Overlapping**

**WHAT PRACTICES CONTRIBUTE TO EFFECTIVE CLASSROOM MANAGEMENT?**

3. For the grade level you plan to teach, construct a classroom layout in the box below. Next make a “To Do” list for starting the academic year in a way that will minimize behavior problems.



To Do . . .

**WHAT ARE SOME STRATEGIES FOR MANAGING ROUTINE MISBEHAVIOR?**

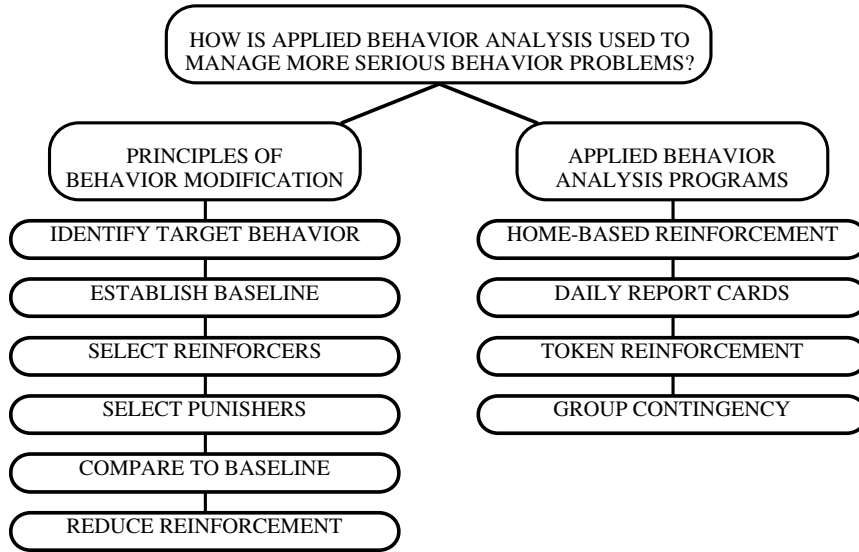
4. List the sequence of strategies that are used for managing routine misbehavior according to the principle of least intervention. In each case, how does the strategy work? How would you identify examples of these strategies in student-teacher dialogues? Reread the vignette at the beginning of Chapter 11 in your text. How did Ms. Cavalho manage her students' misbehavior?

**SEQUENCE****HOW STRATEGY WORKS**

---

HOW IS APPLIED BEHAVIOR ANALYSIS USED TO MANAGE MORE SERIOUS BEHAVIOR PROBLEMS?

5. Explain how applied behavior analysis is used in the classroom. Describe the appropriate and ethical use of praise, home-based reinforcement, punishment, daily report cards, and group contingencies. The diagram below will help you.



HOW CAN SERIOUS BEHAVIOR PROBLEMS BE PREVENTED?

6. Describe how you would prevent serious discipline problems.

## SELF-CHECK

DIRECTIONS: Below are questions related to the main ideas presented in the chapter. Correct answers or typical responses can be found at the end of this study guide chapter.

1. Which of the following refers to methods used to prevent behavior problems and disruptions?
  - A. management
  - B. discipline
  - C. learning environment
  - D. instruction
  
2. According to research, which of the following strategies would be most likely to increase student achievement?
  - A. Increase allocated time by 10 percent above what is normal.
  - B. Increase engaged time to 100 percent of the allocated classroom time.
  - C. Increase engaged time by 10 percent above what is normal.
  - D. Decreasing allocated time by late starts and early finishes.
  
3. Engaged time is synonymous with
  - A. time-on-task.
  - B. allocated time.
  - C. momentum.
  - D. overlapping
  
4. Match each of the following terms with its definition.

_____ Monitoring the behavior of all students and responding when necessary.	A. accountability
_____ Using questioning strategies that hold the attention of all students.	B. group alerting
_____ Maintaining the flow of instruction in spite of small interruptions.	C. withitness
_____ Involving all students in all parts of a lecture or discussion.	D. overlapping
  
5. All of the following statements about class rules are accurate, except
  - A. class rules should be few in number.
  - B. class rules should be seen as fair by students.
  - C. class rules should be explained clearly and taught deliberately to students.
  - D. class rules should be created by the teacher and students together.

6. According to the principle of least intervention, in which order should the following management methods be used in dealing with discipline problems?

- A. prevention \_\_\_\_\_
- B. consequences \_\_\_\_\_
- C. nonverbal cues \_\_\_\_\_
- D. verbal reminders \_\_\_\_\_
- E. praising appropriate behaviors \_\_\_\_\_

7. Sequence the following steps of a behavior management program in the order they should be used.

- A. Select and use reinforcers and, if necessary, punishers. \_\_\_\_\_
- B. Establish a baseline for the target behavior. \_\_\_\_\_
- C. Phase out reinforcement. \_\_\_\_\_
- D. Identify the target behavior and its reinforcer(s). \_\_\_\_\_

8. Daily report cards, group contingency programs, home-based reinforcement programs, and individual behavior management programs are all based on

- A. assertive discipline practices.
- B. delinquency prevention.
- C. behavioral learning theory.
- D. the principle of least intervention.

9. Discuss ethical considerations in the use of individual and group behavior management programs.

10. Explain how you would prevent the following misbehaviors: speaking out of turn, teasing, physical fighting.

### **Speaking out of turn**

### **Teasing**

### **Physical fighting**

 AFTER YOU READ . . .

PRACTICE TEST

DIRECTIONS: Each chapter heading is listed below and followed by a series of related questions worth a total of ten points. Respond to each question, check your answers with those found at the end of the study guide chapter and determine your scores. Consider nine points per heading to be mastery.

WHAT IS AN EFFECTIVE LEARNING ENVIRONMENT?

*Short Answer/Essay*

1. (10 points) Create a list of classroom management strategies that provide an effective learning environment.

---



---



---



---



---

WHAT IS THE IMPACT OF TIME ON LEARNING?

*True or False*

2. (1 point) \_\_\_\_\_ Two sources of “lost time” are standardized testing and school assemblies.
3. (1 point) \_\_\_\_\_ One way to avoid late starts and early finishes is to plan more instruction than you think you will need.
4. (1 point) \_\_\_\_\_ Minor interruptions do little to change the momentum of a lesson.

*Short Answer/Essay*

5. (4 points) List four ways in which teachers can use engaged time effectively.

---



---



---



---

6. (1 point) Define “withitness.”

---

7. (1 point) Define “overlapping.”

---



8. (1 point) Explain how teachers can avoid “mock participation.”

---

---

WHAT PRACTICES CONTRIBUTE TO EFFECTIVE CLASSROOM MANAGEMENT?

*True or False*

9. (1 point) \_\_\_\_\_ Elementary teachers need to be concerned with socializing students to the norms and behaviors accepted in school.
10. (1 point) \_\_\_\_\_ Middle and secondary teachers need to be concerned with motivating students toward self-regulated behaviors.
11. (1 point) \_\_\_\_\_ Research indicates that the first days of school are critical in establishing classroom order.

*Short Answer/Essay*

12. (3 points) List the three principles for setting classroom rules.

---

---

---

13. (4 points) Identify the four principles of room arrangement for minimizing disruptions.

---

---

---

WHAT ARE SOME STRATEGIES FOR MANAGING ROUTINE MISBEHAVIOR?

*True or False*

14. (1 point) \_\_\_\_\_ Teacher behaviors associated with low time on-task were also associated with fewer serious behavior problems.
15. (1 point) \_\_\_\_\_ The majority of behavior problems a teacher addresses are relatively minor.

*Sentence Completion*

16. (1 point) \_\_\_\_\_ is the term used to explain that misbehaviors should be corrected using the simplest strategy that will work.

*Short Answer/Essay*

17. (7 points)

List, in order from least disruptive to most disruptive, the strategies used to deal with misbehaviors.

---



---



---



---



---



---



---

HOW IS APPLIED BEHAVIOR ANALYSIS USED TO MANAGE MORE SERIOUS BEHAVIOR PROBLEMS?

*Multiple Choice*

18. (1 point)

---

All of the following are ways in which student misbehavior is maintained except

- A. teacher's attention.
- B. students' attention.
- C. release from boredom.
- D. group contingencies.

*Order in Sequence*

19. (6 points)

---



---



---



---



---



---

When the program is working, reduce the reinforcement.  
 If necessary, choose a punisher and criteria for punishment.  
 Establish a baseline for the target behavior.  
 Choose a reinforcer and criteria for reinforcement.  
 Observe behavior during program implementation and compare it to baseline.  
 Identify the target behavior(s) and reinforcer(s).

*Matching*

20. (3 points)

---



---



---

program in which a student is rated on behaviors by one or several teachers; then, if behavior is appropriate for a specified amount of time, he or she receives a special privilege or reward from parents

program in which points or some other form of rewards are given (to be exchanged for something desired) when appropriate behavior is exhibited

program in which an entire group is rewarded on the basis of the behavior of the group members

- A. daily report card
- B. token reinforcement
- C. group contingency

HOW CAN SERIOUS BEHAVIOR PROBLEMS BE PREVENTED?

*True or False*

- 21. (1 point) \_\_\_\_\_ From three to eight times as many boys as girls are estimated to have serious behavior problems.
- 22. (1 point) \_\_\_\_\_ Some students misbehave because they perceive that the rewards for misbehavior outweigh the rewards for appropriate behavior.
- 23. (1 point) \_\_\_\_\_ Consistently expressing the expectation that students conform leads to misbehavior.

*Short Answer/Essay*

- 24. (7 points) \_\_\_\_\_ List seven ways in which serious discipline problems can be prevented.

---



---



---



---



---



---



---

Now check your answers and total your points. Answers are found at the end of the study guide chapter.

SCORING	POINTS NEEDED FOR MASTERY	POINTS RECEIVED
WHAT IS AN EFFECTIVE LEARNING ENVIRONMENT?	9	_____
WHAT IS THE IMPACT OF TIME ON LEARNING?	9	_____
WHAT PRACTICES CONTRIBUTE TO EFFECTIVE CLASSROOM MANAGEMENT?	9	_____
WHAT ARE SOME STRATEGIES FOR MANAGING ROUTINE MISBEHAVIOR?	9	_____
HOW IS APPLIED BEHAVIOR ANALYSIS USED TO MANAGE MORE SERIOUS BEHAVIOR PROBLEMS?	9	_____
HOW CAN SERIOUS BEHAVIOR PROBLEMS BE PREVENTED?	9	_____

**SELF-CHECK ANSWERS Chapter 11**

1. A. Classroom management includes strategies for preventing and responding to misbehavior.
2. C. Engaged time, or time on-task (the number of minutes actually spent learning), is the measure that most frequently is found to contribute to learning.
3. A. Engaged time is time on-task.
4. C, B, D, A. Withitness describes teachers' actions that indicate awareness of students' behavior at all times. Group alerting refers to questioning strategies that are designed to keep all students on their toes during a lecture or discussion. Overlapping refers to the teacher's ability to attend to interruptions or behavior problems while continuing a lesson or other instructional activity. Accountability is the degree to which people are held responsible for their task performances or decision outcomes.
5. D. Class rules do not need to be created by the students and teacher together.
6. A, prevent misbehaviors; C, use nonverbal cues; E, praise appropriate behaviors; D, use verbal reminders; and B, apply consequence
7. D, identify target behavior and its reinforcer(s); B, establish a baseline for the target behavior; A, select and use reinforcers and, if necessary, punishers; C, phase out reinforcement
8. C. Behavioral learning theory suggests that teachers use programs and strategies based on observation of correct behavior and rewards.
9. Research first suggests that teachers should use reinforcers to increase desired behaviors rather than punishers to decrease undesired ones. Punishers should only be used as the last option and should involve a loss of privilege(s) but never physical punishment.
10. Speaking out of turn is a minor infraction and should be ignored or stopped with a soft reprimand. Teasing another student might be handled best by speaking privately with the teaser. Modeling and praising of appropriate relationship behaviors would help. Shoving another student on the playground is a serious safety issues that calls for intervention.

## PRACTICE TEST ANSWERS Chapter 11

1. Prevent and respond to misbehavior, use class time well, create an atmosphere that is conducive to interest and inquiry, permit the use of activities that engage students' minds and imaginations, present well organized lessons, use incentives for learning effectively, accommodate instruction to students' needs.
2. True; Lost time is the result of any activity that substitutes for actual instruction time.
3. True; On time starts to a lesson that continue until the allocated time for completion result from, at least in part, being over-prepared.
4. False; Interruptions, even minor ones, directly cut into instruction time and disrupt momentum.
5. Teach engaging lessons, maintain momentum, maintain smoothness of instruction, manage transitions, and maintain group focus.
6. "Withit" teachers are aware of students' behaviors at all times. They seem to have eyes in the back of their heads.
7. Overlapping refers to the teacher's ability to attend to interruptions or behavior problems while continuing with a lesson or other instructional activity.
8. Mock participation results from an overemphasis on engaged time—to the detriment of learning—rather than engaging instruction.
9. True; Teachers at the elementary level need to help students understand what school rules exist and what is required of them.
10. True; Teachers of middle and secondary students need to help students become self-regulated in observing rules.
11. True; Evertson and Emmer found that establishing routines during the first days of school is critical to making classrooms effective learning environments.
12. Class rules should be few in number, they should make sense and appear fair to students, and they should be explained clearly and taught intentionally.
13. Keep high traffic areas free of congestion. Be sure students can be seen easily by the teacher. Keep frequently used teaching materials and student supplies readily available. Be certain students can see instructional presentations and displays.
14. False; Teacher behaviors associated with high time on-task were also associated with fewer serious behavior problems.
15. True; Most classroom behavior problems are minor.
16. Principle of least intervention

17. 1. prevent misbehavior 2. use nonverbal cues 3. praise appropriate behaviors 4. praise other students 5. use verbal reminders 6. use repeated verbal reminders 7. apply consequences

18. D; Group contingency is a strategy in which the entire class is rewarded for its members' appropriate behavior.

19. 1. Identify target behaviors and reinforcers. 2. Establish a baseline for the target behavior. 3. Choose a reinforcer and criteria for reinforcement. 4. If necessary, choose a punisher and criteria for punishment. 5. Observe the behavior during program implementation and compare it to the baseline. 6. When program is working, reduce the frequency of reinforcement.

20. A, B, C; daily report card, token reinforcement, group contingency

21. True; Research shows that boys engage in serious misbehavior far more often than girls do.

22. True; Students who do not experience success in school see the rewards for behaving as small.

23. False; Expectations that students will conform to school rules must be consistently expressed.

24. 1. enforcing rules and practices 2. enforcing school attendance 3. accommodating instruction 4. practicing intervention 5. requesting family involvement 6. judiciously applying consequences