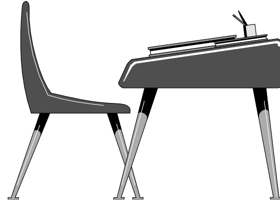

Chapter One

Vision

Understand key concepts about managing student behavior

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Four concepts form the framework for this chapter. It is essential to understand these concepts because they also form the framework on which you will build your own classroom management plan. Familiarity with these core concepts will make it easier for you to understand the methods outlined in this book and then adapt them to fit your own teaching style and the specific needs of your students.

These core concepts are laid out as tasks you must understand in order to envision your role as a manager of student behavior and motivation. The fifth and sixth tasks, like the remainder of this book, provide specific actions you can take to prepare and implement an effective classroom management plan. Task 5 will assist you in clarifying your vision of student behavior and motivation for yourself, your students, and their families. Task 6 will help you understand that the degree to which you structure your own classroom will depend on your personal style and the needs of your students. This task also includes a worksheet that you can complete during the summer to help prepare your management plan in advance, based on what you know of your student population.

The six tasks are as follows:

Task 1: Understand the basic principles of behavior modification and your role in that process.

Task 2: Understand motivation and the variables that can be manipulated to increase it.

Task 3: Understand the importance of maintaining high expectations for students' academic and behavioral performance.

Task 4: Understand the importance of building personal relationships with students.

Task 5: Develop and implement Guidelines for Success.

Task 6: Adjust the structure of your management plan based on the needs of your students.

The Self-Assessment Checklist at the end of this chapter will help you determine which tasks you will need to work on as you build or revise your management plan. The Peer Study Worksheet that follows the checklist has a series of discussion questions you can use with one or more of your fellow teachers to share information on how they have improved their own teaching practices. The worksheet also presents a series of activities that can be used by two or more teachers who want to share information and peer support as they work to improve together.

Task 1: Understand the Basic Principles of Behavior Modification and Your Role in That Process

In order to manage student behavior, you need a solid understanding of how behavior is learned and how it can be changed. This knowledge will allow you to help students become progressively more responsible. If you already have an understanding of behavior analysis, you can simply skim this task for a brief review.

Behavior is learned. We are constantly engaged in learning that affects our future behavior. For example, if you purchase a car and you like the way it handles, it rarely needs repairs, and you think it was a good value, you are more likely to buy that brand of car in the future. But if the car needs constant repairs, develops annoying rattles, and you feel that you paid too much for it, you are unlikely to buy this brand in the future. (You may even be driven to take up cycling!) Or if you go to a movie based on a friend's recommendation but find it to be a waste of time and therefore a waste of money, you are less likely to trust that friend's movie recommendations in the future. Scenarios such as these are repeated in each individual's life in uncountable, interwoven combinations that create a rich fabric of experience and learning. Simply put, our behavior is influenced by events and conditions we experience, some of which encourage certain behaviors and others of which discourage certain behaviors (Chance, 1998; Iwata, Smith, & Michael, 2000). Figure 1.1 shows the three main variables that affect behavior.

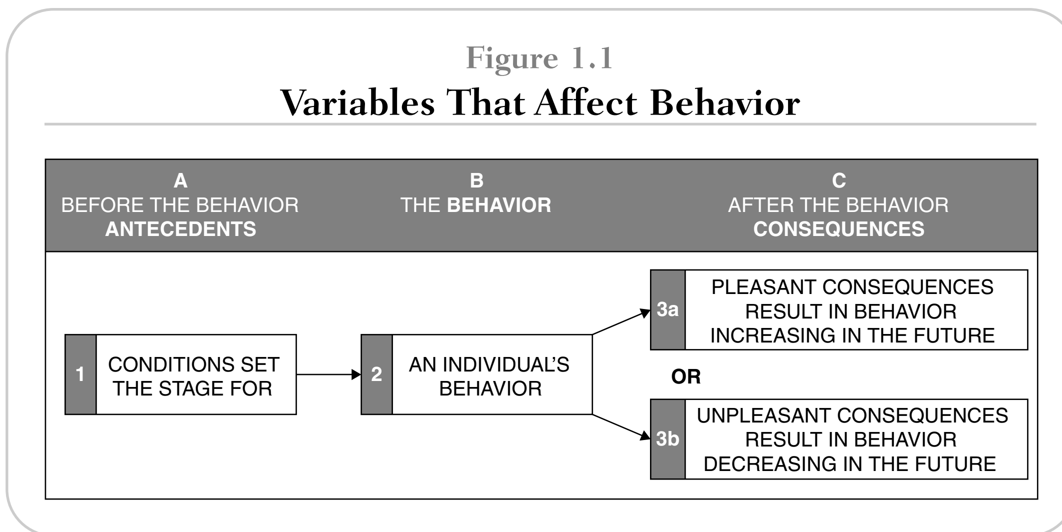
If you have studied behavioral analysis, you will recognize Figure 1.1 as a simple example of behavioral theory. It is important to understand this model if you are going to manage student behavior successfully. This model suggests that changing behaviors requires focusing on (1) what is prompting a behavior, (2) what is encouraging or sustaining that behavior, and (3) what might discourage that behavior from occurring in the future.

The other important idea to keep in mind as you consider this model is that what may be pleasant consequences for one person could be unpleasant consequences for another. For example, getting a smiley-face sticker for having done good work is likely to

Note

The technical language of behavior analysis is based on precise definitions of terms such as *reinforcing consequences, positive reinforcers, negative reinforcers, punishing consequences,* and so on. This book avoids this vocabulary because it is not universally used and understood. Instead, throughout this book, the term *encouragement procedure* will be used as a label for any procedure that is used in an attempt to increase desirable student behaviors and the term *corrective consequence* for any procedure that is used in an attempt to decrease misbehavior.

Figure 1.1
Variables That Affect Behavior



be a pleasant consequence for most first graders, and something that will encourage them to work hard in the future. However, the same sticker may very well have the opposite effect on most tenth-grade students. Getting a sticker for having done a good job may be so embarrassing to a tenth-grade student that he or she would be *less* likely to work hard in the future. In this case, the teacher's attempt to reinforce the positive behavior with a sticker actually decreases the future probability of that behavior's occurring. In behavior analysis, one would say that the sticker actually served as a punishment consequence.

Any behavior that occurs repeatedly is serving some function for the individual exhibiting the behavior. As you strive to help students behave responsibly, it is essential to keep in mind the idea that chronic behavior serves a function (Chance, 1998). Students who consistently behave responsibly have learned that this behavior leads to things they value, such as parental approval, good grades, teacher attention, a sense of pride and accomplishment, increased opportunity, and so on. Their responsible behavior serves a specific function.

This concept applies equally to behaviors that are negative or destructive as it does to behaviors that are positive and productive—which helps explain an individual student's misbehavior when the consequences of that misbehavior seem so unpleasant. Rex is a student in the tenth grade, and his teachers find his disruptive behavior frustrating. A look at his file shows that he has been exhibiting this behavior since middle school. He is frequently thrown out of class and assigned detention; his parents are called regularly, and school staff are continually angry and frustrated with him. Yet as unpleasant as these consequences appear to be, Rex is clearly getting some benefit from his irresponsible behavior or he would change it.

In this case, Rex's misbehavior results in immediate consequences that are pleasant for him. That is, when he argues, he gets lots of attention from adults, which gives him a sense of power. In addition, he gets lots of attention from peers for appearing strong and powerful enough to "fight" with his teachers. Rex's irresponsible behavior also allows him to avoid the unpleasant consequences that result when he attempts to exhibit responsible behavior. Rex has academic problems, and when he tries to be compliant and do his work, he usually finds that he can't, which frustrates and discourages him. Rex has discovered that if, instead of doing

his work, he argues and gets thrown out of class, he not only gets adult and peer attention, but also avoids having to demonstrate in public his lack of academic ability.

When a student frequently behaves irresponsibly, it's likely the student hasn't experienced the benefits of responsible behavior enough, or even at all. It's also likely that this student has learned that irresponsible behavior is a more effective or efficient way of getting his needs met. For example, he gets power, control, and perhaps even admiration from peers (Horner, Vaughn, Day, & Ard, 1996; Lalli et al., 1999).

Student behavior can be changed. Although there are some tendencies and personality traits that seem to be present from birth, most behavior is learned—which means it can also be unlearned (Chance, 1998; Biglan, 1995). Consider the following rather exaggerated example.

Picture Dana: a responsible and successful ninth-grade student. Imagine that as of today, Dana stops getting any positive benefits for behaving responsibly. She does her best work, but always gets failing grades and critical comments; sometimes other students laugh at her work and class participation and either ridicule her as stupid or ignore her altogether. She tries to be nice to adults and other students, but they are no longer nice in return. She stays on task, but no one ever notices. Her parents show no interest in the fact that she is failing. Adults at school and at home never notice or comment about her independence, her cooperation, or her effort, but they are constantly demanding more and more and pouncing on every opportunity to scold and criticize her. If this were to continue day after day, at home and at school, Dana would probably stop trying, and she might even respond with anger and hostility. If she found that this was a way to get people to notice her, she might develop a sense of satisfaction or self-preservation in acting in an antagonistic and aggressive manner. If this were to continue for months or years, Dana would seem like a very different young woman from the one described at the beginning of the paragraph.

Now think back to Rex who is always argumentative, angry, and getting thrown out of class. Imagine that school personnel can create a setting in which he starts experiencing success and good grades, he receives peer recognition for his positive behavior, and he no longer gets so much attention or status for his anger and hostility. If done well, such an environment can create a powerful positive change in Rex (in the opposite way of our example with Dana). Behavior *can* be taught and changed (Langland, Lewis-Palmer, & Sugai, 1998).

To cement the importance of your ability to teach and change behavior, think about a highly motivational sports coach. He will begin the first day of the season by laying out behavioral expectations for the team, and then spend the entire season teaching and having the team practice those same behaviors that will lead to the success he wants. A major part of any management plan involves direct teaching of those behaviors and routines that will lead to your student's success.

Task 2: Understand Motivation and the Variables That Can Be Manipulated to Increase It

To *motivate* can be defined as "to provide an incentive, to move to action, to drive forward." Understanding motivation will enhance your efforts to implement effective motivational procedures with your students (that is, to move them to do their best academically and encourage them to exhibit responsible and successful behavior). The concepts presented here can help you maintain the motivation of students who already follow the rules and do their best on assignments, increase the motivation of students who do nothing or only enough to get by, and motivate responsibility in students who tend to misbehave.

The first concept to understand is this: behavior that is repeated is motivated; behavior does not reoccur if there is no motivation. This concept is always true, regardless of what an individual may think or say about her own behavior. For example, a person may repeatedly complain about his job and even say that he is unmotivated to work, but if he goes to work regularly, he shows that he is in fact motivated in some way to work. Similarly, a person may say she is motivated to paint as a hobby, but if she never gets out her paints and brushes, she is not truly motivated to paint. This does not mean that the man will never lose his motivation to go to work or that the woman will never regain her motivation to paint, but that their current behavior indicates otherwise.

The importance of this concept is that teachers must realize that the student who repeatedly misbehaves is, at the moment, more motivated to misbehave than to behave and that the student who does nothing is more motivated to do nothing than to work. It means that you, as the teacher, will need to increase these students' motivation to behave responsibly and complete assignments. This book is designed to help you do that.

A second important concept is this. Most people are motivated to engage in a particular behavior by a complex mix of intrinsic and extrinsic factors. A person is intrinsically motivated when the pleasant consequences of a behavior are related to the essential nature of that behavior. Thus, a person who is intrinsically motivated to read, reads because he likes to learn new things, enjoys a good story, and finds curling up with a book relaxing. The person who is intrinsically motivated to ski does so because she finds the speed exhilarating, the fresh air pleasant, and the feeling of exhaustion at the end of a challenging day gratifying.

Note

If your efforts to increase students' motivation to engage in desired behaviors are ineffective, you will also need to work at decreasing their motivation to engage in undesired behaviors. For specific suggestions, see Chapter Nine.

Extrinsic motivation occurs when someone engages in a behavior due to pleasant consequences that are not directly related to the essential nature of the behavior. For example, babies tend to utter "mama" and "dada" more frequently than other sounds because of the reactions (for example, smiles, tickles, and praise) these sounds elicit in the most significant people in their lives. A college student will continue to attend and write papers for a class that she does not like because she wants a certain grade and because doing well in the class will move her toward her desired goal of a degree. A six-year-old child will make his bed to get lavish praise from his mom and dad regarding how responsible, hardworking, and helpful he is.

While some people believe that the only valid kind of motivation is intrinsic motivation and that teachers should not give students praise and rewards of any kind, this book does not adhere to this principle (Cameron, Banko, & Pierce, 2001). This mistaken belief will be addressed in more detail in Chapter Six, but it is enough to say that the line between intrinsic and extrinsic motivation is not as distinct as it may seem. Motivation for most behaviors is usually a mix of intrinsic and extrinsic factors. Although the person who reads a lot may do so for the intrinsic rewards of the task, he may also enjoy the compliments he gets for his wide knowledge. The frequent skier may find that in addition to the exhilaration of skiing itself, she also enjoys having others comment on her skill. The baby learning to talk makes "mama" and "dada" sounds because he enjoys making noise, not just because of the reactions of his parents. The college student who attends class and writes papers does so not only because of the grades but also because sometimes the class is genuinely interesting.

This means that when you have students who are unmotivated to work or to behave responsibly, you need to try to enhance both their intrinsic (for example, make a science lesson more engaging) and extrinsic (for example, write an encouraging note on returned homework) motivation. You will find suggestions for both in this chapter and Chapter Six.

A third important concept has to do with the relationship between one's intrinsic motivation to engage in a task and one's proficiency at that task. A skilled woodworker is more likely to find spending time in a workshop rewarding than the person who has never learned to use tools. Similarly, the skilled musician is more likely to find daily practice intrinsically reinforcing than the person who has played for only three weeks. In addition, an individual who has experienced success at learning many different skills in the past is more likely to be motivated to try learning something new in the future than someone who has experienced repeated failure. The student who has had a lot of academic success is more likely to feel excited about the challenge of a tough course than the student who has failed at academic pursuits in the past.

The key implication of this concept is that in the early stages of learning something new or when learning something difficult, some students (particularly those who have experienced frequent past failure) are not likely to be intrinsically motivated to engage in the behaviors necessary to learn.

A further refinement of the concept is the Expectancy × Value theory of motivation. First used by Feather (1982), this theory explains a person's motivation on any given task as a function of this formula:

$$\text{Expectancy} \times \text{Value} = \text{Motivation}$$

In this formula, *expectancy* is defined as "the degree to which an individual expects to be successful at the task" and *value* is "the degree to which an individual values the rewards that accompany that success." The power of this theory is its recognition that a person's level of motivation on any given task is a function of both how much the person wants the rewards that accompany success on the task *and* how much he or she expects to be successful at the task.

Many teachers, when trying to ascertain why a student is unmotivated to behave responsibly or complete assignments, tend to ascribe the lack of motivation to issues involving the value component of the formula only: "Nothing seems to motivate him. He doesn't care about getting good grades. He takes no pride in his accomplishments. He doesn't care about free time or positive notes home. I even tried to put him on a point contract where he could earn time on the computer, but he just said he didn't really care about computers. I guess there isn't anything else I can do." What these explanations fail to take into account is that if the student thinks he will not succeed at behaving responsibly or completing assignments (expectancy), his motivation will be very low or nonexistent.

With this equation, both expectancy and value can be calibrated on a scale of 0 to 10,

Note

The value factor in the formula can include extrinsic rewards (for example, money, awards, grades) or intrinsic rewards (for example, sense of accomplishment, enjoyment of the task, pride in a job will done), or both. Regardless of the type of "value" involved, if the expectancy of success is low, motivation will be low.

with 0 representing the lowest possible rate and 10 representing the highest possible rate of each. When the value rate and an expectancy rate are multiplied together, they will equal a number between 0 and 100, which would represent the percentage of motivation a person has for that task. The *key implication* is that if the rate for either one of the factors is zero, the other factor won't matter; motivation rate will still be zero (Table 1.1).

Another applied aspect of the theory is that the rates for expectancy and value are defined by what a student believes, not what *you,* the teacher, believe. You may know that the student is perfectly capable of being successful if he would simply try. However, if the student believes he cannot be successful (making his expectancy rate low), his motivation will be low to non-existent (Laraway, Snycerski, Michael, & Poling, 2003).

Whenever a student is not motivated to do something (complete work, participate in class discussions, or behave more responsibly), try to determine whether the lack of motivation stems from a lack of value (intrinsic and extrinsic), a lack of expectancy, or both. To see if you need to increase a student's motivation to complete academic tasks, one of the things you should check is whether the student is capable of being successful at them. If the student is not, you may need to modify the tasks so that the student will be able to succeed. *How* you can modify academic tasks is outside the scope of this program, but there are people in your district who can help with strategies in modifying instruction to bring success within your student's reach. Don Deshler and his colleagues at the University of Kansas have spent many years building a variety of resources for improving instruction and increasing the academic success of struggling learners (see Exhibit 1.1). For more information on the Center for Research on Learning, go to www.ku-crl.org, or read the following:

Schumaker, J. B., Deshler, D. D., & McKnight, P. (2002). In M. A. Shinn, H. M. Walker, & G. Stoner (Eds.), *Interventions for academic and behavior problems II: Preventive and remedial approaches* (pp. 791–823). Bethesda, MD: National Association of School Psychologists. This chapter summarizes key components of an innovative model for providing services to students in general education classes. It includes descriptions of learning strategies and content enhancement routines.

Deshler, D. D., Schumaker, J. B., Lenz, B. K., Bulgren, J. A., Hock, M. F., Knight, J., & Ehren, B. J. (2001). Ensuring content-area learning by secondary students with learning disabilities. *Learning Disabilities Research and Practice, 16*(2), 96–108. This article describes the broad array of services that must be available to students with learning disabilities so they can succeed in learning subject area content. It includes a summary of how the Strategic Instruction Model components relate to these requirements.

Table 1.1

Motivation Formula

Expectancy Rate	× Value Rate	= Motivation
10	× 10	= 100%
10	× 0	= 0%
0	× 10	= 0%

Exhibit 1.1

The Strategic Instruction Model

Drawing on more than twenty-five years of research, the Center for Research on Learning at the University of Kansas has developed the Strategic Instruction Model (SIM), a comprehensive approach to adolescent literacy that addresses the need of students to be able to read and understand large volumes of complex reading materials as well as to be able to express themselves effectively in writing. SIM—used by many state special education departments, thousands of school districts, and four hundred colleges and universities—achieves measurable results by reversing the downward spiral through which so many at-risk and special education students plummet.

SIM integrates two kinds of interventions designed to address the gap between what students are expected to do and what students are able to do. Using a "how-to-learn" approach, SIM's student-focused interventions, including specific learning strategies, enable students to generalize from one task and situation to others. SIM includes tactics and skills that can be used to gain information from texts efficiently, perform more accurately on tests, write more clearly, present written work more attractively, spell more accurately, and perform math operations more efficiently. In short, SIM enables students to deal more effectively with the process of learning.

SIM's teacher-focused interventions, called ***content enhancement routines***, encourage teachers to teach more effectively by helping them think about, adapt, and present their most important content in learner-friendly fashion. Recognizing that academic interventions alone are not sufficient for student success, SIM also includes components that help students create and participate in productive learning communities, develop strong and appropriate social skills, advocate for themselves and their needs in education conferences, envision positive futures for themselves, and plan how to reach their goals.

To date, more than forty instructional programs have been validated through numerous research studies and developed into instructional materials appropriate for teacher use in the classroom.

A schoolwide approach for integrating SIM and other validated literacy programs can be accomplished through a school-reform model developed by the University of Kansas Center for Research on Learning called the Content Literacy Continuum. This model defines a continuum of instructional intensity that serves as a framework for guiding school improvement and professional development.

A network of certified SIM instructors is available to work with teachers and schools to implement SIM programs. SIM is most effective when teachers are afforded sufficient time to plan what and how they are going to teach in a strategic fashion. Teachers must have an opportunity to work with other teachers to coordinate instruction across classes and settings to ensure that critical strategies and behaviors are prompted and reinforced. SIM holds that highly significant change for students or schools occurs only when teachers are armed with numerous interventions to meet students' diverse needs.

The Expectancy × Value theory can be a particularly useful way of thinking about behavior and motivation for teachers. To develop your understanding of this theory, periodically take the time to analyze activities you personally are motivated and unmotivated to do. When thinking about something you are highly motivated to do, identify the value you place on engaging in and completing the activity and the expectancy of success you have before engaging in it. When you think about an activity that you are not motivated to do, see if you can determine what is low: the expectancy rate, the value rate, or both. Try to identify any activities for which you value the rewards but avoid doing because your expectancy of success is low. Analyzing your own motivation or lack of it will help you develop a deeper understanding of your students' motivations.

As you work through subsequent chapters and analyze your students' motivations, keep the following concepts in mind:

- Your students' behavior will let you know what they are motivated and not motivated to do. You will have to work on increasing their motivation to engage in positive behavior, and possibly on decreasing their negative motivation.
- Use procedures that address both intrinsic and extrinsic motivations when trying to increase positive student behavior.
- Students' motivation to engage in any behavior is related to the degree to which they value the rewards of engaging in that behavior *and* their expectation of succeeding at it.

Task 3: Understand the Importance of Maintaining High Expectations for Students' Academic and Behavioral Performance

For all your students to succeed, it is essential that you maintain *and* communicate high and positive expectations. Research has repeatedly demonstrated what we know from common sense: low expectations predict low achievement (Scarborough & Parker, 2003). Your vision of student achievement and performance has an immeasurable impact on your students. It is crucial for you to convey your high expectations for all your students both in academics and in personal responsibility.

This is not to suggest that you ignore any problems or difficulties your students may have. Against that, you must still maintain high yet realistic expectations for your students if they are to succeed. The difference is best demonstrated through an example. A student who is confined to a wheelchair would not be able to do some of the activities required of the other students in gym. It is reasonable to adapt some of the gym activities so that she can participate. Similarly, simply because she is in a wheelchair does not mean that her classroom expectations are any different from those of her peers.

A less obvious example is a student with chronic behavioral and discipline problems in class. If such a student is in a class you teach, it would be naive to think that he will never misbehave, but you must still *expect* that he can learn to behave responsibly in your class. The goal of this task is forming a belief in the potential success of *every* student.

Before putting any work into your students, however, you must first evaluate yourself. You must look objectively at your behavior and make sure that the comments you make to your students and the comments you make to others about your students do not single any of them out or put them down. Even when you make critical comments about a student to another teacher, you are communicating low expectations, and they will come out in other ways. Statements like the following communicate your low expectations for students:

"What can you expect from a kid like that?"

"You can't expect any better from a student with that kind of home life."

"They have ADHD, so what can you do?"

"I wish he weren't in my class."

If you find that you have such thoughts or are making such statements, stopping them is the first step to encouraging success in your students. *You* must believe in their success before expecting it. Try to identify specific negative phrases you may be using, and make an effort to stop. Then think of phrases you can use that embrace positive qualities about your students instead of negative ones. Try to use positive phrasing in circumstances where previously you would have used negative phrasing.

Even when you start the year with strong, positive expectations for your students, it can be difficult to sustain them. It's easy to get so busy that you don't notice negative thoughts creeping back in. It may be that a particularly trying student or class wears you out, and without realizing it, you lower your expectations. To protect against this, you must check in with yourself regularly, evaluating where you are emotionally with your classes and students. It may help to mark a calendar at intervals to remind yourself to examine your attitude periodically. (There are more specific guidelines for this in Chapter Eight.)

In addition, once school is in session, make a point of monitoring the kind of statements you use with your students. Be aware and honestly critical of yourself regarding the kind of language you use with your students, whether it is positive or negative. Watch for statements like the following:

"Here, let me give you something easier."

"Grow up!"

"This group will work with me because they've proven they can't work alone."

"What's the matter with you? Use your head."

When one professor was asked, "What do you do with the kid you just don't like?" he wisely responded, "You can't dislike kids on company time." Although you don't have to personally enjoy every student, you do have to maintain a high expectation for *every* student's success while you're at work.

Implementing some of the following suggestions can help you maintain a positive attitude toward your students:

- *Take care of yourself.* Young people are very quick to see hypocrisy, so make sure you're positive with yourself as well as with them. Look to your own attitudes and health. Design a wellness program for yourself that includes exercise and proper nutrition, and make sure you get enough rest. Make time for activities or interests outside school.

• *Maintain a positive and realistic vision of student success.* When problems occur, as they surely will, remind yourself of the vision you have for your students, the success you want them to have. This is especially important when dealing with students who have chronic problems. If you need it, set aside some time to visualize the student being successful.

• *Be reflective about your plan.* Periodically evaluate your methods to see what is working and what isn't. If you identify something that needs improvement, try something else. Remember that although you may not be able to directly control student behavior, you can control their environment (seating, schedules, interaction) in a way that will positively affect their behavior.

• *Don't take it personally.* If a student misbehaves, try to remain objective. The problem isn't your fault, but you do offer an excellent hope of positively reaching a child. Remind yourself that you're a professional and that eventually every problem can be solved. It may help to remind yourself that the student is likely not singling you out, but treats all adults in her life in a similar manner.

• *Make an overt effort to interact positively with every student.* All students should feel that you notice and care about them. Say hi to them, and show an interest in their activities. When you maintain contact with every student as an individual, they know that you value them, and that will reduce the likelihood that they will misbehave.

• *Consult with colleagues.* If an individual or group becomes particularly challenging, discuss your concerns with fellow staff members. Be careful not to communicate low expectations, but describe the problems the student is having neutrally. Peer problem solving is a powerful tool for getting ideas on helping your students.

Note

Whether you are starting in the middle of the school year or at the beginning, make sure you spend enough time on this task to ensure that you have high expectations for every student. If you have low expectations for your students' behavior, they will live up (or down) to those expectations. To implement an effective classroom management plan successfully, you must possess *and* communicate high expectations for every student's success.

All of the tasks in this chapter are designed to help you develop and maintain a comprehensive student management program. Throughout this book, you will find guidelines on how to continue communicating high, positive expectations to your students. You will find that some methods will work better than others with different student groups, and using the approach outlined in this book to the fullest means periodically returning to it and evaluating your methods.

Task 4: Understand the Importance of Building Personal Relationships with Students

You will dramatically increase the probability of having cooperative and motivated students if they perceive that you both like and respect them (Hamre & Pianta, 2001; Reddy, Rhodes, & Mulhall, 2003). Think back to your own experience in school, to a particular teacher who made you feel valued and important and how strong an impact that teacher had on you. Many people remember the name of their favorite teacher forever. While you don't have to be every

student's favorite teacher, by making an effort to build relationships with students, you are demonstrating to students that you, as a teacher, hope to have a positive influence on their lives. Robert W. Blum, lead researcher of the National Longitudinal Study of Adolescent Health, concluded that making connections with students is more important than organizational variables such as classroom size, rules, and other structural considerations. Blum was at the helm of a study that tracked ninety thousand students in grades 7 to 12 to examine their health choices. He and his colleagues identified that students who had an emotional connection with their school were far less likely to use illegal substances, engage in violence, or initiate sexual activity at an early age than students without an emotional investment in their school. The study further determined that one major factor that affected the emotional connection a student had with the school was positive classroom management (McNeely, Nonnemaker, & Blum, 2002).

The goal of this task is to ensure you build relationships with each of your students. This can be difficult, since you have time limitations and may see up to two hundred students a day. Later sections of this book provide tips on how you can specifically build relationships with your students, but for now, just think about the teacher who affected you. Think about the power of simply using a student's name when you greet him or her. When you address a student by name—"Good morning, Tamisha"—those three words let her know you notice her and therefore value her and are interested in her as a person, not just as a mark in your grade book.

This does not mean you have to be every student's friend. They do not need you to use their slang or follow their trends. They only need you to be their teacher—a teacher with clear expectations, a teacher who is fair and consistent. They need to know you care about them, that you are helping them succeed not only as a student but as a person, and that you accept them for who they are.

Just as maintaining a positive attitude toward your students is essential for their success, so is maintaining a personal connection with them. If they feel you don't really care whether they succeed, they may not work at succeeding. If they feel you want them to succeed but don't feel as if you care about them, they may not work to succeed, no matter how positive you are. Positive attitude and personal connection work as two of the foundation stones of your classroom management plan. If either is lacking, the entire structure will be lacking (Patrick, Turner, Meyer, & Midgley, 2003).

Task 5: Develop and Implement Guidelines for Success

In addition to academics, teachers need to provide their students with specific information about attitudes, traits, and behaviors that will help them succeed in school and throughout their lives. Sadly, there are some students and families who believe that school success is not possible for those who don't come from an educated or a rich family. There are others who believe that school success depends on one's ethnicity. Part of your responsibility as a teacher is to let your students know that everyone can succeed in school and to give them guidelines regarding how.

These Guidelines for Success should reflect broad and noble ideals. They should represent what you really hope students will learn from you—not the content but the attitudes or actions that will help students succeed in your class, the classes they will have in the future, and life in general.

Having these Guidelines for Success is important regardless of the level of structure that may be of most benefit to your students. This can be especially critical if your school or class has a large number of high-needs students. High-needs students often lack the knowledge or motivation to exhibit traits that educators want, need, or expect them to have. Figure 1.2 has an example of schoolwide guidelines for success.

When developing your own Guidelines for Success (or goals to strive toward, or whatever else you choose to call them), frame them as brief phrases that describe the attitudes, traits, and characteristics you hope to instill in your students. Note that these guidelines are different from classroom rules. Rules pertain to specific and observable behaviors, and they generally have consequences associated with failing to follow them, whereas your Guidelines for Success are attitudes or traits that you hope to inspire students to strive toward. Rules are like speed limits that you as the teacher will enforce. Guidelines are values that you hope to instill in your students—values that will help them succeed in your class and in all other aspects of life. You can find information on developing specific classroom rules in Chapter Five.

Note

Optimally Guidelines for Success are developed and used on a schoolwide basis. That is, the entire staff creates and agrees to post and use a common list of positive traits. Sprick, Howard, Wise, Marcum, and Haykin (1998) provide suggestions on how to involve staff, students, and parents in developing schoolwide guidelines for success. If your school does not have schoolwide guidelines, plan on developing them for your own class. If your school has already developed and adopted schoolwide guidelines, plan to use them. The advantage of having these guidelines schoolwide is that students are given consistent messages from all school staff about what is required of them to be successful within the school.

Figure 1.2
Sample Guideline for Success

Guidelines for Success

1. Be responsible.
2. Always try.
3. Do your best.
4. Cooperate with others.
5. Treat everyone with respect (including yourself).

Source: Sprick, Sprick, & Garrison (2002).

Developing your guidelines is just the first step. If students are truly going to learn to exhibit these attitudes, traits, and behaviors, you need to make them an ever-present part of your classroom.

Post your guidelines in a prominent place where everyone can see them. Teach them to students at the beginning of the year. As with your long-range goals, let students' families know what your guidelines are. Using the vocabulary from the guidelines consistently and regularly will help to keep them familiar. For example, you can use them to prompt motivation and get your students excited about striving for excellence. You should also use the guidelines as a basis for providing both positive and corrective feedback to students regarding their behavior:

> "Shelly, you have been doing much better about getting homework completed. Thank you for being so responsible."
>
> "Fionna, you need to work quietly. The guideline about treating everyone with respect means you don't disturb others when they are trying to get their work finished."

Plan to put your Guidelines for Success and a brief explanation of their importance in the syllabus that you will distribute to students on the first day of the semester.

Remember that when students do not receive information about these kinds of attitudes, traits, and behaviors at home, the emphasis that school personnel place on their guidelines may provide critical life lessons. If you find that some of your students have had less of a personal context for understanding and operating from your guidelines, plan to provide more instruction on how students can implement them and be prepared to give those students more encouragement.

Note

Whether you are starting to work through this book at the beginning of or during the school year, spend some time implementing this task. Guidelines for Success give your students critical information about how they can accomplish what you expect from them—and this is valuable at any point in the year.

Task 6: Adjust the Structure of Your Management Plan Based on the Needs of Your Students

The level of structure in your classroom management plan refers to the degree that you will need to be hands on during class activities to ensure the success of your students. To determine the level of structure necessary, evaluate the students you will be teaching using the worksheet at the end of this section (Exhibit 1.2). The level of structure required for successful classroom management is determined largely by the risk factors of your student body. If you have large numbers of immature students, the risk factors are likely high and you will need a more structured class environment. If your classes have predominantly mature and independent students, then you will be able to follow a more loosely structured plan.

If the risk factors of your class are high and your management plan is not sufficiently structured, student behavior will become problematic. For example, although it is always a good idea to begin instruction quickly at the start of class, in a class with higher risk factors,

student behavior can deteriorate quickly if the beginning of class is not particularly structured. If your students have nothing to do for the first five minutes because you are taking attendance or catching up on class housekeeping, they are likely to be talking and wandering out of their seats, and this will make it much more difficult to get them back under control when you are finished with your attendance. For a high-structure class, it is much more advisable to begin instruction immediately after the bell rings and take attendance after you have given out a work assignment.

As you progress through this book, you will find references to how tasks can be implemented differently depending on your students' need for structure in your class. Some groups of students are largely mature, responsible, and independent. This is a *low-structure class,* meaning your classroom management plan can be relatively less rigid, and your students will probably be successful. When groups of students are collectively immature and irresponsible and have difficulty staying focused independently, this is a *high-structure class,* meaning you will need to be more systematic in designing and implementing your classroom management plan. If you have a class needing high structure, you should implement all of the tasks in this book. If you have a low-structure class, you can implement only the tasks you believe will be needed to motivate your class and you can ignore any procedures that you feel will be unnecessary to ensure effective use of instructional time. In a medium-structure class, you should implement most of the tasks in the program, except for those that your students clearly do not need, but you can implement them in a less-structured fashion than may be needed with a high-structure class. The greater the risk factors of your students are, the more they will respond to strong implementation of all the tasks.

The worksheet in Exhibit 1.2 will assist you in determining the risk factors of your class before you begin your classroom management plan and then help you determine which level of structure is most appropriate for your classroom management plan. Plan on reevaluating your class at several times throughout the year. It is highly recommended that you evaluate your class's response to structure after a month has gone by and again after the first long vacation of the year. If a significant number of students are not meeting expectations, adjust the structure of your class accordingly. Suggestions for collecting information and revising your management plan, if necessary, are provided in Chapter Eight.

In Conclusion

To properly integrate the system in this book and to create and maintain an effective classroom management plan, it is essential to understand the core concepts presented in the previous sections. If you are reading this book in the summer, I recommend you return to this chapter for a review before classes begin. This program is highly customizable, allowing you to adapt its concepts and principles to your specific needs, and the more familiar you are with the concepts behind it, the easier it will be for you to make judgment calls on what to retain and what you might be able to do without.

Whenever you have something that works for you, do not feel that it should be immediately discarded simply on the recommendations of this book. If there are aspects of your teaching you wish to retain, you will be the most effective teacher you can be if you add these concepts to strategies that already work for you.

Exhibit 1.2

Management and Discipline Planning: Reproducible Form

1. For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number.
2. Total the scores for all items. You should have a number between 0 and 120.
3. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1–6 relate to the population of the entire school.			
1. How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10 percent put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more 10	10 to 60 percent 5	Less than 10 percent 0
3. What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50 percent or more 10	10 to 50 percent 5	Less than 10 percent 0
4. How would you describe the overall attitude of students toward school?	A large percent hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel okay about school. 5	The vast majority of students like school and are highly motivated. 0
5. How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations, which include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6. How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority are interested, involved, and supportive of what goes on in the school. 0
Questions 7–11 relate to students in your class this year. Use your most difficult class, or if you are doing this before the school year begins, simply give your best guess.			
7. What grade level do you teach?	Ninth grade 20	Tenth grade 5	Eleventh or twelfth grade 0
8. How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9. What is the reputation of this group of students from previous years? For example, if you teach tenth grade, what was the reputation of these students as ninth graders?	This class is going to be awful. 10	It's a mix, but most students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10. How many students in your class have been identified as severely emotionally disturbed (SED)? Note: This label varies from state to state.	Two or more 10	One 5	Zero 0
11. Not including students identified as SED, how many students have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

Total ____________

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If your total is:	Your risk factors are:
0 to 30	**Low,** which means your students can probably be successful with a classroom management plan that involves **low, medium, or high structure.** The level of structure can be defined by your teaching style.
31 to 60	**Medium,** which means that for your students to be successful, your classroom management plan should involve **medium or high structure.**
61 to 120	**High,** which means that for your students to be successful, your classroom management plan should involve **high structure.** Regardless of your personal preference or style, your students will probably benefit from a detailed, systematic, and organized classroom management plan.

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Vision Self-Assessment Checklist

Use this worksheet to identify which parts of the tasks described in this chapter you have completed. For any item that has not been completed, note what needs to be done to complete it. Then transfer your notes to your planning calendar in the form of specific actions you need to take (for example, "August 17, finish Guidelines for Success, write orientation letter for parents").

<table>
<tr><th>✔</th><th>Task</th><th>Notes and Implementation Ideas</th></tr>
<tr><td>❑</td><td>Understand the basic principles of behavior modification and your role in that process.
I have sufficient knowledge of fundamental behavior management principles so I can effectively help my students learn to behave more responsibly. Specifically:
1. I know why and how to promote responsible behavior by:
• Recognizing what is prompting behavior;
• Recognizing what is encouraging or sustaining a behavior; and
• Recognizing what might discourage a certain behavior in the future and then changing conditions to promote desired behaviors.
2. I know why and how to deal with misbehavior by:
• Recognizing that any behavior that occurs repeatedly is serving some function for the individual exhibiting the behavior and taking that into account when designing an intervention;
• Identifying and then modifying any conditions that may be perpetuating the misbehavior; and
• Identifying and then eliminating any positive outcomes that may be resulting from the misbehavior.</td><td></td></tr>
<tr><td>❑</td><td>Understand motivation and the variables that can be manipulated to increase it.
I understand that behavior that is repeated is motivated and that motivation is affected by a mix of intrinsic and extrinsic factors. I also understand that intrinsic motivation is related to a student's proficiency at a task. Therefore, I have:
1. Identified the motivating factors for certain behaviors; and
• Modified conditions to increase students' motivation to engage in desired behaviors,</td><td></td></tr>
</table>

Vision Self-Assessment Checklist (*continued*)

<table>
<tr><td></td><td>Modified conditions to decrease students' motivation to engage in undesired behaviors.
2. Enhanced student motivation using both intrinsic and extrinsic factors; and
3. Identified whether students' lack of motivation is related to a lack of value, lack of expectancy, or both.
For students who are not motivated because of lack of capability, I have modified tasks so that they can succeed.</td><td></td></tr>
<tr><td>❑</td><td>Understand the importance of maintaining high expectations for students' academic and behavioral performance.
I understand the importance of having high expectations for, and communicating high expectations to, all my students. I will make a conscious effort not to say anything (to students, their families, or others) that would suggest that I have low expectations for any student.
I have identified specific ways I can and will convey my high expectations to students, their families, and others.
I understand the importance of maintaining a positive attitude toward my students. Therefore, I will:
Develop a wellness program for myself that includes exercise, proper nutrition, and sufficient sleep;
Maintain a positive and realistic vision of student success;
Conduct periodic evaluations of my methods to see what is and isn't working;
Be objective when dealing with student misbehavior;
Make an overt effort to value and to interact positively with every student; and
Consult with colleagues to discuss concerns.</td><td></td></tr>
</table>

Vision Self-Assessment Checklist (*continued*)

❑	*Understand the importance of building personal relationships with students.* I understand that I will dramatically increase the probability of having cooperative and motivated students if they perceive that I both like and respect them. Therefore, I will take a personal interest in my students and their success. I will value my students. I will make a concerted effort to maintain a personal connection with my students, and to maintain a positive attitude toward them.	
❑	*Develop and implement Guidelines for Success.* I have identified three to six basic attitudes, traits, and/or behaviors that are important for my students to succeed in my classroom and in their lives. From them, I have created a set of Guidelines for Success (or "Guiding Principles," "Goals," etc.). I have posted the Guidelines for Success in my classroom, communicated them to students' families, and included them in my syllabus.	
❑	*Adjust the structure of your management plan based on the needs of your students.* I have filled out the "Management and Discipline Planning" worksheet and carefully considered all factors, especially the needs of my students, to determine whether my classroom management plan needs to involve high, medium, or low structure. I have noted in my planning calendar times throughout the year to reevaluate the level of structure my classroom needs. Specifically: • During the fourth or fifth week of school, I will conduct CHAMPs or ACHIEVE Assessments (Chapter Eight). • Shortly after winter vacation, I will conduct the CHAMPs or ACHIEVE Assessments (Chapter Eight).	

Vision Peer Study Worksheet

Schedule one to two hours with one to five colleagues. Each participant should have read Chapter One and worked through the self-assessment activities in advance of this discussion time. By discussing each participant's policies, procedures, and questions regarding the tasks in Chapter One, each participant will gain a deeper understanding of the chapter and learn tips and techniques from colleagues.

Begin the discussion by prioritizing the seven tasks, that is, which task interests participants most (for which task do you want to hear the procedures and policies of colleagues?). Which task is the next highest priority? In this way, if there is not adequate time to discuss all seven tasks within the hour, discussion will focus on the tasks of greatest interest to you and the other participants. Work through the prioritized tasks by discussing the questions or topics within that task. Then go on to the next highest priority. Continue this process and complete as many of the tasks as possible within the scheduled time.

Task 1: Understand Basic Principles of Behavior Modification and Your Role

A. Have group members share whether this summary of behavior modification matches their prior training and whether the concepts provide a useful framework for examining classroom management plans.

Task 2: Understand Motivation and the Variables That Can Be Manipulated to Increase It

A. Identify the three categories of procedures for promoting responsible behavior.

B. Identify the three categories of procedures to take into account once you have identified the reason a chronic misbehavior may be occurring (for example, the student loves getting attention from other students by making rude comments in class).

C. Have group members discuss whether this organization for categorizing behavior management strategies is useful. Ask them to share specific examples.

Task 3: Understand the Importance of Maintaining High Expectations for Students' Academic and Behavioral Performance

A. Have group members share what they do to avoid developing low expectations for a student who is chronically behaviorally challenging.

B. Objectively consider whether the atmosphere at your school is one of positive expectations for students (for example, evaluate the kinds of comments about students that are made in the faculty room). If it is not, identify how those of you who are in the group might help your whole staff develop more positive expectations.

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Vision Peer Study Worksheet *(continued)*

Task 4: Understand the Importance of Building Personal Relationships with Students

A. Have the group discuss the fine line between building personal relationships with students as compared with trying to be “friends” with students. Discuss whether there are risks in building a relationship with the student, in that there may be a reduction in the degree to which the students respect the authority of the teacher’s role. If so, what can be done to diminish this?

Task 5: Develop and Implement Guidelines for Success

A. If your school does not have schoolwide Guidelines for Success, have each group member share his or her guidelines with the other group members.

B. Brainstorm at least six different strategies, other than those identified in the text, for using Guidelines for Success in the classroom to help students understand and internalize them.

C. If your school does not have schoolwide Guidelines for Success, discuss (1) whether it would be worth trying to develop schoolwide agreement so that all staff emphasize the same set of attitudes, characteristics, or traits, and (2) what actions would be necessary to get a schoolwide development process started.

Task 6: Adjust the Structure of Your Management Plan Based on the Needs of Your Students

A. Have each group member share his or her completed “Management and Discipline Planning” worksheet (Exhibit 1.2).

B. Have group members discuss how the level of structure they have identified will affect their classroom management plan.

Briefly discuss why you should periodically reevaluate the level of structure required for your class, and have each group member identify when he or she will reevaluate the level of structure necessary for his or her class.

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