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# **Instructor's Manual and Test Bank**

*For*

## **Building Classroom Management: Methods and Models**

**12th Edition**

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# *Building Classroom Management: Methods and Models*

## *Learning Outcomes*

Each chapter is intended to help students meet one or more learning outcomes. These outcomes are specified on the first page of each chapter and on the first content slide in the PowerPoint presentations.

## *Suggested Instructional Activities*

For each chapter, you will find suggested activities and discussion questions that you can use to guide class sessions. These activities are, for the most part, written to be completed during class time; they are intended to build upon students' observations and experiences in K-12 classrooms that are part of their teacher education program. (For that reason, the manual does not make many suggestions for how students are to approach their clinical experiences; we leave that up to individual faculty members to determine.)

## *PowerPoints*

PowerPoint presentations cover the key points in each chapter. Slides are text-heavy; instructors are encouraged to personalize the presentation by adding, deleting, or editing the content. We suggest that you consider incorporating hot links, videos, and images to make the presentations more engaging. Adding transitions and builds will also add interest to the slides and allow you to speak about important points before students have moved on to the next text items. All presentations have been assessed for accessibility and no issues are present.

## *Test Items*

For each chapter, you will find three types of test questions: true/false, multiple choice, and constructed response. Questions reflect a variety of levels of thinking about text content. We recommend selecting test questions carefully, as using all of them would result in lengthy and sometimes redundant exams.

Further, you will notice that each chapter contains 40 true or false questions; **to reduce the effects of guessing, we strongly recommend that you ask students to revise any false statement to make them true.** In this way, you can discern whether or not they know what is inaccurate about each statement. True/false items are more robust when you use this method. If you follow this suggestion, be sure to leave adequate space for students to write their revisions.

## *Activities*

Because instructor goals and styles differ, we do not present definitive strategies for how to approach each chapter. The following are presented as suggestions you might find helpful:

- When you plan and present this textbook, consider depth over breath. Depending on your goals, you may judiciously select to cover those approaches you believe will most benefit your students. Do not feel that students must study all approaches in depth; further, we hope that the goal for each chapter is less about memorizing individuals and their contributions and more about identifying recurring themes and considering how certain strategies would play out in a variety of classroom situations.
- Have students start their management journals during class. Have them head various pages with the topics in the planning guide. Consider providing tape flags to help students be able to quickly find each main topic. Encourage students to bring their journals each day; consider spending the last few minutes of each class having students record new information and ideas in the appropriate section of the journal.
- Along with class lectures, discussions, and video segments, also consider using guest presenters, teacher panels, student presentations, group or team collaborative work, role plays, and class debates.

- You might wish to direct students to current television programs and Hollywood movies involving teachers, coaches, and schools; asking students to consider media portrayals of teachers and other members of the school community can provoke interesting insights.
- Have students identify the management needs for specific grade levels and situations.
- Ask students to describe or reflect in writing on discipline tactics they have experienced personally, or currently are observing or have observed. Then have them describe the relationship of their observations to theories studied in class, and list unanswered questions they might have.
- Encourage students to visit websites and read primary sources, especially books and journal articles by authorities whose approaches of discipline are included in the text.
- Plan to meet with students individually during the term to discuss their progress in developing a personal system of discipline.
- Consider using the *Circle the Sage* structure or *Jigsaw* for student presentations—see details that follow. These approaches will involve students actively, help to manage the content and presentation of the chapters, give students a teaching opportunity, and offer the instructor an additional assessment opportunity.

### *Circle the Sage*

Depending on the number of students enrolled in the course, you may have students work independently or in teams of two or three to synthesize an assigned chapter and prepare a one-page chapter overview. The overviews may be created individually, or may be brainstormed together. You may encourage students to use non-verbal, visual representations (icons and mind maps) rather than narratives or traditional outlines for the overviews. On the presentation date, team members simultaneously present the overview to part of the class (one half or one third of the class, who *circle the sage*). Listeners will receive from their *sage* a copy of the handout/overview (for taking personal notes).

*Suggestion:* In the interest of time, presentations should be limited to no longer than 15 minutes. They should be followed with instructor-lead discussion or a synthesis activity to reemphasize key points and have the class process the content through reflection and application.

Additionally, the presentations and the written overviews can be part of the evaluation documentation for the course. (*This Circle the Sage is adapted from a Kagan structure.*)

### *Jigsaw (This is one of several variations.)*

Students are assigned in teams to study one discipline approach. They divide the approach into smaller segments of information, and each team member becomes expert on a portion of the model. Working as a team, students then organize and present their segments to other students until everyone in the class has the complete picture of the approach.

This same method works with reading appropriate articles or other texts; you can follow these steps:

1. Decide how many readings you want to use for your number of students. For instance, if you have 20 students, you might choose four or five articles.
2. Put students in groups according to the number of articles you want covered.
3. Have students read their article and discuss the main points within their group.
4. When all groups have finished reading and discussing, regroup the students so that one person from each of the original groups is included in the new groups. (For example, within each article group, have students number off 1-4, then have them change groups so all the 1s are in one group, all the 2s are in another group, and so forth.
5. Have each member of the group teach the others about the content of their reading. Encourage all students to take notes.

## Chapter 1

### The Teacher's Role in Managing the Classroom

#### Activities:

1. Do a brainstorming carousel with some or all of the fundamental questions. Write each question at the top of a poster-size sticky note; place the notes at various places in the room. Divide your class into the same number of groups as you have posters. Give each group a different-colored marker. Have each group go stand in front of one of the posters.

Tell students that you're going to set the timer for two minutes, and the designated writer for their group should jot words and questions that come to mind in response to the question on the poster. (The writing should be relatively small but still visible, as all groups will contribute to each poster's contents.) After two minutes, have students rotate clockwise to the next poster, read what the previous group wrote, and add their own ideas and questions. Repeat until all groups have had time at all posters. (You may wish to allocate more time for the final few posters, since students will have to read what others wrote and may need more time to come up with new additions.)

When all posters have been visited by all groups, have a gallery walk where students view the information added to each poster after their initial ideas. Then debrief as a class. Retain posters to revisit at the end of the course.

2. Most students have a few stand-out memories of the way their own K-12 teachers managed the classroom. Processing these at the beginning of the first class can be helpful as it reduces students' needs to tell management-related stories later in the course. Ask students in small groups to take turns describing the best teachers they ever had and the worst teachers they ever had. (Although they can consider all teacher behaviors, ask them to be sure to consider management effectiveness.) For the best teachers, what characteristics made that person such a positive model in students' lives? For the worst, what behaviors were problematic? Students should make two lists as they discuss:

Characteristics Worth Emulating

Characteristics to Avoid

Once all students have had time to talk, ask each group to contribute to a master list of behaviors that made teachers memorable in a positive way. Ask them to name the characteristics or behaviors that teachers should strive to avoid when managing the classroom.

3. The National Education Association (NEA, 1975) stipulates professional and ethical provisions for educators. In teams of three or four, discuss how professional teachers look, sound, and act in following these standards. Are there behaviors that your students think should be added to the code?
4. INTASC identifies ten outcomes related to teaching. In teams of two or three, analyze an assigned outcome and lead a discussion with the class about its relevance to teaching and learning in classrooms of today.
5. Do some roleplaying within your group. Practice the use of skills put forth by each of the experts discussed in this chapter. How would each have teachers respond to the situations below?
  - a. Becky is dawdling as she gets her materials from her cubby or locker.
  - b. Felix mumbles under his breath and glares at you as you return graded papers.

- c. Marquis is slumped down in his desk, studiously avoiding his assigned classwork.
  - d. Tian and Jenae are distracting each other and the students around them during independent work time.
  - e. Ahmed has his phone out during class.
6. Hold class discussion on one or more of the following topics:
- Ginott suggests that teachers who use congruent communication do not preach, moralize, impose guilt, or demand promises. Yet almost everyone has had at least one teacher (and, sadly, many of us have had more than one) who utilized these negative strategies regularly. Discuss the factors that might account for the use of these ineffective strategies, and what you might do if you (a) find yourself doing them, or (b) find yourself working with a colleague who regularly exhibits them.
  - Discuss what Covey means when he says *Seek first to understand, then to be understood*. What in your experiences have you observed to support that highly successful people attempt to understand their listeners before they try to make listeners understand them?
  - Why should teachers resist the temptation to question students about their behavior? What behaviors might a teacher use instead of asking “Why Questions”?
  - What do you think Glasser means when he speaks of “befriending” students? What are the parameters you would recommend for someone encountering this idea in Glasser’s writing?



## Chapter 2

### Taking Student Diversity into Account in Classroom Management

#### Activities:

1. This chapter explicates the development of school-age students from ages 5 to 18. Consider how one child's life might "look" as he or she progresses through the developmental stages presented here. For each stage of the child's life, identify pertinent in-school behaviors he or she might exhibit, particularly those that are likely to present challenges to classroom management. Construct a visual or timeline to note these behaviors, and present your "story" to the class, asking your peers to comment on the accuracy of your choices and the ways teachers should be prepared to respond to student characteristics at each age.
2. This chapter explicates the development of school-age students from ages 5 to 18. Consider how one child's life might "look" as he or she progresses through the developmental stages presented here. For each stage of the child's life, identify pertinent in-school behaviors he or she might exhibit, particularly those that are likely to present challenges to classroom management. Construct a visual or timeline to note these behaviors, and present your "story" to the class, asking your peers to comment on the accuracy of your choices and the ways teachers should be prepared to respond to student characteristics at each age. Do additional research as needed.
3. Have students examine the list of student needs set forth by Dreikurs and Cassel, Glasser, and Charles. In small groups, have students develop ideas about how a teacher might make sure the classroom environment addresses one or more of the needs.
4. In teams of two or three, discuss the information about the values and behaviors typically emphasized in schools in the Western world. Ask students to consider how they will meet the needs and values of students whose individual circumstances and values do not necessarily align with those of the school. What are the cautions associated with associating particular values and behaviors with various sociocultural groups?
5. Assign (or allow selection of) one of the following considerations to small groups. Have students plan how they will modify their curriculum and instruction to meet student experiences and needs that differ from their own. Then have students share and discuss their ideas.

<i>Time orientation</i>	<i>Relations with others</i>	<i>Noise level</i>
<i>Planning ahead</i>	<i>Child-to-adult relations</i>	<i>Clothing</i>
<i>Work ethic</i>	<i>Adult-to-child relations</i>	<i>Money</i>
<i>Opportunity</i>	<i>Verbal learning</i>	<i>Destiny and fate</i>
<i>Success</i>	<i>Conversation</i>	<i>Personal behavior</i>
<i>Speech and language</i>		<i>Personal achievement and competition</i>

6. Assign students a position in the debate between Payne and Gorski. (Assigning these rather than letting students self-select will likely be more effective.) Have students do individual research

about their assigned position. Then put students into groups of four, two who were assigned to advocate for Payne's work and two who were assigned to advocate for Gorski's work. Have students debate the issue in their small groups. Then ask each group to stop debating and discuss their real individual feelings about the issue. Have each group give a one-sentence summary of their overall reaction to the debate and the ideas of Payne and Gorski.

7. Have students visit the websites for various schools (within or across districts and/or states) and for the state as a whole. Ask them to gather as much information as possible about school performance, teacher pay and supplements, per pupil expenditure, geographic location (property tax rates). Have students summarize the information and create a visual of it. Have students compare information across schools/districts/states, then discuss their findings relative to the work of Payne and Gorski.
8. Have students participate in a cultural experience that takes them out of their normal social sphere. For instance, they could eat at an ethnic restaurant that is new to them, or they could attend a religious service or cultural event. Have students report back about their experiences and the feelings they had in the new situation. Hold a class discussion about how this activity is relevant in light of the information communicated in this chapter.
9. Hold class discussion on one or more of the following topics:
  - What are the dangers of making generalizations about groups of people based on their cultural affiliation, language spoken at home, political or religious beliefs, socioeconomic statuses, and so forth? How can teachers be culturally responsive without stepping into the areas of stereotyping or overgeneralizing?
  - Ask students to discuss behaviors they would expect to see from a teacher who is culturally responsive. Create a master list, giving students the opportunity to voice support or objection for each idea.
  - This chapter briefly discussed students' obligations to schools. In what ways do these obligations affect the way teachers manage, teach, and evaluate the classroom?
  - In what ways do accountability measures such as standardized testing affect management and instruction?

## Chapter 3

### Classroom Management Concepts and Terms

#### Activities:

1. Ask students to enter terms from the chapter into their journals under appropriate headings. Note that as they move forward in the text, they will find that various experts use different terms to describe the same basic ideas. Discuss the importance of making sure that all parties in a discussion or program have clarified any terms they're using that might overlap (for instance, Marshall uses the term "specific rules" to reflect the same thing that the Wongs and others refer to as "procedures").
2. Have students discuss the 13 types of misbehavior. Which ones are mostly likely to "press their buttons"? Which ones are they more likely to overlook? Relative to effective management, what potential problems can each of these areas (hot button issues and areas of unconcern) present for teachers?
3. Have students consider the causal conditions among students, peer groups, and instructional settings that are associated with misbehavior. (Omit the section about conditions associated with teachers and other school personnel.) Divide responsibility for the conditions among members of the class; have students discuss the assigned conditions and develop at least two examples of student behaviors that might result from that condition. Debrief with students, clarifying and elaborating as needed. Relate the causal conditions to the idea of unmet needs.
4. Give each student a list of scenarios in which K-12 students are misbehaving. Have students work individually to categorize behaviors according to potential causal conditions; when all students have finished their individual work, have them compare their responses with a partner to identify areas of agreement and disagreement. Have them discuss the significance of any disagreement: what does it mean if two educators attribute an inappropriate behavior to different causal conditions?
5. Have students observe in one of their college classes and try to identify instances where causal conditions associated with inappropriate behavior are present (whether or not they result in misbehavior). Have them also identify instances where the professor is working to counteract or eliminate the causal conditions. Debrief in class without naming professors or courses.
6. Have students interview inservice teachers to ask about for advice about how to avoid the teacher behaviors listed in the section about causal conditions that seem to reside in school personnel. Ask them to bring their interview notes to class; make a master list of strategies and share with all students.
7. Hold class discussion on one or more of the following topics:
  - Is it helpful to categorize misbehavior into various areas? Why or why not?
  - When teachers encounter parents or caregivers who display a sense of entitlement (perhaps on behalf of their students), how should teachers react?
  - What would lead a teacher to be authoritarian in their approach? What might lead to a permissive attitude? How might either an authoritarian or a permissive teacher move to be more balanced in their approach?

## Chapter 4

### The Development of Classroom Management

#### Activities:

1. Have students research one of the experts whose work is NOT covered in a later chapter of the text and present the information they have gleaned to the class. As each presentation occurs, have students enter ideas and suggestions into their journals. Lead discussion to have students identify ideas and suggestions with which they disagree, and provide an appraisal of the models in terms of practicality and ease of implementation. Ask students to speculate on what sort of present-day school environment(s) would be more or less compatible with a given approach.
2. Take the themes at the end of the chapter and put them on the board or screen. Under each theme, have students list the names of the experts who would be in support of that theme.
3. Hold class discussion on one or more of the following topics:
  - What do you think about Redl and Wattenberg's depiction of group behavior? How does it correspond to what you have observed? What roles have you seen students and teachers enacting? What were the results?
  - Kounin says that good lesson management is more powerful in affecting student behavior than any other discipline technique. To what extent do you think he might be right?
  - Some critics say Ginott's suggestions are out of touch with the realities of today's classrooms, and that students will scoff at teachers who act as Ginott suggests. What is your opinion?
  - What is your understanding of the Canters' explanation of student and teacher "rights" in the classroom? To what extent does their concept of classroom rights seem to you to be a valuable one for teachers? Are there other rights that students or teachers have?
  - Coloroso seems to describe a philosophical view of philosophy of discipline that is humanistic and focused on preserving dignity and a sense of self-worth. To what extent are her ideas helpful to you in articulating your own thoughts regarding discipline?
  - Kohn believes that many teachers punish with rewards. What does he mean by this? How can teachers respond differently to student choices and behavior?
  - Give concrete examples of the builders and barriers that Nelsen and Lott identify, and reasons why they help or hinder relationships.
  - How could Glasser's list of seven connecting habits be combined with Nelsen and Lott's relationship builders so teachers would experience stronger personal influence over their students, but in particular, over students who are difficult to manage?

## Chapter 5

### Insisting on Compliance: Ronald Morrish's *Real Discipline*

#### Activities:

1. In teams of four or five, have students analyze cases 2, 3, and 4 at the end of the chapter. They should indicate how Morrish would have them deal with the situations depicted and present their conclusions to the class for discussion and debriefing.
2. Individually or in small teams, have students review *You Are the Teacher* and indicate how they would apply Morrish's ideas to the situation. Have them role play the parts of teacher and student.
3. In small grade-level teams (elementary, middle, and high school), have students outline a script of the process they would follow when teaching their students about *Real Discipline*. Have each group share their outlines; ask the other students to provide feedback on what they think will and won't work well in the plan.
4. Hold class discussion on one or more of the following topics:
  - What is your appraisal, overall, of Morrish's model of classroom management? What are its strengths and weaknesses? Would it work best in a particular type of school or at particular grade levels?
  - According to Morrish, the blame for the ever-growing problem of discipline in schools rests at least in part on popular discipline theories, which he believes have gone to excess in allowing students to make choices concerning how they will conduct themselves in school. What are your thoughts about Morrish's ideas?
  - Morrish suggests tactics to have respect for authority, train compliance, and manage student choice. Why do you agree or disagree with his suggestions?
  - Discuss how you will inform administrators, students, and caregivers about this approach to discipline.

## Chapter 6

### Taking Charge in the Classroom: Craig Seganti

#### Activities:

1. In teams of four or five, have students analyze cases 2, 3, and 4 at the end of the chapter. They should indicate how Morrish would have them deal with the situations depicted and present their conclusions to the class for discussion and debriefing.
2. Individually or in small teams, have students review *You Are the Teacher* and indicate how they would apply Morrish's ideas to the situation. Have them role play the parts of teacher and student.
3. Assign individuals or groups one of the rules/areas for rules listed in the chapter. In teams, demonstrate how you would teach, model, and role play the rule to elementary students, middle school students, and high school students.
4. Have students do online research to find websites of teachers who use Seganti's approach. They should record whatever pertinent information they can find about school location and demographics, and any other information that provides further explication of Seganti's model in action.
5. Have students investigate the research about exclusion as a disciplinary tactic. Have them present their findings to the class.
6. Hold class discussion on one or more of the following topics:
  - What is your appraisal, overall, of Seganti's model of classroom management? What are its strengths and weaknesses? Would it work best in a particular type of school or at particular grade levels?
  - Seganti identifies four messages for teachers to convey to students and four operating principles for teachers to follow. How do these messages help teachers who create classrooms following Seganti's ideas and improve their ability to work with students?
  - Some teachers would argue consequences should be logical, related, reasonable, and respectful. They also might argue that copying rules is a punishment that reinforces negative thoughts about writing. In light of these concerns, why do you agree or disagree with Seganti's approach?
  - Detention is a required and important element of Seganti's plan. Would this strategy work in the schools in your areas? If not, what methods would you use to accomplish the same purpose?
  - What do you think parents would think of Seganti's methods? In what ways would school demographics affect the success or failure of Seganti's approach?

## Chapter 7

### Getting Off to a Good Start: Harry and Rosemary Wong on Preventing Management Problems

#### Activities:

1. In teams of four or five, have students analyze cases 2, 3, and 4 at the end of the chapter. They should indicate how the Wongs would have them deal with the situations depicted and present their conclusions to the class for discussion and debriefing.
2. Individually or in small teams, have students review *You Are the Teacher* and indicate how they would apply the Wongs' ideas to the situation. Have them role play the parts of teacher and student.
3. Have students note examples of procedures they have seen in either their college classrooms or in during their observations/field experiences in K-12 schools.
4. Have students work in groups to select one procedure and develop a plan for teaching it to students at a grade level of their choice.
5. In small grade-level teams (elementary, middle, and high school), develop a First Day of School Action Plan that considers the eight areas of concern identified by Sarah Jondahl. How would you present your plan to your students, to caregivers, to other teachers, and to administrators?
6. In small teams, discuss the ideas presented by the Wongs about school, teaching, classrooms and procedures, discipline, and testing and evaluation. In what ways will these ideas be of help to beginning (and veteran) teachers?
7. Hold class discussion on one or more of the following topics:
  - What is your appraisal, overall, of the Wongs' model of classroom management? What are its strengths and weaknesses? Would it work best in a particular type of school or at particular grade levels?
  - Folk wisdom in teaching suggests the old adage, "Don't smile until Christmas." What do you think the Wongs would say in response to this recommendation?

## Chapter 8

### Time Use in Classrooms: How Fred Jones Helps Students Stay Focused and On Task

#### Activities:

1. In teams of four or five, have students analyze cases 2, 3, and 4 at the end of the chapter. They should indicate how Jones would have them deal with the situations depicted and present their conclusions to the class for discussion and debriefing.
2. Individually or in small teams, have students review *You Are the Teacher* and indicate how they would apply Jones's ideas to the situation. Have them role play the parts of teacher and student.
3. Review Jones's thoughts about room arrangement and class routines. In small grade-level teams, apply Jones's ideas to design a floor plan/room arrangement, and outline daily routines that will allow teacher and students success.
4. Review Jones's comments regarding meaning business, nonverbal communication, and body language. In small teams, take turns role playing teachers who show they mean business by using nonverbal communication and effective body language to manage student behavior.
5. Have students delve into the research on rewards and punishment and share their findings with the class. Consider identifying articles and conducting a jigsaw activity.
6. Hold a class discussion on one or more of the following topics:
  - What is your appraisal, overall, of Jones's model of classroom management? What are its strengths and weaknesses? Would it work best in a particular type of school or at particular grade levels?
  - Jones's suggestions concerning body language are said to be nothing new, that they always have been used by good teachers. Why do you agree or disagree?
  - Critics of Jones's incentive systems do not like the idea of "bribing" students to work and behave well, which they are supposed to do anyway. (This same complaint is made about behavior modification.) Why might a teacher consider using incentives—PAT—as he suggests? What do you think about the use of rewards as a management tactic?
  - In your observations, how much time do teachers seem to spend helping individual students? Jones claims that many students act helpless because they want personal attention. How would you give students the attention they want without wasting instructional time?
  - The Wongs and Jones stress the importance of practice. How can teachers reconcile the time they give initially to teaching and practicing routines rather than to teaching academic content?



## Chapter 9

### The Power of Positive Choice: William Glasser on Quality Learning

#### Activities:

1. In teams of four or five, have students analyze cases 2, 3, and 4 at the end of the chapter. They should indicate how Glasser would have them deal with the situations depicted and present their conclusions to the class for discussion and debriefing.
2. Individually or in small teams, have students review *You Are the Teacher* and indicate how they would apply Glasser's ideas to the situation. Have them role play the parts of teacher and student.
3. Select (or be assigned) one of the seven deadly habits or one of the seven connecting habits. In partners or small teams, put into words the meaning of your habit and create examples of what teachers might say or do when they use the habit. Share with the class.
4. Assign small groups one of the basic student needs described in the chapter. Have students analyze the basic need and describe how it can be satisfied by teachers in terms of management, curriculum, instruction, and assessment. Have students consider how the need and teacher responses may be different across grades (elementary, middle, and high school).
5. Visit the William Glasser Institute website (<http://wglasser.com/>) with your students. Explore the information and resources there, including quality school and quality teacher descriptions, rubrics, etc.
6. Hold class discussion on one or more of the following topics:
  - What is your appraisal, overall, of Glasser's model of classroom management? What are its strengths and weaknesses? Would it work best in a particular type of school or at particular grade levels?
  - In what ways are the later ideas of Glasser applicable to the realities of today's schools and students?
  - Over time, Glasser's ideas evolved from *Control Theory* to *Choice Theory* and quality schools, teaching, and curriculum. What can schools and teachers do to meet the basic needs of today's elementary students? Middle school students? High school students?
  - Contrast Glasser's thinking about involving students in management decisions with the ideas of Morrish and Seganti.
  - In your own experience and observations, what kind of teachers did you have, and what kinds of teachers are you seeing—boss teachers or lead teachers? In teams of two or three, describe their actions that make you so categorize them, and describe how successful you perceive them to be in this style.

## Chapter 10

### Fostering Responsible Behavior: Marvin Marshall on Motivation and Student Choice

#### Activities:

1. In teams of four or five, have students analyze cases 2, 3, and 4 at the end of the chapter. They should indicate how Marshall would have them deal with the situations depicted and present their conclusions to the class for discussion and debriefing.
2. Individually or in small teams, have students review *You Are the Teacher* and indicate how they would apply Marshall's ideas to the situation. Have them role play the parts of teacher and student.
3. Marshall suggests 25 tactics to assist internal motivation of students. With the members of their group, have students evaluate each of his suggestions and speak to how a teacher might utilize it; they should also discuss what challenge(s) each presents.
4. Have students seek other research about student motivation and bring it back to the course. Have each student (or group) report on their research results and evaluate their alignment with Marshall's ideas.
5. Have students observe in their college classes or in their field experience settings to see how teachers use non-verbal communication to intervene in misbehavior. Have them report on their observations in class. How effective were the tactics?
6. Give your students a set of scenarios reflecting in-class misbehavior. For each example, have students develop two guided choices they could give the student to address the behavior.
7. In grade-level teams (elementary, middle, and high school), brainstorm a list of external motivators that your students may have. Then brainstorm a list of internal motivators and ways to help students find value and internalize these.
8. Hold class discussion on one or more of the following topics:
  - What is your appraisal, overall, of Marshall's model of classroom management? What are its strengths and weaknesses? Would it work best in a particular type of school or at particular grade levels?
  - Discuss how you will inform administrators, students, and caregivers about the six steps of intervention when misbehavior occurs.
  - Compare Marshall's work to that of the other experts you have studied so far. Where are the commonalities? Where are the differences?
  - How will you address the fact that in students' lives outside school, they see so many examples of people who are functioning at the first two levels of the hierarchy? What guidance will you give them about why they should strive for Level D behavior (or at least Level C) outside of the classroom?

## Chapter 11

### Working on the Same Side with Students: Spencer Kagan's *Win-Win Discipline*

#### Activities:

1. In teams of four or five, have students analyze cases 2, 3, and 4 at the end of the chapter. They should indicate how Kagan would have them deal with the situations depicted and present their conclusions to the class for discussion and debriefing.
2. Individually or in small teams, have students review *You Are the Teacher* and indicate how they would apply Kagan's ideas to the situation. Have them role play the parts of teacher and student.
3. Have students brainstorm life skills that are supported by *Win-Win Discipline*. In grade-level teams they should discuss how these can be practiced by students. Debrief by sharing action plans.
4. Assign students to read articles located on the Kagan website. ([https://www.kaganonline.com/free\\_articles/](https://www.kaganonline.com/free_articles/)) Have them share and critique one another's findings. Further, have them examine the materials available for teacher use; if you're willing, purchase one or more of the resources (they're inexpensive) and allow students to critique them for utility and quality.
5. Hold class discussion on one or more of the following topics:
  - What is your appraisal, overall, of Kagan's model of classroom management? What are its strengths and weaknesses? Would it work best in a particular type of school or at particular grade levels?
  - Kagan refers to *Three Pillars* as the philosophical underpinning for *Win-Win Discipline*. How can teachers genuinely show students that they are on the same side and working together to help the students solve problems and find more appropriate behavior choices?
  - Sometimes classes disrupt as a group. Kagan says that almost all disruptions can be categorized into *ABCD*. First brainstorm specific student behaviors that you have observed in classrooms. Then classify the behaviors into *ABCD*. Generally, what does each of the four types of disruptive behavior look, sound, and feel like? What can teachers do to minimize whole class disruptive patterns?
  - Kagan calls curriculum, instruction, and the teacher *The Big Three*, and says these are the primary elements that help teachers prevent behavior problems. Why do you agree or disagree with this statement?

## Chapter 12

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

#### Activities:

1. In teams of four or five, have students analyze cases 2, 3, and 4 at the end of the chapter. They should indicate how teachers in a PBIS model would deal with the situations depicted and present their conclusions to the class for discussion and debriefing.
2. Individually or in small teams, have students review *You Are the Teacher* and indicate how they would apply PBIS principles to the situation. Have them role play the parts of teacher and student.
3. Assign pairs of students to explore the PBIS website (<http://www.pbis.org/>). Have them investigate the PBIS information about any one of the topics that would be of interest and relevance. Example topics are:
  - Prevention of bullying
  - Family/caregiver engagement
  - Research into each Tier's supports
  - PBIS and equity
  - PBIS and the law
4. Have students research and review
  - website information posted by schools using the PBIS framework.
  - behavior support plans.
  - lesson plans used to teach appropriate social skills at varying grade levels.
  - behavioral baseline and outcome data for actual schools
  - professional development and training for PBIS implementation
  - evidence-based interventions used at various levels of the model
5. Hold class discussion on one or more of the following topics:
  - What is your appraisal, overall, of the PBIS model of schoolwide management? What are its strengths and weaknesses? Would it work best in a particular type of school or at particular grade levels?
  - What considerations would a PBIS school need to make to be able to implement the system with fidelity? What parts would likely be easiest to put in place? What are the most likely issues that will arise?
  - Where in the PBIS model do you see elements of the other models we've covered? What would each of the individual experts studied in previous chapters be likely to approve/disapprove of in the PBIS model?
  - How could staff members in a PBIS school ensure that no student is designated as such a problem that the student feels ganged up on?
  - How could a teacher in a PBIS school retain a feeling of autonomy when many aspects of the management system are settled upon by others?

## Chapter 13

### Classroom Management for Students with Learning and Behavioral Challenges

#### Activities:

1. Have students select (or assign to them) one of the disabilities described in the chapter. In teams of two or three, have students plan how they might modify their curriculum and instruction to meet needs of students who are diagnosed or show the characteristics of the behavior. Have ideas presented in class.
2. There are many videos online that provide windows into how teachers accommodate students with learning differences and help them achieve success. Have students locate an appropriate video showing a teacher interacting with students and exhibiting management strategies. Spend a class period watching the videos and having students identify strengths and weaknesses in each one, paying particular attention to strategies teachers use to manage behavior.
3. Have students work in teams to write a grade-level appropriate script about how they would explain why one student in their class is held to different behavioral standards than the rest of the class.
4. Have students work in teams to answer this question: If a student in your class were demonstrating indicators associated with one of the disabilities described in this chapter, what would you do? List the actions you would take; put in order as to what you'd do first, next, etc.
5. Hold class discussion on one or more of the following topics:
  - The reality of public schools is that teachers are virtually guaranteed to have some students who have special learning or behavioral needs. This model presents both challenges and opportunities for all members of the educational community. What are the advantages (to teacher, students, caregivers, etc.) of inclusive practice? What are the disadvantages to each group? How will you, as teachers, work to balance the challenges and opportunities provided by the inclusion of students with special needs in your class?
  - Now that students know more about some categories of disability or learning/behavioral difference, have them discuss what teacher characteristics are likely to benefit all students, not just those with behavioral/learning differences.

## Chapter 14

### Striving for Personal Excellence in Classroom Management

#### Activities:

1. Give your students a copy of the fundamental questions with space for writing. Have individuals answer the questions as fully as they can in writing. When students are finished (it may take a while), pair them up by grade level and have them share their plans with one another. As they share, they should identify areas of agreement in the ways they answered each question. How do teachers “bridge the gap” between conflicting ideas when designing their own discipline plan?

Next, get out the large posters/sticky notes that students created when they were first presented with the fundamental questions in Chapter 1. Have students compare their new responses to the old ones and reflect on the growth that is evidenced by the depth and quality of their answers.

2. Ask students to consider whether there are other questions that they might need to ponder as they plan and implement their discipline system. What resources might they use to answer those questions?
3. Have students work in pairs and spend class time designing a fictitious school setting. They should include the school’s name, grade levels served, size, location, and demographics. They should then create one fictitious class of students that might be found in that school. For this class, they should identify the grade level and subject area, number of students, languages spoken at home, cultural group affiliations, and disabilities represented.

When all groups are finished, they should trade “schools” with another group and consider the fundamental questions as though they were the teacher of that particular class in that particular school. What aspects of their original responses to the questions (see #1 above) would they need to alter, if any, to meet the needs of students in their particular setting?

4. Have the students interview a classroom teacher to ask about their responses to the fundamental questions. Then ask the student to discuss similarities and differences between their own responses and the views/decisions/responses of that teacher.
5. Hold a class discussion on one or more of the following topics:
  - In their clinical/field experiences or observations, what evidence have they seen that informs them as to how their cooperating teacher would likely answer the fundamental questions?
  - Ask students which fundamental questions they are most confident in their abilities to implement. Then ask which ones they understand but feel they might struggle with as they implement their management system. If time allows, divide into groups based on the number of the question(s) about which there are concerns, and have students discuss ways they might increase their comfort levels with the implementation of these ideas.
  - Have students consider the growth in their knowledge of classroom management and the various models that have been presented. With which aspects of the material presented were they already familiar prior to undertaking the study of this book? What areas were completely new to them? In what places do they feel they have extensively refined their knowledge?

## Chapter 1

### The Teacher's Role in Managing the Classroom

**Note to faculty:** One way to reduce the odds that students will get the T/F answers correct by guessing, have them rewrite any false statement to make it true, making sure their response demonstrates understanding of the concept covered by the question. If you choose to use this option, leave some additional space between all questions; also make clear that simply inserting the word “not” is unacceptable.

Sometimes more than one approach to the rewrite is possible, as in the example below.

**T/F Item:** A typical class rule is that students should write their name and the date on all papers.

**Student Response:** False

**Acceptable Written Corrections:**

- A typical class rule is “Speak at appropriate times in appropriate voices.”
- A typical class procedure is having students write their names and the date on all papers.

**True or False.** Read each statement. If the statement is accurate, designate it as True. If the statement is inaccurate, designate it as False.

1. In the early development of American classroom management, classroom teachers approached student behavior from an authoritarian “my way or the highway” perspective.
2. Coercive discipline is generally effective at bringing about lasting behavior change.
3. Because of legal rulings about students’ rights, using coercive discipline is prohibited in U.S. Schools.
4. When a student behaves inappropriately, an effective classroom manager analyzes both the behavior and its root cause(s).
5. Classroom management is a form of teaching.
6. Teachers’ classroom management styles are highly varied.
7. Most students behave appropriately most of the time.
8. A highly effective teacher will not have management or disciplinary issues.
9. Teachers who plan and deliver creative, interesting lessons will find that students naturally behave appropriately because they find the content and activities motivating.
10. Students who internalize appropriate behaviors are, generally speaking, more likely to realize their potential than students who don’t.
11. Most students know how to behave appropriately because they have been taught those skills at home.
12. A teacher’s management style develops over time.
13. Misbehavior often reflects an unmet student need.

14. Providing a face, civil, productive learning environment is one of the major goals a teacher should have when developing a classroom management system.
15. Mr. Mendez notices that Kylar is off task and says to the class, “Kylar must think he already knows everything about our topic today.” This is an effective management tactic.
16. A teacher’s behavior provides students with information about how adults manage their responsibilities and interpersonal relationships.
17. Putting students in competition with one another is an effective management strategy.
18. Regardless of their ages, students should have opportunities to practice exercising choice, freedom, and responsibility.
19. Due diligence refers to keeping detailed records of student behavior and growth.
20. A student says, “You have no right to tell me what to do! You’re not my parent.” His statement is accurate.
21. A free and appropriate education is guaranteed in the U.S. Constitution.
22. Teachers have complete autonomy to make management decisions.
23. Expectations of other people will shape a teacher’s management system.
24. The definition of “immoral activities” varies among schools, districts, and states.
25. The federal government established the Code of Ethics adhered to by teachers.
26. Miss Lacey knows that Edwin’s father is known as a strict disciplinarian. One day, she sees that Edwin has what look like burn marks on his arms. When she asks about them, he says, “Err...uh...it’s just...a rash.” Miss Lacey should report her suspicion that Edwin may be the victim of abuse.
27. Mr. Jolley’s students are very well-behaved and rarely disrupt class or fail to meet his expectations. Because they’re so trustworthy, Mr. Jolley feels comfortable leaving them working independently in the classroom while he goes to the library to pick up a book that is being held for him. This is an effective decision.
28. Teachers must think continuously about how, when, and where they interact with their students.
29. Being able to see multiple perspectives is a helpful skill in classroom management.
30. Ms. Hayes receives a card at the end of the year from Lexie’s parents, offering her the use of their beach house for a week as a thank-you for her work with their daughter. Ms. Hayes gratefully accepts. Her decision is in line with the stipulations of the NEA Code of Ethics.
31. The INTASC Standards describe teacher behaviors that correlate with highly effective teaching.
32. A teacher who says, “Dawn, I know it’s tempting to stare out the window instead of working on this next set of problems, but you know, it’s really important for you to keep working on the assignment” is using laconic language.



33. Teachers should generally avoid asking students to explain why they are behaving in a particular way.
34. When Stephen Covey describes *frames of reference*, he's really talking about perspective-taking.
35. Glasser advocates that teachers carefully consider which external controls will work most effectively with students.
36. When she notices that Trey and Kyra are laughing together during the video they're watching, Mrs. Flanders goes and stands silently behind their desks. Fred Jones would agree that this is an effective management tactic.
37. Classroom management is influenced by factors beyond the classroom.
38. A teacher who says, "I don't consider societal issues or student backgrounds in my classroom, because I treat all students the same" is making an effective management decision.
39. Ms. Giordano moves from North Carolina to Virginia. She should be prepared for some changes in the expectations of state and local education agencies.
40. Teachers should come to terms with the idea that a management system that works with this year's students may be less than fully effective with their next class of students.

**Multiple Choice.** Choose the letter of the best answer.

1. All of the following were discussed in the chapter as obligations teachers owe their students EXCEPT:
  - a) giving multiple warnings to students before administering a consequence.
  - b) being sensitive to students' personalities and individual needs.
  - c) making learning interesting and meaningful.
  - d) teaching students how to behave and helping them strive for excellence.
2. When the teacher is out of the room making copies, LeeAnn and Elizabeth get into a physical altercation. In this case, the teacher:
  - a) should not be held responsible, as he was not in the classroom when the disagreement occurred.
  - b) is likely to be charged with *in loco parentis*.
  - c) could not have anticipated the situation, so shouldn't be reprimanded.
  - d) would likely be guilty of breach of duty.
3. Ethical teacher behavior includes all of the following EXCEPT:
  - a) treating students and colleagues fairly.
  - b) being honest in all school interactions.
  - c) being kind to all members of the school community.
  - d) attempting to please students in all instances.
4. Stephen Covey says when you exchange views with another person you first should:
  - a) state your opinion clearly.
  - b) try to understand the other's opinion.
  - c) discuss a "calmer" topic such as the weather.
  - d) don't give opinions at all.