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Effective Practices in Classroom Management
A Literature Review

Master's Project

Submitted to the Faculty

of the Master of Science Program in Secondary Education

of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf
ROCHESTER INSTITUTE OF TECHNOLOGY

By

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Abstract

There has been a great deal of research on the topic of effective classroom management since the early 1970's with the classic research of Kounin. The scope of teacher behaviors that fall under classroom management is very broad and goes beyond the issue of discipline. This article summarizes effective management practices across different grade levels.

Why is classroom management important?

In a classroom, conflict is inevitable. It is one of the jobs of the teacher to deal with such conflicts. *The First Days of School*, by Harry & Rosemary Wong presents classroom management as one of the three major elements of being an effective teacher. The other two are teaching for lesson mastery and practicing positive expectations. Some break effective teaching into two major skills: instruction and management (Curwin & Mendler, 1998 & Evertson, Emmer, Sanford & Clements, 1983).

Thus, a teacher cannot be effective without being able to deal with inevitable conflicts. A teacher may be very knowledgeable about the material *and* good at instruction without being skilled in classroom management. Without classroom management skills, the effectiveness of good instruction is lessened. Students will not absorb as much material, and instruction will take longer. In the words of Dreikurs and Cassel, "discipline is the fulcrum of education. Without discipline both teacher and pupil become unbalanced and very little learning takes place" (1972, p. 19).

What is successful classroom management?

Classroom management has been defined as "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning may occur" (Hofmeister & Lubke, 1990, p. 162). Notice that this definition says nothing

about keeping the classroom quiet. The goal is to guide the students "without letting them run wild or alternately stifling them" (Dreikurs & Cassel, 1972, p. 19). A classroom might be noisy while there is a lot of learning happening!

When considering classroom management, it's important to consider the dynamics of the classroom. There are three groups of students in a typical classroom. About 80 percent of students "rarely break rules or violate principles", about 15 percent "break rules on a somewhat regular basis, and about 5 percent "are chronic rule breakers and generally out of control most of the time." The trick of a good management plan is to "control the 15 percent without alienating the 80 percent and without backing the 5 percent into a corner" (Curwin & Mendler, 1988, p. 28). This is called the 80-15-5 principle.

Before discussing effective classroom management techniques discovered by researchers, it is practical to be aware of just how researchers measure effective management. Researchers typically use a combination of two elements in determining whether classroom management is successful. The most obvious is lack of inappropriate behavior in the classroom. The other is the on-task behavior of the students. The existence or non-existence of these two elements determine whether or not the student is doing what he should be doing, i.e. paying attention to the teacher, doing his work, etc. Now, on to the results of the studies!

Pre-school

In the four pre-school studies, various characteristics of effective management were found. Two studies agreed that the smoothness of the transition between activities is extremely important for keeping the student on-task. (Scott, 1997; Kounin & Doyle, 1975). Kounin & Gump also found that the type of activity influenced the extent of the

students being on task. The students were most on-task if they were doing individual work. They were fairly well on task if they had one thing to pay attention to, i.e. a teacher demonstration. However, the students were easily distracted if they needed to interact with other children, as in role-play or group work (1974). This seems to indicate that co-operative learning may not be best for pre-school students.

Scott found other effective techniques. First, he found that the length of activities was also important. Fewer episodes, which lasted longer periods of time, seemed to keep the students more engrossed rather than a larger number of shorter activities. This may be in part due to the difficulty of making smooth transitions between activities.

Secondly, he found that effective teachers used the beginning period of the day to establish patterns for the rest of the day. One common way of doing this is to go through, and perhaps post the schedule for the day and explain what is expected of the students for the day. Lastly, he found that effective managers expressed a greater amount of positive emotional feelings toward the students (1997).

Herman and Tramontana, in their research on Head Start children found results relating to the effectiveness of establishing expectations through instruction and the effectiveness of reinforcement. They found that "the combination of instruction and reinforcement is much more effective than either one of these alone" (Herman & Tramontana, 1971, p. 113). Basically, this means that establishing expectations and reinforcing the students when expectations are or are not met is the best way to achieve the "target behaviors." While this research did not specifically address rules and their consequences, it seems that there is enough of a parallel to conclude that having rules and consequences are an effective practice.

Grade School

Effective management for grade school students requires different techniques than that of preschool children, as is to be expected. Kounin's publication of 1970 reporting his study of 80 first and second grade classrooms was the groundbreaker for beginning research on classroom management. He found five major characteristics of good managers, as listed below (Kounin, 1970).

- 1) Teacher is aware of what is happening in the classroom at all times
- 2) Teacher maintains a smooth flow of activities without delays and avoids interruptions
- 3) Teacher maintains the attention of the whole class by trying to keep the students alert and interested and by not focusing too long on a single student
- 4) Teacher is able to deal with several things simultaneously
- 5) Teacher provides students with varied and challenging tasks

Kounin found that one way good managers maintained a smooth flow of activities was to give firm, quiet reprimands; these kind of reprimands allow the focus to remain on instruction. He also found that the firm, quiet reprimands were more effective than angry and punitive ones (Kounin, 1970).

"Influenced heavily by the previous work of Kounin," Jere Brophy and Carolyn Evertson followed up with a five-year study on teacher effectiveness in second and third grade classrooms (1976, p. 51). One of the focuses of the study was effective classroom management. A large portion of the research results reinforced the findings of Kounin. Similarly to Kounin's fifth major finding, Brophy and Evertson learned that more effective managers individualized the students work more often, which resulted in the students working consistently with fewer interruptions. They likewise found that monitoring, Kounin's first major finding, was important. They further learned that effective teachers often stationed themselves in places where monitoring would be easy. Finally, Brophy and Evertson found that maintaining a smooth flow of activities (Kounin's second major finding) was also important. Specifically, they found that

keeping transitions short and delivering reprimands in a calm, controlled manner were effective. They learned the importance of intervening quickly, before escalation was possible (Brophy & Evertson, 1976).

Brophy and Evertson learned that the existence of rules makes for a better managed classroom. They also found that the number of rules is significant. If a teacher has too many rules, the rules tend to be "overly specific and essentially meaningless" (Brophy & Evertson, 1976, p. 58). The more effective teachers explained the rules well at the beginning of the school year *and* had a class discussion on the reasons behind the rules. Discussing the rules with the class seems to have the effect of helping the students to understand the rules, as well as to remember them (Brophy & Evertson, 1976).

Brophy and Evertson also learned that teachers relied on students to manage themselves! When students needed help with an assignment, some effective managers set up a system where the students ask a classmate first. Effective managers also established something for students to do when they completed their work. Students were expected to go to a learning center in the room, or play a prepared game *independently* upon completing work. Both techniques are time savers for teachers (Brophy & Evertson, 1976).

Finally, Brophy and Evertson found that there is a strong relationship between student learning gains and good management. In their words,

"The reasons seem obvious: teachers who have few discipline problems therefore have most of their time available for teaching and are more likely to teach successfully compared to teachers who spend significant amounts of time fighting for attention or trying to deal with severe disruptions and discipline problems" (1976, p. 54).

The work of Evertson and Brophy in the area of management didn't end with this long study!

Anderson, Evertson and Brophy participated in the First-grade Reading Group Study, which tried to "verify the presumed effectiveness of several instructional techniques" (1979, p. 193). A small part of this study dealt with classroom management issues. They found that low transition time and behavior corrections were two very important elements in successful classroom management (1979).

Anderson, Evertson and Emmer conducted a large study of classroom management in 27 third grade classrooms. They reported three important elements. First, "teacher behaviors that may convey purposefulness" (Anderson, Evertson & Emmer, 1980, p. 346). Teachers were ready with materials and supply ahead of time and held their students accountable for completing their work in the allotted time. They used their class time wisely by using as much time as possible for instruction and as little as possible for procedural matters. (Anderson, Evertson & Emmer, 1980).

Second, "teacher behaviors that teach students how to behave appropriately" (Anderson, Evertson & Emmer, 1980, p. 348). They used the beginning of the school year to teach rules and procedures and to practice them with the students. Teachers followed through with consequences in a manner-of-fact manner and gave their students specific feedback -- both positive and negative feedback (Anderson, Evertson & Emmer, 1980 & Evertson & Anderson, 1979).

Third, "teacher skills in diagnosing students' focus of attention" (Anderson, Evertson & Emmer, 1980, p. 351). Effective managers were able to monitor behavior and to recognize whether students were on task. When finding a student not on task, the effective manager strives to figure out why. If a student was in need of information, the teacher provided the information quickly. In addition to being good monitors, the teachers actually "planned the day carefully enough to make sure that monitoring could

be accomplished easily" (Evertson & Anderson, 1979). In general, the effective manager strives to keep the students' attention. Some of the different means teachers used are listed below.

- They arranged desks so that the students faced or could easily face the point in the room where they most often focused attention.
- The teachers successfully used various 'tricks' for grabbing students' attention during lessons (moderating voice, movement, and pace).
- The teacher scheduled the day's work so that the students could begin with activities in which it was easy to focus attention and participate right away (especially when children or groups of children have difficulty 'settling in' at first). After successfully participating in an initial activity, the students could more easily slip into more demanding activities.
- The better managers clearly started and stopped activities, providing warnings before transitions, and they used other strategies to break momentum when necessary as well as to restart it (Anderson, Evertson & Emmer, 1980, p. 352).

In 1979, Brophy and McCaslin did a study on the management of grade school students, the Classroom Strategy Study. The students had various types of problem behaviors; i.e. low achievers, under-achievers, etc. They found that more effective teachers were able to come up with more detailed and more long-term strategies for improving various problem situations. They also found that effective teachers were more willing to be personally involved in working with their students (1992).

Using the data from the Classroom Strategy Study, Brophy and Rohrkemper investigated the issue of problem ownership on classroom management. Depending on whether a student's problematic behavior negatively affected the teacher, the student or both, the problems were perceived as teacher-owned, student-owned, and shared problems, respectively. They found that perceptions of problem ownership *do* affect how teachers perceive the student *and* the teacher's strategies in coping with the problems. For example, if a student's problem was bothering the teacher (i.e. was perceived as

teacher owned), the teacher would be more likely to use a more aggressive strategy to solve the problem (1981). This seems to indicate that teachers value a non-disruptive student over a student that is on task.

In the Classroom Organization Study (COS) Emmer, Evertson and Anderson tried to find out how effective managers begin the school year and what basic principles of effective management were underlying teaching throughout the school year. They focused on 27 third grade teachers. There were many characteristics found of the effective managers. Such teachers taught the rules and procedures during the first several weeks of school and treated them as a major teaching task. They also made sure that the consequences for breaking rules were very clear (Emmer, Evertson & Anderson, 1980).

Effective managers started monitoring "behavior carefully at the beginning of the year and stopped inappropriate behavior quickly were able to keep deviant behavior rates low" (1980, p. 230). In contrast, the ineffective managers did not do this at the beginning and the amount of "deviant behavior" in their students increased throughout the year! The effective teachers also applied consequences consistently. Finally, the effective teachers in this study made sure that they gave careful directions to the students before they were willing to "turn them loose" (Emmer, Evertson & Anderson, 1980, p. 230).

Emmer and Evertson later joined Sanford and Clements in the Classroom Management Improvement Study (CMIS). In this study, first through sixth grade teachers were given a manual with eleven principles meant to improve their classroom management techniques. Many of the eleven principles were based on the COS. The manual had one chapter for each principle, including an explanation and examples. They found that the teachers who read the manual had significantly better managed classrooms.

"Results indicated that in classes taught by treatment teachers there was significantly less inappropriate student behavior than in classes taught by control teachers. Treatment teachers' classes also had significantly lower proportions of students off-task without the teachers' permission, and significantly greater proportions of students engaged in appropriate tasks (Evertson, et al, 1983, p. 179).

But they didn't stop there! They went on to evaluate the effectiveness of each of the eleven principles.

The results of the COS were reinforced. Good managers established and taught procedures, rules and consequences in the beginning of the year. They monitored student behavior closely, consistently used procedures, intervened quickly, and applied consequences consistently. They also found that instructional clarity is associated with good management. Recall that the COS found that clear directions were important. This time, they found that in addition to clarity of directions, clarity in presenting of information was important (Evertson, Emmer, Sanford & Clements, 1983).

Finally, they also found one result that didn't appear on the COS. Increasing student accountability also had positive effects on students' behaviors. Developing "procedures that keep the children responsible for their work" (Evertson, Emmer, Sanford & Clements, 1983, p. 177) will go a long way in preparing children to become independent decision-makers! Such an emphasis on student accountability would address Edward Rozycki's cleverly put concern that "a school's 'disciplinary' procedures may have little to do with developing discipline in the students" (Rozycki, 1999, p. 1).

Borg and Ascionne's research also involved a treatment program for teachers: The Utah State University Classroom Management (USUCM) Program. They focused on third through sixth grade classrooms. The USUCM Program suggested thirteen ways to improve classroom management. Seven of the thirteen techniques were strongly

correlated with effective classroom management. These techniques were: positive questioning techniques, alerting cues, peer involvement, academic specific praise, nonacademic specific praise, general praise (1982). (Five more techniques were also correlated, less strongly. Unfortunately, the authors didn't identify these five techniques.) See below for brief descriptions of some of the seven techniques listed above).

- **Positive questioning technique:** Teacher frames question before calling on pupil
- **Alerting cue:** Teacher alerts non-performers that they may be called on or their work may be checked.
- **Peer involvement:** Teacher asks student to respond to another student's recitation or work activity (Borg & Ascionne, 1982, p. 88).

In addition to finding certain elements that correlated with effective management, they found that teachers who went through the program had better managed classrooms (Borg & Ascionne, 1982).

Thompson, Brasswell, Persons, Tucker and Rollins did a study on the effectiveness of using contingency management theory and on the effectiveness of training teachers in contingency management. Contingency management is defined as emphasizing the reinforcement of appropriate conduct while minimizing attention to inappropriate conduct. They found that after teachers underwent contingency management training, there were improvements in the classroom (1974). After the treatment, "children in experimental classes were about one-half as disruptive as controls and almost 50% more involved in assigned tasks" (Thompson, et al 1974, p. 27). They concluded that contingency management works well for many grade school teachers.

Research by Ayllon and Roberts on 5th grade boys found that strengthening academic performance resulted in fewer discipline problems. When academic skills were reinforced with a token system, the boys had more motivation to focus on their work.

This increase in on-task behavior caused a decrease in inappropriate behaviors (Ayllon & Roberts, 1974).

Other research by Borg, Good and Medley also support such a relationship. They found that there is a significant relationship between appropriate student behavior and student achievement gains (Evertson, et al, 1983). However, the work of Ayllon and Roberts went one step further. They found trying to decrease discipline problems do not reinforce academic skills (1974). This is important because it indicates that good instruction is a pre-requisite to good management! This goes against the common belief that teachers need to "make them sit still so they will learn," as indicated in the introduction of this paper. Rather, the findings indicate that if we "teach them better and they may sit still" (Ayllon & Roberts, 1974, p. 71). The author would like to suggest *that assuming a teacher has both effective instruction and effective management*, the relationship goes both ways, i.e. that effective management promotes learning and effective instruction promotes a well-managed classroom.

Dreikurs and Cassel wrote a book together called *Discipline without tears: What to do with children who misbehave*. Although this is not a primary research work, the authors make some indications that they have done research on the topic and have found some basis for their conclusions. According to Dreikurs and Cassel, when a child misbehaves, "he is acting on the faulty logic that his misbehavior will give him the social acceptance which he desires" (Dreikurs & Cassel, 1972, p. 32). They contend that children between the age of five and ten misbehave in the classroom due to four mistaken goals. These goals are: 1) to get attention, 2) to gain power, 3) to get revenge, and 4) to display feelings of inadequacy. A teacher can figure out which goal(s) a student has by asking him the following questions (Dreikurs & Cassel, 1972, p. 44).

- "Could it be that you want me to notice you?" (Goal 1)
- "Could it be that you want to be the boss?" (Goal 2)
- "Could it be that you want to get even?" (Goal 3)
- "Could it be that you want to be left alone?" (Goal 4)

Once a teacher can diagnose which of the four goals (or combination of the four goals) a student is striving for, he can use a corrective procedure that is an appropriate response to the student's goal(s). Four possible corrective procedures for the four goals are respectively, 1) never give the child attention when he wants it, 2) don't fight and don't give in, 3) never say you are hurt, and 4) encourage when he makes mistakes. More detailed responses, as well as characteristics of child behaviors are listed in the table in Appendix A. In the author's experience of student teaching second and third graders, this technique as a whole seemed very effective!

Junior High

The studies done on junior high teachers yielded concrete suggestions for effective classroom management, many of which overlap with the results from research on management in grade schools. Both junior high studies agreed that the first day of school is extremely important for establishing control for the rest of the year (Moskowitz & Hayman, 1976; Evertson & Emmer, 1982). Evertson & Emmer listed some of the important parts of the first day (1982). They found that more effective teachers:

- 1) were better at teaching rules and procedures
- 2) had students keep copies of the rules
- 3) were more explicit about desired behavior
- 4) had expectations about call outs, movement about the room, talking among students and hand-raising.

Evertson and Emmer also identified techniques that were predominant throughout the entire year. Teachers monitored extensively and quickly attended to inappropriate behavior (before anything could become a large problem). Effective teachers also were

more consistent in enforcing rules and procedures and more consistent in managing behavior. In *Teaching Strategies: A Better Guide to Instruction*, the authors support the importance of consistency. "Teachers who are effective managers . . . state rules clearly and enforce them consistently. On-again, off-again enforcement contributes to student behavior problems" (Orlich, Harder, Callahan & Gibson, 1998, p. 186).

The more effective managers were also better able to address the problem of a student behaving inappropriately, even if there weren't any established rule or procedure regarding that particular behavior. They also ignored disruptive behavior less (1982).

Moskowitz and Hayman found that the very teachers who established control most effectively were rated by their students as being the best teachers. They also found that although the best teachers were very good at controlling the classroom, they also provided a "warm, understanding, supportive climate in which students felt comfortable and were able to work productively" (Moskowitz & Hayman, 1976, p. 288).

Doyle did a study on 7 junior high English teachers to "in an effort to discover how classrooms are managed" (Doyle, 1984, p. 259). His work resulted in six major findings. 1) Successful managers "construct lessons that fit the externally-paced schedule of the school day" (Doyle, 1984, p. 275). They designed the lessons so that they fit well into a 55-minute period. They "clearly marked the closing of a session with a distinct routine for dismissal" or let the bell interrupt the last activity (Doyle, 1984, p. 271). 2) Successful managers "use activities that have a clear programme of action for participants" (Doyle, 1984, p. 275). They gave precise instructions. 3) Effective managers "explicitly mark the boundaries of activities and the transitions between activities" (Doyle, 1984, p. 275). They had "distinct patterns for opening and closing sessions and clearly signaled the beginning and ending of segments" (Doyle, 1984, p.

272). 4) They "demonstrate situational awareness by attending to details and commenting on events taking place in the room" (Doyle, 1984, p. 275). 5) Effective managers "protect activities until they are established by actively ushering them along, focusing public attention on work and ignoring misbehavior that disrupts the rhythm and flow of events" (Doyle, 1984, p. 275). They often go over the first few items of an exercise and move around the room to see whether students were on task. For the first month of school, they also often avoid working with individual students for a prolonged period of time. (Doyle, 1984). 6) Effective managers "push students through the curriculum even when misbehavior is prevalent in the class" (Doyle, 1984, p. 275). They "fill communication channels with information about curriculum content and assignments rather than misbehavior" and "seemed to prefer handling misbehavior privately and to maintain the rhythm or flow of class events" (Doyle, 1984, p. 274).

High School

A study of high schools in London that are comparable to American high schools produced a list of several effective management techniques for high school teachers. They found that "children's classroom behavior was much better when the teacher had prepared the lesson in advance, so that little time was wasted at the beginning in setting up apparatus or handing out books and papers" (Rutter, Maughan, Mortimore & Outson, 1979, p. 184). They also found benefits when the teacher arrived on time. It was also found that "if the lesson was planned as class-oriented, the teacher mainly directed attention to the class as a whole" (Rutter, et al, 1979, p. 184). They also found that "pupil behavior was much better when teachers used an ample amount of praise in their teaching" (Rutter et al, 1979, p. 185).

Unfortunately, research on management at the high school level is very limited. Let's consider what teachers say. *Managing Today's Classroom: Secondary School*, a videotape distributed by the Association for Supervision and Curriculum Department, discusses the management strategies of New Vista High School in California. This school has a unique program and the school rarely has any discipline problems. The teachers in the high school have found that keeping the lessons interesting and purposeful prevents addresses the issue of boredom and cuts back on off-task behavior. Mr. Zola, a social studies teacher at the high school points out, "if you look at a meeting, adults misbehave [when they're bored] -- more politely, but they still do. They do other chores [or] talk to their neighbors" (Checkley & Oppenheimer, 1998). Keeping the interest level of the students high seems to be important across all ages. Remember that in his study of first and second graders, Kounin found that keeping the students interested was a characteristic of a good manager.

Training teachers to become better managers

If effective classroom management is a necessary part of effective teaching, should teachers be trained in effective management practices? To answer this question, it is necessary to know whether such training is effective. Earlier, we discussed some research works that indicated that teacher training in management does improve management skills. These will be reviewed briefly.

Recall the works of Borg and Ascione and of Brasswell, Persons, Tucker and Rollins. Borg and Ascione found that the teachers trained in the USUCM Program had better managed classrooms than the control teachers had. Brasswell and his fellow researchers found that instructing teachers in contingency management before school began resulted in better managed classes, as compared with teachers who were not given

contingency management training. Evertson, Emmer, Sanford and Clements' manual with the eleven research-based principles of good management caused improvements in the teachers that read it!

As long as management training is effective, experience shouldn't be the only teacher. In 1984, McDaniel noted that

"most teachers enter the profession and persevere in it, with little or no training in school discipline techniques. This is indeed strange when discipline problems are so frequently cited as the greatest dilemma facing public schools . . . Few states mention behavior management in certification regulations . . . Few colleges or universities require (or even provide) courses in classroom discipline for regular classroom teachers" (as quoted by Tauber, 1990, p. 6).

This author recommends that every teacher education program include classroom management training in the curriculum and that schools provide management workshops for teachers before they begin to teach the school year. In the words of Evertson and Anderson, "the more information a teacher has about what to expect and what needs to be planned, . . . the more successful he or she is likely to be in establishing an effective classroom management system.

Common Themes

As the reader may have noticed, many of the research results overlap each other. Overall, it seems that the general principles of the research across different grade levels are the same. Thus, the common themes discussed in the next few pages seem to be applicable for all ages.

Prevention/Intervention

Classroom management seems to be made up of two parts: prevention and intervention. When trying to prevent problems, consider the question "What can be done

to prevent problems?" When intervening, ask yourself, "What can be done when misbehavior occurs to solve the problem without making it worse?"

The most popular preventative measure is establishing rules and consequences. Hoffmeister and Lubke give an example of a rule as a preventative measure in *Research into Practice* (1990, p. 164).

"Rules should have a strong preventative role. For example, if a teacher constantly reprimands students for playing with objects on their desks and sets no rules related to what should be on the desk for a specific activity, he or she has failed to make use of a simple preventative option -- the use of a set of rules to guide the effective use of desk space in school and in future work places."

Probably the most common intervention measure is to enforce a rule when it is broken by applying a consequence.

Our goal as managers should be to try to do as much in the way of prevention as possible. As the old saying goes, "an ounce of prevention is worth a pound of cure."

Rules and Consequences

While little of the research cited here has specifically found that having rules and consequences is effective, many of the effective strategies actually involve the establishment and enforcement of rules and consequences. It seems, then, that the researchers assume that establishing rules and consequences is an effective classroom management practice. This makes sense, because it is appropriate for the students to know the teacher's expectations to begin with.

Effective Rules

Some recommendations have been made for effective rules. Rules are defined as behavioral expressions of the principles that define clearly what is and is not acceptable

in the classroom. Suggested guidelines for rules include: 1) rules should describe specific behavior, 2) create rules in positive terms when possible, 3) rules should be brief, and 4) in creating rules, avoid the word "try." So, how specific should a rule be? Consider specificity in this example from *Discipline with Dignity*.

Too Vague: Do not interfere with another student's learning.

Too Specific: Do not poke your fingers in another student's eye.

Just Right: People are not for hitting. Keep your hands to yourself.

If rules are too vague, it makes them difficult to enforce. However, if they are too specific, it would be necessary to have an excessive amount of rules to cover everything!

Consequences vs. Punishment

Many authors that have created guidebooks on classroom management agree that using logical consequences is better than using punishment. Logical consequences are distinctly different from punishment. Consequences are directly related to the rule. "They are both logical and natural, and they help the rule violator learn acceptable behavior from the experience. Their intent is instructional rather than punitive because they are designed to teach students the positive or negative effects of their behavior" (Curwin & Mendler, 1988, p. 70). "Punishment involves retaliation and is not an effective teaching method" (Dreikurs & Cassel, 1972, p. 62). This actually isn't a new idea. A 1907 publication on classroom management by William Chandler Bagley expresses a preference to logical consequences over punishment! He says, "the infliction of a penalty is always the last resort, reserved for those cases in which all other means fail" (Curwin & Mendler, 1998, p. 24). Some examples of rules with logical consequences, along with punishments to contrast are listed below (Curwin & Mendler, 1988, pp. 70-71).

1. **Rule:** All trash must be thrown in the basket

Punishment: Apologize to the teacher in front of the whole class.

Consequence: Pick your trash up off the floor.

2. **Rule:** Tests and homework must be completed individually unless group work is assigned. There is no copying other students' work.

Punishment: Write 100 times, "I will not copy other students' work."

Consequence: Do the test or homework again under supervision.

3. **Rule:** No talking when someone else is talking. If you want to speak, wait until the current speaker has finished.

Punishment: Sitting in the hall for the entire period.

Consequence: Wait five minutes before speaking.

Have a Range of Consequences

In *Discipline with Dignity*, it is suggested that a teacher should have a range of consequences. Having a range of consequences enables the teacher to choose the most appropriate consequence when enforcing a rule. This suggestion because it enables a teacher to be consistent in enforcing rules, the importance of which is discussed later. The range of consequences for a rule can typically include a reminder, a warning, and a number of logical consequences. Consider the following example taken from *Discipline with Dignity*.

Rule: Homework must be turned in on time

Range of Consequences:

1. Reminder of the rule
2. Warning
3. Hand in homework the close of school that day.
4. Stay after school to finish homework.
5. A conference between teacher, student, and parent to develop an action plan for completing homework on time.

If Miss Martin has two students that didn't turn in their homework one day, she can give them different consequences, depending on her judgement.

Suppose Susan has never missed an assignment before and today she does

because of the confusion of her father being taken to the hospital. Miss Martin

may choose to simply give her a reminder or a warning. In doing this, she has not

failed to deliver a consequence. If Tom gives her an excuse, but he has already shown up without homework 10 times already, she Miss Martin may decide to set up a conference (Curwin & Mendler, 1988).

Monitoring

In order for a teacher to know that a student is following the rules and procedures, it is important for the teacher to pay attention to what is happening in the classroom! A good monitor is able to keep tabs on what is happening, even if there are multiple activities occurring at once. It is also important for the teacher to demonstrate awareness of what is happening in the classroom. One way of doing this is by commenting on events occurring in the classroom. Children often characterize a good monitor as a teacher who "has eyes in the back of his head!" Monitoring also includes being able to diagnose where an individual student's focus of attention lies. If a student is not on task, an effective teacher strives to find out why and to fix the situation. Monitoring also enables the teacher to be aware of any inappropriate behavior occurring in the classroom.

Enforcing Rules and Applying Consequences

Once the teacher is aware of any inappropriate behavior, it is his responsibility to follow up by enforcing the rules and applying a consequence. It is very important to be consistent in doing so! If students don't need to wonder whether the teacher is going to enforce a rule, they won't test the teacher as much! It's desirable to give minimal attention to inappropriate behavior, but don't ignore it!

The delivery of the "desist" is just as important as following through. Address the student soon after inappropriate behavior begins so that the problem

doesn't get a chance to escalate. When addressing the student, do it quietly and firmly. (There's no need to yell.) This allows no room for argument. If the student tries to argue, don't get involved in a power struggle. Simply repeat what was said initially. Don't get upset with the student. Deal with him in a matter-of-fact manner. Delivering a desist this way will prevent the disrupting the class and will maintain the dignity of the student.

The Beginning of the School Year

The beginning of the school year seems extremely important. At the very beginning, teachers need to clearly convey expectations. After compiling the results of research on the beginning of the school year, it seems that there are eight things a teacher can do to communicate his expectations.

1. Establishing procedures, rules and consequences
2. Teach rules and procedures
3. Practice following rules and procedures
4. Make sure consequences are clear
5. Monitor carefully
6. Follow through with consequences quickly
7. Be explicit about desired behavior
8. Have expectations for call outs, movement in the room, and talking

Teachers that do these things at the beginning of the school year have much better managed classrooms. Teachers who do teach them in the beginning but don't spend sufficient time on the task and teachers who try to implement them later in the year often find themselves frustrated with a disruptive classroom.

Time Management

Managing time wisely is a great preventative measure! Effective managers have materials prepared ahead of time and minimize time for handing out materials and setting up apparatus. Effective teachers avoid delays and interruptions when possible. They

also schedule activities to fit well into the time block. They don't end class early, but clearly mark the closing of a session or let the bell interrupt work. Following these suggestions naturally lends itself to maximization of instructional time.

Transitions Between Activities

Research has found again and again that transitions between activities are very important! Transitions are smooth if the beginning and end of activities are clearly marked by the teacher, with clear instructions after the end of one activity and before the next one. Effective managers keep their transition time to a minimum.

Instruction

Different aspects of instruction seem to be correlated with good management. Especially important is clear instruction and giving clear instructions before beginning a new activity. Skill in maintaining the attention of the class seems to be a characteristic of good management, as well as pushing the curriculum and trying to strengthen academic performance.

Giving Students Feedback

Giving students feedback in a number of ways is characteristic of a good manager. This is probably indirectly related to good management by enhancing the motivation of students. Feedback can include general praise, academic specific praise, nonacademic specific praise, specific negative feedback, and encouraging students when they make mistakes.

Student Accountability

Good managers hold students accountable for completing work in the time allotted. When a class is doing in-class work, a student may be off task without engaging

in obviously inappropriate behavior. Mr. McDaniel, the author's supervising teacher at RSD, suggested that giving class work different from the homework is a good technique. The teacher can hold the students accountable for completing their class work by requiring that it be done by the end of class. If a student doesn't complete it, he can be expected to use some of their lunchtime or study hall to come in and complete the work. Students who finish the class work are allowed to begin homework. In using this technique, the amount of on-task behavior increased!

Relationship with the students

Good managers actually have good relationships with their students! Students rate good managers as being the "best" teachers. Good managers are willing to become personally involved with the students and provide a warm, understanding supportive climate.

Closing

It is important to remember that being an effective manager is not a substitute for being an effective teacher. Being an effective manager is tied in with being an effective teacher. In setting up a classroom management plan, consider the effective research practices. But also make sure that you choose one that fits with your individual style. If a teacher doesn't believe in the system he chooses, it is doomed to fail! And remember, don't expect anything to work all the time for all children. In the words of Brophy and Evertson, "the most appropriate method of dealing with a particular child or class varies according to the developmental level of the child or class" (1976, p. 60). Finally, remember that the ultimate goal of management is to promote learning. If a technique works, but doesn't promote learning, don't use it!

Suggested Readings

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**** For easy reference, some of the information presented in this paper is available at:**

<http://www.rit.edu/~mkh2289/teaching/thesis/default.htm>

Some of the information as presented on the web page is attached as Appendix B.

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Appendix A

Child's Goal	Child's Action and Attitudes	Corrective Procedure
GOAL 1 Attention	NUISANCE <ul style="list-style-type: none"> • SHOW OFF • CLOWN • LAZY • Puts others in his service • Keeps teacher busy • Thinks "Only when people pay attention to me do I have a place" 	NEVER GIVE ATTENTION WHEN CHILD DEMANDS IT <ul style="list-style-type: none"> • Ignore the misbehaving child who is bidding for attention. (Punishing, nagging, giving service, advising, is attention) • Do not show annoyance. Be firm. • Give lots of attention at any other time.
GOAL 2 Power	STUBBORN <ul style="list-style-type: none"> • ARGUES • WANTS TO BE THE BOSS • TEMPER TANTRUMS • TELLS LIES • DISOBEDIENT • DOES OPPOSITE TO INSTRUCTIONS • DOES LITTLE OR NO WORK • Says, "If you don't let me do what I want you don't love me." • Thinks, "I only count if you do what I want." 	DON'T FIGHT -- DON'T GIVE IN <ul style="list-style-type: none"> • Recognize and admit that the child has power. • Give power in situations where child can use power productively. • Avoid power struggle • Extricate yourself from the conflict. • Take your sails out of his wind. • Ask for his aid. • Respect child. • Make agreement.
GOAL 3 Revenge	VICIOUS <ul style="list-style-type: none"> • STEALS • SULLEN • DEFIANT • Will hurt animals, peers and adults • Tries to hurt as he feels hurt by others • Kicks, bites, scratches • Sore loser • Potential delinquent • Thinks, "My only hope is to get even with them." 	NEVER SAY YOU ARE HURT <ul style="list-style-type: none"> • Don't behave as though you are hurt. • Apply natural consequences. (Punishment produces more rebellion.) • Do the unexpected. • Persuade child that he is liked. • Use group encouragement. • Enlist one buddy. • Try to convince him that he is liked.
GOAL 4 Display of Inadequacy	FEELS HOPELESS <ul style="list-style-type: none"> • 'STUPID' ACTIONS • INFERIORITY COMPLEX • GIVES UP • TRIES TO BE LEFT ALONE • RARELY PARTICIPATES • Says "You can't do anything with me." • Thinks, "I don't want anyone to know how inadequate I am." 	ENCOURAGE WHEN HE MAKES MISTAKES <ul style="list-style-type: none"> • Make him feel worthwhile. • Praise him when he tries. • Say, "I do not give up with you." • Avoid support of inferior feelings. • Constructive approach • Get class co-operation with pupil helpers • Avoid discouragement yourself

Adapted from *Discipline with Dignity*

Appendix B

Classroom Management: Effective Practices

Welcome to my master's project homepage. I've set up this site to share what I've learned in the process of my literature review on classroom management.

--- Marlene Hentschel

Special thanks go to my advisor Gerry Bateman, Mark McDaniel and Lori Delavak!

Why is classroom management important?

- Being an effective teacher includes being a good manager.
 - Good management facilitates learning
 - Conflict is inevitable
-

The 80-15-5 Principle

- There are three groups of students in a typical classroom.
 - 80% of students "rarely break rules or violate principles"
 - 15% "break rules on a somewhat regular basis"
 - 5% "are chronic rule breakers"
 - The trick of a good management plan is to "control the 15 percent without alienating the 80 percent and without backing the 5 percent into a corner."
-----Curwin & Mendler
-

What is Classroom Management?

- ▣ It is not simply a matter of discipline
 - ▣ It does not necessarily mean having quiet room
 - ▣ "the provisions and procedures necessary to establish and maintain an environment in which instruction and learning may occur"
- Hofmeister & Lubke
-

Good management is in effect if the students are:

- ▣ on task
 - ▣ not behaving inappropriately
-

Two Step Approach to Management

Prevention

"An ounce of prevention is worth a pound of cure."

Prevention: What can be done to prevent problems?

- Keep lessons
 - interesting
 - well-paced
 - Assigned seating
 - Establish rules and consequences (a social contract)
 - Be consistent in following through with consequences
-

Intervention

Intervention: What can be done when misbehavior occurs to solve the problem without making it worse?

- Reminder of a rule
 - Warning
 - Logical Consequence
 - Remove or move the student(s)
 - Discuss situation privately in the hall
 - Time-out
 - Refer to principal
 - Refer to counselor, social worker, or psychologist
 - Refer to peer mediation
-

Effective Rules

Rules are behavioral expressions of the principles that define clearly what is and is not acceptable in the classroom.

Guidelines for rules:

- describe specific behavior
 - create in positive terms when possible
 - be brief
 - avoid the word "try"
 -
-

How specific?

Too Vague: Do not interfere with another student's learning.

Too Specific: Do not poke your fingers in another student's eye.

Just Right: People are not for hitting. Keep your hands to yourself.

Example taken from *Discipline with Dignity*.

Logical Consequences

Logical consequences are distinctly different from punishment.

■ Logical Consequences

- are directly related to the rule.
- help the rule violator learn acceptable behavior
- are instructional rather than punitive because they are designed to teach students the positive or negative effects of their behavior"

--Curwin & Mendler

■ Punishment

- is not an effective teaching method
- involves retaliation

-- Dreikurs & Cassel

Examples

Rule: All trash must be thrown in the basket

Punishment: Apologize to the teacher in front of the whole class.

Consequence: Pick your trash up off the floor.

Rule: Tests and homework must be completed individually unless group work is assigned. There is no copying other students' work.

Punishment: Write 100 times, "I will not copy other students' work."

Consequence: Do the test or homework again under supervision.

Rule: No talking when someone else is talking. If you want to speak, wait until the current speaker has finished.

Punishment: Sitting in the hall for the entire period.

Consequence: Wait five minutes before speaking.

Adapted from Discipline with Dignity.

Range of Consequences

Having a range of consequences enables the teacher to choose the most appropriate consequence when enforcing a rule.

Generic model

- ❑ Reminder
 - ❑ Warning
 - ❑ Logical consequence #1
 - ❑ Logical consequence #2
 - ❑ Logical consequence #3
-

Example

Rule: Homework must be turned in on time

Consequences

- ❑ Reminder
 - ❑ Warning
 - ❑ Student must hand in homework before close of school that day
 - ❑ Stay after school to finish homework
 - ❑ Student gets a zero on the assignment
 - ❑ A conference between teacher, student, and parent to develop an action plan for completing homework on time
-

Consider these two students

Susan: "I'm sorry, Miss Martin, but my father was very sick last night. I had to baby-sit while he was taken to the hospital, and in the confusion, I didn't have time to get my homework done."

Susan has never missed an assignment before.

Tom: Tom has given excuses for incomplete homework 10 times in the last month.

Adapted from *Discipline with Dignity*

Monitoring

- An effective teacher is **aware of what's going on in the classroom**
- Children often characterize a good monitor as a teacher who **"has eyes in the back of his head."**
- A good monitor is able to keep tabs on what is happening, even if there are **multiple activities** occurring at once
- Monitoring is useless if not coupled with **quick intervention.**

Example

Consequences

- Reminder
- Warning
- Student must hand in homework before close of school that day
- Stay after school to finish homework
- Student gets a zero on the assignment
- A conference between teacher, student, and parent to develop an action plan for completing homework on time

Consider these two students

Student: "I'm sorry, Miss Martin, but my father was very sick last night. I had to help all while he was taken to the hospital, and in the confusion, I didn't have time to get my homework done."

Student has never missed an assignment before.

Teacher: Tom has given excuses for incomplete homework 10 times in the last month.

Adapted from *Discipline with Dignity*

Enforcing Rules (Intervention)

Do it Quickly

- This prevents the problem from escalating

Delivery

- Quietly
- Firmly
- Don't argue with the student
- Don't get upset

Be Consistent

- If students don't need to wonder whether the teacher is going to enforce the rule, they won't test the teacher as much.
-