# BEHAVIOR MANAGEMENT

SYSTEMS, CLASSROOMS, AND INDIVIDUALS

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### Preface

n our roles as special education teachers, behavior specialists, behavior analysts, early intervention specialists, and teacher educators, we've had the opportunity to work with a range of students, teachers, administrators, and families. Over the course of 42 years of combined experience in these roles, we've learned that children and teens are simultaneously complex and predictable. Through our experiences and educational backgrounds, we developed this textbook to serve as a pragmatic resource for those embarking on their teacher preparation journeys, educators already in their classrooms, and any other individual seeking reliable, practitioner-friendly tools for behavior management. Tying in our experiences from classroom teaching and preparing undergraduates, we sought to provide a quality textbook that met the unique needs of upcoming educators, either at the undergraduate or graduate level.

The book is hinged on weaving legislation with research, then linking these into practical strategies for classroom management. We sought to produce a text that approaches classroom management from the big picture to the individual student. While this is a large undertaking, we felt it was important to address theory, systems, classrooms, and individuals. First and foremost, we wanted to remind readers that all of our students are complex, with layered identities that hinge on developmental milestones in the areas of cognitive, physical, and emotional domains. Students come to school from a variety of cultural, religious, linguistic, socioeconomic, and racial backgrounds. Then, their identities are layered with individual familial, sexual and gender identity, and personality differences. All this is to say that as authors of this book, we recognize the importance of treating students as the individuals they are, despite the predictability of behavioral theory or research.

With that being said, the theory behind behavior helps to understand the predictable nature of some behaviors. Topics like reinforcement and functions of behavior will help teachers understand the whys of behavior. Laws inform decision making, particularly as it relates to students with disabilities and zero-tolerance initiatives. Behavior-related systems and frameworks provide context for understanding how schools can respond to student behavior in a holistic manner—focusing on prevention, instruction, and climate—rather than knee-jerk reactions after behavior has occurred. Finally, we aimed to address individualized behaviors. While the content covered here about individual behaviors just scratches the surface with the complexities of our students, it is our hope that

teachers will be given enough tools to begin to understand how they can support students or, at the very least, understand how they are supported by other professionals, such as behavior analysts.

On the PluralPlus companion site you'll find summary outlines for each chapter, case studies, chapter-by-chapter presentation slides, test banks, further activities, and sample activities. Our goal in writing this textbook was to provide accessible and real examples teachers could use in their classrooms today and in the future. Through linking online content to the pages of text via vignettes and connection boxes, we want to encourage the reader to make sense of the information presented here through a wide lens. Behavior isn't just about theory. It isn't just about the classroom setting. It also isn't just about one student in isolation. Behavior is all of these things and without all the pieces, we don't believe a true "well-oiled machine" of classroom and behavior management can occur.

### Acknowledgments

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—Colleen Barry and Jennifer D. Walker

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—Colleen Barry

Thank you to my family, including the friends I've chosen as family, for your support while I talked behavior, processed strategies, sat in front of the computer, and lamented for the past year.

I would like to acknowledge the students, teachers, and administrators who taught me so much about behavior during my K–12 teaching career and the colleagues who continue to inspire and share knowledge with me in higher education.

Finally, a huge thank you to Colleen for making writing easy and for being a constant support when I just couldn't put another thing on an overflowing plate. If there was ever an un-lottery to be won, we'd be the people to win it given all the challenges we faced during the writing of this book. Thank you for your sense of humor, which I appreciate more than you know, when I say that one (or many) things that maybe I shouldn't. Thanks for "getting me."

—Jennifer D. Walker

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To mom and dad, I know you both would have been so proud. At least you don't have to read it now.

To my wife, Laura, your patience is truly infinite. I hope you enjoy reading every single page.

—Colleen Barry





To Brett, Tatum, Campbell, and Lincoln for teaching me the difference between classroom management and parenting children who need BIPs.

—Jennifer D. Walker







### PART I

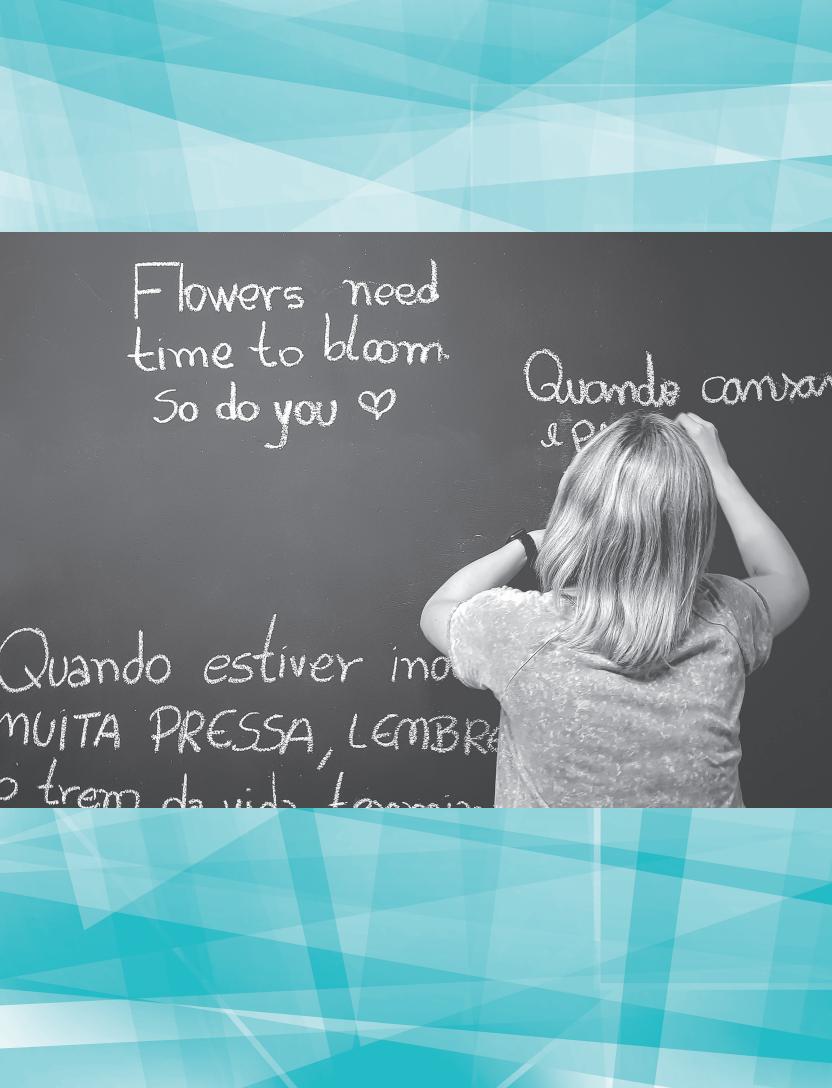
# FOUNDATIONS OF CLASSROOM MANAGEMENT

Chapter 1. Introduction to Behavior Management

Chapter 2. Understanding Student Needs

Chapter 3. Basics of Behavior





### CHAPTER 1

# INTRODUCTION TO BEHAVIOR MANAGEMENT

### **Learning Objectives**

- Explain laws influencing disciplinary procedures
- Identify prominent key figures in the development of behaviorism and foundations for classroom management
- Define terminology in the development of behaviorism and foundations for classroom management
- Define evidence-based practices and high-leverage practices
- Identify where to find information on evidence-based practices and high-leverage practices

### **Key Terms**

**Active Listening** 

Antecedent

**Applied Behavior Analysis** 

Assertive Management Style

Behavioral Intervention Plan (BIP)

**Choice Theory** 

Classical Conditioning

Classroom Management

Conditioned Response

Consequences

Discipline Hierarchy

Functional Behavioral Assessment (FBA)

Hostile Management Style

Individualized Education Program (IEP)

Individuals with Disabilities Education

Act (IDEA)

Individuals with Disabilities Education

Improvement Act (IDEIA)

Manifestation Determination Review

(MDR)

**Neutral Stimulus** 

No-Lose Conflict Resolution

Nonassertive Management Style

**Operant Behaviors** 

**Operant Conditioning** 

Respondent Behavior

Restraint and Seclusion

Satiation

Stimulus Bound

Unconditioned Stimulus

Withitness

imply put, classroom management refers to the ways in which educators implement focused strategies, skills, and techniques to ensure an organized, attentive, and academically productive classroom, free of disruptions resulting from challenging behavior (Davis, 2017). Classroom management is a critical skill for teachers to master and requires specific, direct, and purposeful preparation. This chapter will discuss the foundations of classroom management as well as theoretical models of behavior management and includes a template (Figure 1–1) that will serve as a note-taking guide for you throughout this book. Further, key features of identifying evidence-based practices, strategies, and interventions, along with careful review of legal considerations for behaviors and consequences are discussed.

### Figure 1-1. Classroom management planning template.

- 1. My philosophy on classroom management is:
- 2. Classroom procedures I want to include in my classroom management system:
- 3. Expectations I want to include in my classroom management system:
- 4. Rules I want to include in my classroom management system:
- 5. Reinforcers I might include in my classroom management system:
- 6. Consequences I might include in my classroom management system:
- 7. Classroom arrangement considerations I will use in my classroom:
- 8. My plan for crisis situations in my classroom include:
- 9. I will build relationships with parents and guardians using these strategies:
- 10. I will build relationships with students using these strategies:
- 11. I might consider the following group contingencies:
- 12. Some ways I might teach social skills include:

Classrooms are dynamic environments wherein educators are required to maintain a delicate balance of encouragement, challenge, and student engagement. The most vital aspect of a teacher's role is to educate all students to reach their maximum potential and experience success in a safe and comfortable environment. So much of teacher preparation involves pedagogy, content knowledge, and methods; however, without a receptive audience, all of this is for naught. Classroom management is arguably the most important element to learning and achievement as it fosters a coordinated environment and facilitates students' availability to learn (Lester, Allanson, & Notar, 2017). An effectively managed classroom has been shown to have positive, direct effects on children's emotional and cognitive development, as well as a reduction in behavior problems (Ostrosky, Jung, Hemmeter, & Thomas, 2003). It is important to point out that teachers cannot control students, but they can create classroom environments that encourage positive decision making and prosocial behaviors.

### **Prominent Theorists of Behavior Management**

Contemporary classroom management has firm roots in behaviorism, with its fundamental elements linked back to several theorists. The findings from prominent theorists such as B. F. Skinner, William Glasser, Rudolf Dreikurs, and Jacob Kounin are widely recognized as forging the foundation for contemporary classroom management. Although each of these theorists contributed an abundance of ideas that can be used in classroom management development, this chapter highlights some of the most important and relevant contributions for teachers.

As you read the information about these theorists, consider what resonates with you as a classroom manager. What traits of each theorist would you like to emulate? Incorporate into your own management plan? Recognize but not use? Discard as not relevant to your situation? It is important to not only learn about theory but also to understand how to use it in your own classroom.

#### B. F. Skinner

Much of the early work in behaviorism and human learning did not take place within the context of schools but rather in controlled laboratory settings. B. F. Skinner, one of the most eminent psychologists of the 20th century and known as the father of operant conditioning and the originator of applied behavior

analysis, pioneered much of this work. His seminal book The Behavior of Organisms: An Experimental Analysis (1938) laid the groundwork for what was to become some of the most influential advances in psychology. Applied behavior analysis was founded on Skinner's principles of operant conditioning, which proposes that consequences of actions may either strengthen or weaken behavior (see Chapters 3, 11, 12, 13). Skinner's body of work sought to fill in the gaps left by the rise in behavioral psychology, namely, the wave of classical or respondent conditioning that dominated the early part of the 20th century. Briefly, classical conditioning focuses on respondent behaviors, or reflexive behaviors (e.g., salivation when seeing or smelling food), being elicited by antecedents, or stimuli that immediately precede them. Russian physiologist Ivan Pavlov was responsible for most of the early work in classical conditioning and is best known for his study examining digestion in dogs. Pavlov hypothesized the dogs would salivate in response to food placed in front of them; however, he noticed the dogs began to salivate upon merely hearing the footsteps of the person delivering the food. He went on to describe classical conditioning as a procedure in which an unconditioned stimulus (food) paired with a neutral stimulus (bell) could elicit a conditioned response (salivating). To clarify, an unconditioned stimulus is one that unconditionally, or automatically, triggers a response or reflex. Think of these as stimuli that do not require prior learning, such as pupil dilation, jerking your hand off a hot surface, or gasping when you stub your toe. A *neutral stimulus* is one that is simply neutral to the learner; it does not intrinsically produce a response. Examples of neutral stimuli could be a sound or tone. A *conditioned response* may be thought of as a learned reflex. Together, classical or respondent conditioning is thought of in a "stimulus-response" frame, wherein repeated pairing of an unconditioned stimulus with a neutral stimulus results in a conditioned response.

Most psychologists of this era felt that the stimulus-response paradigm did not fully capture the complexity of human behavior or explain behaviors with no apparent antecedent; thus, they sought to describe spontaneous, or "voluntary," behavior of organisms by way of cognition, motivation, and free will. Skinner, in contrast, renounced the concept that internal thoughts, feelings, and motivations could reasonably explain behavior. Rather, he suggested a new type of behaviors known as **operant behaviors**, which are influenced not by antecedents or preceding events but rather by the consequences following them. Such consequences either strengthen or weaken the future likelihood of a behavior occurring again. Although Skinner's theories did not directly address the classroom setting, many of his foundational theories appear throughout this book.

#### William Glasser

Among the several other notable theorists who have contributed to classroom management, William Glasser is well known for Choice Theory. Originally called

Control Theory (1950s/1960s), Glasser developed Choice Theory, which states that every part of behavior is a choice. Glasser rejected the notion of outside influences, asserting that no one can make a person do or feel anything (Glasser, 1998). This was further explained as internal control: the belief that we are responsible for our choices, coming from within. Glasser believed people choose how to perceive stimuli, filter information, and respond. Rather than being influenced or shaped by rewards, punishments, or consequences, Glasser believed that only individuals have the ability to control their own behaviors and are motivated by needs. Glasser's Choice Theory included five basic needs of all people: freedom, power, fun, love, and belonging and security. While Glasser believed these needs were constants throughout a person's lifetime, he acknowledged that these needs may change in intensity throughout a person's life. From a classroom management perspective, tenets of Glasser's theory will appear again in later chapters during discussions of motivation and functions of behavior.

### **Thomas Gordon**

Conversely, Thomas Gordon believed that conflicts could be solved through relationships. Like Glasser, Gordon did not believe that rewards, punishments, or consequences were effective because they did not increase intrinsic motivation and relied on relationships of power. Instead, Gordon asserted that individuals could resolve conflict through engaging in identifying ownership of a problem, active listening, I-messages, and no-lose conflict resolution.

When identifying ownership of a problem, Gordon believed that the person who owned the feelings associated with a problem also owned the problem. When children owned the problem, Gordon suggested that adults should provide children with the tools to address these problems, rather than solving the problem for them (Gordon, 2003). For example, if Patty tells her teacher she hates Molly and the teacher is upset by this, then this is the teacher's problem and should be solved by the teacher. However, if Patty might also say this same statement to Molly later and Molly begins rejecting Patty, then this problem is both Patty's and Molly's to solve.

Active listening was suggested as a way to help students find solutions with problem ownership by hearing and acknowledging their own feelings and ideas. Active listening is a technique that encourages the listener to listen for meaning, restate what the speaker is saying, and reserve judgment or advice. Further, active listening may include asking the speaker questions for clarification and more information. By engaging in this process, Gordon believed that teachers could convey the message that students' feelings, opinions, and concerns matter.

When addressing problems, Gordon suggested that I-messages should be used to express feelings in a way that allows the listener to understand how the speaker is feeling without making the listener defensive. I-messages include a brief, factual

description of the problem and the way the problem makes the person feel as well a concrete example of the effect of the problem. For example, suppose Mr. Tatum, who is a first grade teacher, is frustrated with Brett calling out in class. During a private conversation, Mr. Tatum could tell Brett, "Brett, I feel frustrated when you call out while I am teaching lessons in class because I am not able to finish the important and fun activities I have planned." Using I-messages places ownership of the problem on the speaker and allows for nonconfrontational conversations. This is also a skill children can be taught as they learn to problem solve and develop problem ownership. Teachers can use I-messages as a way to model ways to deal with feelings in the classroom and express feelings that may interfere with the availability to learn (e.g., anger, frustration, or disappointment). In later chapters about collaboration, it will be important to remember to use these I-messages during difficult conversations.

Chapter 5 will discuss how to effectively work with parents, professionals, and administrators. Don't forget to use those I-messages!

Gordon acknowledged that all problems might not be solved with active listening or I-messages, so he suggested steps for a no-lose conflict resolution (Gordon, 2003). These steps include defining the needs of both the child and the adult, brainstorming solutions, evaluating possible solutions, choosing a solution, implementing a solution, and checking the results. In the classroom, this can take the form of a plan of action or experiment between the teacher and student.

