A Multidimensional Approach to Classroom Management

Effective classroom management is tied to the quality of educational experiences in which students engage as well as the teacher's skill in organizing the class structure to facilitate efficient teaching and learning. The following three conditions are integral to effective classroom management.

1. A stimulating and supportive setting for learning to occur
2. Reasonable expectations established considering student characteristics and needs
3. Opportunities for all students to receive recognition and experience success

The teacher's ability to effectively orchestrate the learning environment to enhance the competence of all students is also clearly related to student behavior. In a setting in which students typically fail, students will be less motivated to follow the established rules and expectations. If students' sense of self-efficacy is not supported in positive ways, then again misbehavior is likely to occur. When students feel helpless and powerless they are less likely to comply with expected classroom norms.

THE BALANCING ACT: THE MANY FACES OF CLASSROOM MANAGEMENT

Developing a personal system of classroom management involves considering instructional factors, management issues, discipline strategies, and interpersonal relationships. Effectively managing the classroom setting requires balancing these multiple layers.

Several authors have delineated the multiple dimensions of classroom management from different perspectives—as levels, stages, and roles.

Charles (2008) refers to three levels of discipline, which he labels preventive, supportive, and corrective.

1. Preventive disciplinary steps are those taken to prevent misbehavior from occurring.
2. Supportive disciplinary measures are strategies that assist students in self-control by helping them get back on task.
3. Corrective disciplinary steps are called for when students misbehave and need to be corrected.

Grossman (2003) discusses the three stages of management.

1. At stage one, management is directed at organizing classroom routines and procedures to avoid behavior problems.

2. Stage two includes general strategies for solving behavior problems.

3. Stage three involves strategies primarily geared toward strengthening personal relationships.

Kounin (1970) talks about the three aspects of a teacher's role: instructor, manager, and person.

1. The role as instructor calls for teachers to provide appropriate instructional activities.

2. The role as manager stresses effective group management techniques.

3. The role as person is concerned with positive human interactions.

An important dimension of classroom management involves developing strategies for maintaining personal relationships with students. This includes building, sustaining, and restoring, when necessary.

■ ■ ■ ■ ■ ■ ■ ■ ■

LEARNING APPLICATION TASK
Instructor, Manager, and Person

Activity Directions: Think of a class you really enjoyed and in which you were motivated to learn.

1. List five characteristics of this teacher or class.

_____
_____
_____
_____
_____

2. Join with three other colleagues and share your list.

3. On a sheet of paper label three columns: Instructor, Manager, and Person.

4. Take the twenty characteristics listed by the four members of your group and place each under one of the three columns.
   ■ Place items that are primarily organizational and structural in nature under the Manager heading.
   ■ Place items that are primarily related to the teacher's effectiveness in teaching the content and following the lesson format under the Teacher heading.
   ■ Place items that are primarily related to the teacher's personal characteristics or interpersonal relationships under the Person heading.

5. Discuss what the results suggest.

6. Write three observations your group made.

_____
_____
_____

12 General Principles of Effective Classroom Management

The following behavior management principles provide the foundation for maintaining an effective classroom. They represent key management concepts that are

emphasized to varying degrees in many of the models of discipline to be presented in subsequent sections. These recurring themes form the basis for establishing a healthy and productive teaching and learning environment.

1. Demonstrate caring.
2. Take charge—be in control of yourself.
3. Communicate regularly and clearly with students.
4. Establish enforceable rules and enforce them.
5. Hold high expectations for students.
6. Persistently confront unproductive behavior.
7. Invoke consequences in a calm manner.
8. Comment only on students' behavior, not personal traits.
9. Model desirable behavior.
10. Teach students to make appropriate choices.
11. Organize teaching activities to avoid boredom and wasted time.
12. Provide ample opportunities for students to experience success and receive recognition.

Setting Reasonable and Ethical Expectations.   Behavior management should not be thought of as a set of procedures to make students conform to a rigid, inflexible value system, or to force compliance. Any behavior management strategies utilized in the classroom should be for the purpose of facilitating the learning environment and bringing about meaningful learning, not merely to squelch noncompliant behavior. Before attempting to modify an individual student's classroom behavior, teachers need to assess how they have structured their classroom environment to support learning.

The following questions will help teachers reflect on their personal "classroom ecology."

Reflective Questions to Ask Yourself
- Do your classroom rules and procedures really benefit students, or are they primarily for your own comfort level and convenience?
- What type of behavior is annoying to you but essentially harmless to the learner and other students?
- Is the student's behavior irritating to you because it offends your personal values or sensitivities?
- What classroom freedom can be permitted without infringing on the rights of other students?
- Should silence be maintained while students are working, or should reasonable communication among students be permitted?

LEARNING APPLICATION TASK
Applying Key Concepts for Effective Classroom Management

Activity Directions: Write a statement about what each of the twelve principles means to you and why the principle is important.

1. Demonstrate caring _____
_____
_____

2. Take charge—be in control of yourself _____
_____
_____

(continued)

LEARNING APPLICATION TASK   Continued

3. Communicate regularly and clearly with students _____
_____
_____

4. Establish enforceable rules and enforce them _____
_____
_____

5. Hold high expectations for students _____
_____
_____

6. Persistently confront unproductive behavior _____
_____
_____

7. Invoke consequences in a calm manner _____
_____
_____

8. Comment only on students' behavior, not personal traits _____
_____
_____

9. Model desirable behavior _____
_____
_____

10. Teach students to make appropriate choices _____
_____
_____

11. Organize teaching activities to avoid boredom and wasted time _____
_____
_____

12. Provide ample opportunities for students to experience success and receive recognition
_____
_____

REFLECTION ON PRACTICE
Analyzing Your Use of Effective Management Principles

Activity Directions: Follow the steps below.

1. List the two principles you most consistently follow.

_____
_____

2. List the two principles you least consistently follow.

_____

_____

3. List the one principle you most want to be more evident in your classroom.

_____

4. Decide on one specific behavior you could engage in to enhance adherence to the selected principle.

_____

_____

REFLECTIVE QUESTION
Which principle do you think is the most important for effectively managing a classroom?

Teacher Reflection and the Balancing Act

A teacher's capacity for reflection is a key element in the ongoing challenge to balance the three interfacing roles of instructor, manager, and person. The teacher must balance regulating student behavior to maintain an environment conducive to teaching and learning with potentially stifling student creativity, decision-making power and problem-solving autonomy. The ability to balance a teacher's inner comfort with setting and upholding reasonable expectations for students is another essential dimension.

Being a successful manager in today's classroom environment requires that the teacher remain fluid and able to move in many directions, rather than being stuck in one pattern as situations occur. The reflective mindset relative to classroom management and managing individual student behavior that poses a problem involves recognizing that there are many ways to view a particular circumstance, situation, or event. When considering an intervention, reflective practitioners

- Know there are multiple pathways for solving behavior problems
- Remain open to alternative explanations of student behavior
- See beyond the *surface* behavior to recognize the communicative intent of the behavior
- Identify predictable behavior patterns and attempt to break the cycle
- Acknowledge the reciprocal relationship between teacher and student responses
- Consider both the intended as well as the unintended consequences of their actions
- Construct their own meaning by actively searching for understanding
- Acknowledge beliefs and limiting assumptions that may affect their perception of a problem

Learning to Reposition Events, Situations, and Circumstances

Thoughts like the following serve to limit a teacher's range of responses to classroom problems: "If it wasn't for *him,* my class would run fine," or "If I didn't have *these kinds* of kids to contend with, maybe I could actually teach!"

When faced with a problem, teachers basically have two choices—change the situation or change their reaction to the situation. Often teachers can't change

the situation, but they can change how they emotionally respond to cope more effectively by repositioning classroom situations. Teachers can learn to reposition classroom events and individual student behaviors by shifting their perspective to view the situation from a different angle or include parts of the picture that weren't visible from the first vantage point. The term *reposition* connotes the idea of changing your perception by moving out of your old position and creating a new position from which to view a situation (Larrivee, 1996). It involves developing the ability to look at what's happening, withholding judgment, while simultaneously recognizing that the meaning you attribute to it is no more than your interpretation filtered through your cumulative experience. Repositioning is similar to *reframing*, a term used in psychology to signify the notion of putting an experience in a new frame, challenging yourself to think in a different way to reassess a situation.

It's your personal "positioning" that shapes how you attribute meaning to your experiences. Seeing new ways of interpreting a situation enables you to move beyond a limited perspective. By challenging yourself to create a new vantage point, you can assign new meaning to the classroom situations you confront. Breaking through familiar cycles necessitates a shift in ways of thinking, perceiving, and interpreting classroom events. When a student acts out, one teacher sees a personal attack, another sees a cry for help. It is the teacher's interpretation of the student's behavior, or the meaning attached to the behavior, that determines how the teacher will respond.

By repositioning a seemingly negative event, the teacher seizes the opportunity to discover the potential in a situation. Teachers can change their negative feelings by altering the self-talk that mediates their thinking and how they interpret a situation. For instance, a teacher might be furious and telling herself "How dare Kayla do this *to me*!" This self-talk virtually ensures that she will be upset. If, on the other hand, she shifts her perspective and starts to tell herself "She's not doing this to me. In fact, this isn't about me at all; it's about her own need to feel important. If I stop personalizing this, then I won't be upset."

In repositioning, the teacher looks for openings to extend and learn in any situation. Some helpful ways of repositioning for the classroom setting include

- Repositioning conflict as an opportunity for relationship building
- Repositioning confrontation as energy to be rechanneled
- Repositioning an attack as a cry for help
- Repositioning defiance as a request for communication
- Repositioning attention seeking as a plea for recognition

Repositioning calls for a change in your perception of misbehavior, by making the shift in thinking from "This kid is a problem" to "This kid poses a problem for me to solve."

Rather than trying to *teach the kid a lesson* for misbehaving, the teacher actually does teach a lesson by using the problem situation as an opportunity to teach a new coping strategy. By using a problem-solving approach instead of just trying to stop the behavior, teachers work *with* rather than *against* the student by seizing teachable moments to teach students how to get what they want in more appropriate ways.

■ ■ ■ ■ ■ ■ ■ ■

REFLECTION ON PRACTICE
Repositioning to Change Your Perception

Activity Directions: Thinking of a time when you were upset by a conflict with a student, answer the following questions.

1. What negative feelings were you experiencing?

   _____

2. What were you saying to yourself during the conflict?

   _____

3. If you *repositioned* this conflict as an opportunity for relationship building, what might you say to yourself to reinterpret the situation?

   _____

REFLECTIVE QUESTION
What can you do to cope more effectively with challenging situations?

SETTING THE STAGE: PREVENTIVE PLANNING

Successful teachers actually avoid many potential behavior problems by using effective teaching techniques, appropriately challenging students, promoting group accountability and cohesiveness, preventing potentially disruptive situations from occurring, establishing reasonable procedures and rules, modeling desirable behavior, satisfying students' basic needs, and maintaining good relationships with students.

For many students who behave inappropriately in spite of their teachers' best efforts at preventive planning, eliminating situational or contextual barriers, teaching students coping skills, or reasoning with them will often be all that is needed.

Preventive Planning by Effectively Managing Teacher-Led Activities

Many authors talk about preventive planning as the foundation for effective classroom management (Charles, 2008; Curwin & Mendler, 1997; Grossman, 2003; Kounin, 1970; Jones, 1987; Redl, 1966). Preventive planning consists of teacher strategies that actually prevent management and discipline problems from occurring.

Several authors take the position that mastery of group management techniques will enable teachers to be free from concern about classroom management problems. They emphasize the teacher's role in smooth activity flow, primarily by keeping students on task and effectively managing teacher-led activities (Kounin, 1970; Redl & Wattenberg, 1959; Jones, 1987). Clear-cut directions, instructional clarity, careful sequencing of activities, and adequate student preparation for follow-up activities will do much for keeping the classroom running smoothly.

Kounin's Techniques for Group Management.   Kounin, like Gordon (1989), believes many classroom problems are clearly teacher owned. He described several factors related to whole class instruction, interactive group activities, and smooth activity flow that characterize effective classrooms. When the lesson flow keeps students' attention without frequent interruptions, distractions, or diversions, there is less opportunity for off-task behavior and less competition for student attention from what is external to the lesson. On the other hand, by issuing vague and indefinite directions, presenting information out of sequence, backtracking, inserting extraneous information, moving from one topic to another without warning, making assignments without first checking for understanding, and giving assignments that do not align with the content development activities, teachers leave students floundering, leading to a greater tendency for students to go off task.

According to Kounin, the following factors prevent misbehavior: withitness, overlapping, smoothness, momentum, and maintaining group focus by ensuring attention to the task by monitoring response rates and through general accountability. By using specific techniques that maintain constant alertness to the dynamics of the classroom, teachers can attend to multiple events at the same time, manage lesson flow and transitions, keep all students alert, and insulate lessons from distractions by student intrusions or external interruptions.

Kounin's categories for maintaining group focus are especially helpful for teachers to prevent student off-task behavior. Examples of these techniques are given in Table 2.1.

When teachers provide lesson continuity by thinking more about the whole than the lesson pieces and react promptly to problems, they will often be able to use simple, unobtrusive measures (e.g., eye contact, quiet correction) that don't interfere with ongoing activities or distract students from the task.

Jones's Techniques for Group Management.   Jones (1987, 2001), like Kounin, focuses on prevention by calling on teachers to look at their ability to manage groups, lessons, and the overall classroom environment. His main emphasis is on managing group behavior to reduce disruptions and increase cooperative behavior. Jones identifies three clusters of skills that help to prevent misbehavior when it occurs: (1) using body language to set and enforce limits; (2) using formal and informal incentives; and (3) providing efficient help for students. According to Jones, teachers should know exactly what they want done and have routines in place for accomplishing tasks that are simple and effective. In addition, teachers should use incentives to get students to be at the right place at the right time with the right materials doing the right thing.

Having a good structure—including rules, routines, standards of appropriate behavior, and positive student–teacher relations—avoids many problems. When students misbehave despite good structure, he advises limit setting that clearly communicates that the teacher is in charge at all times and means business, expecting and teaching students to assume responsibility, and using an incentive system of gaining and losing positive consequences (favored over punishment).

Redl's and Wattenberg's Techniques for Group Management.   Like Kounin and Jones, Redl and Wattenberg stress surface management techniques for general managing of groups, but they add a "mental hygiene" component. They adapted their work with students with emotional problems for use in regular classrooms. Their focus is on managing students without resorting to negative consequences

TABLE 2.1   Maintaining Group Focus

TECHNIQUE	DESCRIPTION	EXAMPLE
Group alerting	Engages attention of whole class while individuals are responding	Using designation such as thumbs up for agreement
Encouraging accountability	Lets students know everyone's participation is expected	Pairing with a partner and explaining a concept to each other
High participation formats	Involves students other than those directly responding to teacher question	Writing a question about the concept being studied to be put in a pool for later whole class discussion

and accommodating the classroom environment to students' emotional needs. Like others concerned with students' unmet needs, they stress taking the conscious and unconscious motivations of students into consideration. They recommend techniques for managing surface behavior of students and preventing dangerous or disruptive behavior in nonpunitive ways.

Redl and Wattenberg advocate that the teacher must understand group processes in addition to individual differences, noting that the group is distinctly different from the individual. How teachers behave, as well as how they handle the misbehavior of one student, affects the way their students behave. Furthermore, group behavior in the classroom is influenced by how students perceive the teacher. In translating their psychodynamic concepts into classroom practice, the authors provide insight into both the psychological and social forces that affect student behavior, both individually and within a group. They suggest that teachers need to identify the various roles the student may play, such as leader, clown, fall guy, or instigator, to provide the student with a sense of belonging to the group.

According to Redl and Wattenberg, teachers maintain group control by (1) addressing the problem before it becomes serious; (2) helping students to regain control; (3) teaching students the underlying causes of misbehavior and helping them to foresee probable consequences; and (4) rewarding good behavior and punishing negative behavior.

Some Teacher-Owned Group Management Problems.   Teachers often condition students to misbehave by their actions and policies. Cangelosi (2008) notes the following ways teachers condition students.

- When a teacher demonstrates awareness of off-task behavior but does not make an effective effort to lead students to redirect off-task with on-task behavior, students surmise that the teacher is not serious about expecting them to be on task.
- When a teacher tells students how to behave without taking any action to lead them to follow what is said, students are conditioned not to bother to listen.
- When the teacher repeats demands for students to be on task over and over without compliance until finally the teacher gets angry and upset, it conditions students not to listen until the teacher becomes upset.

If the teacher is confronted with off-task behavior and is not, at the moment, in the position to apply a strategy that has a reasonable chance of working, then the teacher should delay a response until the teacher can implement a suitable strategy.

Some types of teacher commands or directives can actually lower the rate of student compliance, such as chain commands or vague commands delivered as questions. Several authors suggest ways for teachers to give directives to students that are more likely to get students to comply (Barkley, 1987; Forehand & McMahon, 1981; Morgan & Jenson, 1988).

- Be specific and direct by phrasing requests and directives in descriptive terms, using language that can be clearly understood, so students know exactly what is expected.
- Get the student's attention and pause until eye contact is established.
- Give only one directive at a time.
- Avoid chain commands such as "Take out your math books, turn to page 56, do the odd-numbered problems, check your answers, and then put your completed work on my desk."

■ Pause for sufficient time following the directive (a minimum of five seconds) for the student to respond. During this period don't reissue the directive or issue a new one, argue, prompt, or try to coerce the student.
■ For noncompliance within the allotted time, repeat the directive only once.
■ When giving directives to individual students, it is preferable to be in close proximity to the student and to speak to the student quietly.

The following questions will help teachers consider their classroom structure.

Reflective Questions to Ask Yourself
■ Are there long periods of nonfunctional time?
■ Are there many unexpected changes in schedules, procedures, and routines?
■ Are the assigned tasks made relevant to students?
■ Are the classroom activities stimulating and thought provoking?
■ Is each student given opportunities to experience success?
■ Are there too many failures?
■ Is there too much emphasis on competition?
■ Is there more criticism than encouragement?
■ Are students encouraged to strive for improvement, not perfection?

Drawbacks of Focusing on Group Management

Although being able to manage group functions is certainly a necessary set of skills, it's only part of a total management system. There is much more to managing today's classroom than getting the classroom to function like a well-oiled machine with everything regulated for students. This approach has the drawback of the teacher potentially losing sight of other essential elements of the student–teacher relationship.

Teachers need to create a balance between overdirecting students and leaving them too much on their own without providing a structure. Emphasizing group management techniques tends to tip the scale in favor of overdirecting.

Highlighting the instructional efficiency aspect as the major route to effective classroom management creates a tendency to move too quickly to apply consequences for misbehavior and rule infractions. This sequence virtually eliminates the middle ground—what to do between relatively minor infractions and the teacher taking charge. In addition to group management structures, teachers also need to develop structures for helping students take responsibility before they revert to applying consequences.

DECIDING TO INTERVENE

The question of when a teacher should intervene is an important classroom management decision. Determining when to intervene involves three considerations: first, whether an intervention is warranted; second, at what point to intervene; and third, whether it would be most effective or efficient to intervene immediately or delay an intervention. Determining if and when to intervene involves consideration of the following.

■ Does the teacher own the problem? Teacher-owned problems are problems that interfere with teacher needs, such as maintaining an orderly environment or having students be respectful, both to the teacher and to classmates.
■ At what point is intervention warranted? When teachers fail to set limits or intervene when first necessary, they can develop counteraggressive feelings toward students when misbehavior has escalated.

- Is immediate or delayed intervention going to be most effective? Sometimes immediate intervention can be counterproductive when the student is in a disturbed state or the teacher is at a critical point in a lesson activity.

Determining When to Intervene

Several authors offer guidelines for making the best choice. Gordon (1989) suggests that teachers learn to determine who owns the problem; Redl (1966) suggests specific situations in which intervention is necessary; Grossman (2003) suggests that teachers consider the classroom context in determining whether intervention should be immediate or delayed.

Prior to determining when to intervene, the teacher first has to determine whether a problem is teacher owned. The teacher owns a problem when it either actually or potentially interferes with the teacher's legitimate needs. Unacceptable student behaviors that have tangible negative effects on teachers cannot be ignored and call for teachers to assume an active posture and deal with the behavior.

When teachers identify a student behavior as unacceptable, they have several options available to them. In attempting to modify unacceptable behavior, teachers have three variables to work with: the student, the environment, and their own behavior. They can

- Confront the student directly and attempt to modify the behavior
- Modify the learning context, by altering the task, their expectation, or the learning situation
- Modify their own reaction or response to the behavior

The following example illustrates these choices.

Ms. Peters is repeatedly interrupted by Brian, who seems to be unable to go ahead with an assignment without constant checking and reinforcement. This is unacceptable to Ms. Peters, so she owns the problem. What can she do?

1. She can confront Brian, sending some message that will cause him to stop interrupting. [Modify the student.]
2. She can provide the student with an alternative way for checking other than directly with the teacher. [Modify the environment.]
3. She can say to herself, "He's just a dependent student and he'll outgrow it soon," or "He obviously needs more reassurance than the others." [Modify the self.]

These are not clear-cut distinctions, and often more than one or all three variables might be involved in the most effective solution to a classroom problem. In this example, the teacher might pair some nonverbal cue to the student with designating a willing classmate to answer the student's frequent questions.

When teachers make a conscious choice to try to modify student behavior that they consider unacceptable, they usually send a confrontative message. This message often has negative effects on students and fails to bring about the desired results. According to Gordon, most teachers have simply never considered the potential impact of their messages on students. Typically, the messages teachers send when confronting students fall into three general categories.

1. Power play, or telling students what to do
2. Put-down, or personal assault
3. Guilt trip, or trying to shame students

More effective confrontive strategies are presented in Chapters 7 and 9.

Situations Warranting Immediate Interventions.   Redl also offers criteria for determining when to intervene. Teachers often are not sure whether they should interfere when faced with a particular student behavior. When teachers fail to set limits or interfere until they are overcome with negative feelings toward a student, they are likely to use an intervention that is too severe. Redl suggests nine situations in which immediate intervention is warranted (Fagen & Hill, 1977). In these situations, student behavior needs to be regulated immediately. These situations require an on-the-spot reaction that will contain the problem behavior, without regard to underlying causes or motives. Such techniques are referred to as *surface management* techniques and will be discussed in the next section. The nine situations are listed below, along with an example of each.

Nine Situations Warranting Immediate Intervention	Example
1. Reality dangers	Fighting
2. Psychological protection	Calling another student a derogatory name
3. Protection against too much excitement	A game getting out of hand
4. Protection of property	Destroying a desktop
5. Protection of an ongoing program	Disruption of a group activity
6. Protection against negative contagion	Tapping on desk with pencil
7. Highlighting a value area or school policy	Smoking in school bathroom
8. Avoiding conflict with the outside world	Setting rules of conduct on a field trip
9. Protecting a teacher's inner comfort	Noise exceeding teacher's level of tolerance

Reality Dangers.   Adults are usually more reality oriented than students and have had more practice predicting the consequence of certain acts. If students are playing a rough game, fighting, or playing with matches, and it appears as if they might injure themselves, then the teacher moves in and stops the behavior.

Psychological Protection.   Just as in the case of being physically hurt, the teacher should protect the student from psychological injury. If a group is ganging up on a student or using derogatory racial nicknames, then the teacher should intervene. The teacher does not support or condone this behavior and the values it reflects.

Protection against Too Much Excitement.   Sometimes a teacher intervenes in order to avoid the development of too much excitement, anxiety, or guilt. For example, if a game is getting out of hand and continues another 10 minutes, the student may lose control and feel very unhappy about this behavior later. Once again, the teacher should intervene to stop this cycle from developing.

Protection of an Ongoing Program.   Once a class is motivated in a particular task and the students have an investment in its outcome, it is not fair to have it ruined by one student who is having some difficulty. In this case, the teacher would intervene and ask the student to leave or move next to the student in order to ensure that the enjoyment, satisfaction, and learning of the group is not impaired.

Protection against Negative Contagion.   When a teacher is aware that tension is mounting in the classroom and a student with high social power begins tapping the desk with a pencil, the teacher might ask the student to stop, to prevent this behavior from spreading to the other students and disrupting the entire lesson.

Protecting a Teacher's Inner Comfort. It is important for a teacher to recognize his or her personal idiosyncrasies and realize when he or she might be overreacting to a student's behavior. On the other hand, it's better to try to stop the behavior than do nothing and inwardly reject the student. Protecting a teacher's inner comfort necessitates creating a balance between personal idiosyncrasies and reasonable expectations for students. This is a critical decision point in determining whether intervention is appropriate.

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LEARNING APPLICATION TASK
Identifying and Prioritizing Problem Behaviors

Activity Directions: Think of yourself as the teacher in each situation described below. You are to make three determinations for each situation: first, whether or not there is a problem; second, who owns the problem (i.e., the teacher owning the problem means that the teacher would intervene to deal with the problem); and third, whether the particular problem would be of high or low priority for action. If you determine there is no problem in the situation, there is no need to fill in the other two columns. Code your responses as follows: Problem (Y), No Problem (N); Teacher Owns (T), Other Owns (O); High Priority (H), Low Priority (L).

	PROBLEM YES/NO Y/N	WHO OWNS TEACHER/OTHER T/O	INTERVENTION PRIORITY HIGH/LOW H/L
1. Several of your students are whispering loudly while you are giving instructions.	_____	_____	_____
2. Dennis tells you that he is having trouble with his friend and is too upset to do his work.	_____	_____	_____
3. Marvin glares at a classmate and threatens to punch him if he doesn't shut up.	_____	_____	_____
4. Harmony enters your room, drags herself to her seat, and puts her head down on her desk.	_____	_____	_____
5. A student has just handed in her homework late for the second time this week.	_____	_____	_____
6. Jessica has come up to you for the fourth time this morning complaining that her classmates are teasing her.	_____	_____	_____
7. You notice that the private reading area has been left a mess.	_____	_____	_____
8. Tanya keeps using obscene language in class, both to you and her classmates.	_____	_____	_____
9. A student is roaming around the room checking up on friends instead of doing the assignment.	_____	_____	_____
10. Juan has come in crying from recess for the third time this week.	_____	_____	_____

When to Delay Intervention.   Grossman (2003) has identified some specific situations that warrant either immediate or delayed intervention. Some situations require immediate intervention, such as when the behavior is dangerous, destructive, or contagious. It is also important to step in right away when the behavior could get worse or the behavior is self-perpetuating. Behavior problems that are likely to intensify if not corrected should be nipped in the bud. For example, an argument between two students verging on a real fight needs to be stopped immediately. Likewise, misbehavior that is intrinsically rewarding, such as cutting ahead in line, needs to be stopped before students receive any reinforcement for their actions.

Sometimes it is preferable to delay intervention rather than respond immediately to student misbehavior. Grossman provides the following examples of situations in which immediate intervention can be counterproductive.

1. *When the teacher does not have all the facts.* When you overhear someone say something nasty to another student, although you might get angry, it could be that the other student provoked the response. In this case, it may be better not to correct the first student, since you may have an incomplete understanding of the situation. Here you would want to wait to deal with it until you know all the circumstances.

2. *When the timing is wrong.* In the following situations, it may not be the right time to intervene. When the immediate circumstances will not allow you to deal with the problem effectively, it may be preferable to postpone dealing with a problem until a more convenient time.

- *Insufficient time.* If a student misbehaves at dismissal time, you may have to wait if you want to discuss the behavior at length. A simple statement such as "We'll have to discuss what you just did tomorrow morning" will suffice to let the student know that you are planning to handle it.
- *Disruptive effects of intervening.* If you are at a point in a lesson when it would be too disruptive to stop and handle a behavior problem, you might want to briefly signal your disapproval to the student and deal with it in a more constructive manner at a less disruptive time.
- *When students are too sensitive to be exposed publicly.* If dealing with students' behavior publicly might embarrass them, wait until you can talk to them in private.
- *When students are too upset to deal with their behavior rationally.* When students are extremely angry, it will be more effective to discuss their behavior with them after they have calmed down. Students are not likely to be receptive to teacher intervention when they are in an emotionally charged state.

LEARNING APPLICATION TASK
Immediate or Delayed Intervention Exercise

Activity Directions: Match each of the following situations or consequences with the most appropriate time to intervene. Use I for Immediate and D for Delayed.

_____ If student's behavior is likely to spiral

_____ If student may be embarrassed

_____ When lesson interruption may lead to group confusion

_____ If behavior may cause psychological damage to another student

_____ If there is potential for blaming innocent student(s)

_____ When student is too upset to be rational

_____ When teacher's inner comfort is violated

_____ If student's behavior can cause physical harm

_____ When student uses derogatory racial nickname

_____ When student's behavior disrupts class activity

Managing Surface Behavior

Many behavior problems can be controlled or circumvented by the use of instructional methods that take into consideration group dynamics, socialization needs, characteristics of the particular group, as well as individual learner characteristics. Effective instructional strategies give structure to the learning environment that prevents problems from occurring. When problems do occur, teachers need to clarify behavior expectations and assist students in acting in acceptable ways to prevent more serious problems from developing.

There are many times throughout the school day when disruptive behavior requires teacher intervention. Teachers need to have a variety of interventions at their fingertips in order to deal effectively with the inevitable, everyday minor disruptions, distractions, rule infractions, and off-task behaviors. Teachers need a repertoire, or a set of *surface management* techniques. Surface management techniques should serve several purposes. They should

1. Maintain the ongoing instructional program
2. Deter any minor student problem from becoming a major one
3. End disruptive behavior on the spot
4. Reduce student's stress
5. Maintain a positive student–teacher relationship, and
6. Be used before the teacher begins to harbor negative feelings

These techniques have also been referred to as *hurdle help* because they are designed to help students over rough spots, not as substitutes for well-planned instructional activities or as a total management plan. The goal is to provide situational assistance to help students cope with the instructional situation and stay on task or get back to the task. The term also connotes that these behaviors are normal and to be expected. Teachers need to have a systematic plan to deal with the many disruptive behaviors that routinely occur in the classroom, such as whispering, calling out, laughing, passing notes, doing other work, walking around, talking back, arguing, teasing, and name calling.

Surface management techniques are designed to deal with mild behavior difficulties that occur on a regular basis but have the potential to inhibit the smooth functioning of the classroom. Such overt student behavior needs to be addressed immediately, without regard (at the time) to underlying causes or motives. These techniques are meant to be short-term, surface-level strategies. The goals of surface management techniques are to effectively stop behaviors early before they escalate and to intervene in such a way that the teacher doesn't actually have to interrupt the lesson flow.

Techniques for Managing the Surface Behavior of Students. The following techniques are designed to be used by teachers to maintain the surface behavior of students in the classroom. They are meant to be used in conjunction with a

well-planned program based on the teacher's knowledge of each individual student's needs (Fagen & Hill, 1977). Examples are also provided.

Planned Ignoring. Much student behavior carries its own limited power and will soon exhaust itself if it is not fueled, especially if the behavior is done primarily to annoy the teacher. If it is not likely to spread to others, it is sometimes advisable for the teacher to ignore minor inappropriate behavior.

> Several students enter the classroom acting very rowdy. I ignore their behavior at first. As soon as they settle down at their desks, I smile at them.

Signal Interference. Teachers use a variety of signals to communicate expected behavior to students. These nonverbal techniques include such things as eye contact, hand gestures, tapping or snapping fingers, coughing or clearing one's throat, frowns, and body postures. These techniques are usually most effective at the beginning stages of misbehavior.

> Antonio has very low self-esteem. Often he will belittle his own efforts. When he starts this behavior, I lower my glasses on my nose and gaze over them. He grins and usually stops his self-berating behavior.

Proximity Control. Merely standing near a student who is having difficulty can be effective. The teacher's presence serves as a source of comfort and protection and as a reminder for the student to control impulses. Standing close to a student is a gentle assertion of the teacher's authority.

> During math class, Dennis frequently tries to distract others during independent work time. Today, when he begins poking the girl in front of him, I walk over and stand near her desk. He begins to work quietly.

Interest Boosting. If a student's interest in work is declining, and there are signs of boredom or restlessness, it may be helpful for the teacher to show an interest in the student. The teacher may engage the student in a conversation about a topic of interest. Stimulating the student's interest may provide the motivation to continue working and help the student view the teacher as a person who takes a personal interest.

> Sammy daydreams a lot and is often quiet but off task. I've started talking to him for about 5 minutes each morning. He is now more interested in most class activities.

Tension Decontamination through Humor. A funny comment is often able to defuse a tense situation. It makes everyone feel more comfortable.

> Earlier we had made kites and now are flying them outside when one student's string breaks and his kite sails away. There is shocked silence, and I can see a face ready to cry. I quickly say, "Well, Ricky wins the High Flyer Award—he gets to choose the story this afternoon." Suddenly faces brighten, and there are no tears.

Hurdle Help. Some students who experience difficulty with classroom assignments may seek help from the teacher or peers when appropriate. Other students skip over the difficulty and go on to work they can do. But some students stop working and don't know what to do next. They need to be able to overcome the obstacle that has them stopped. The teacher can be helpful in getting the student back on task by doing (or solving) the problem with the student, thus removing the hurdle and allowing the student to continue.

> LaTonya is having difficulty researching a social studies question. She is becoming frustrated and does not know what to do. I suggest a procedure for her to use and a place to look for the answer.

Restructuring the Classroom Program. Some teachers feel compelled to follow their class schedule rigidly. Other teachers are more flexible and sensitive to students' needs and concerns. Some middle ground seems most sensible. Discipline and structure are valuable, but not when they fly in the face of a general class need. Moderate restructuring based on affective as well as academic goals can be a very effective technique. Restructuring is appropriate when it is necessary to drain off high tension or emotion in the classroom. The technique is, as its name implies, simply a change of plan, format, task, or location based on a perceived need to drain off tension or high emotion in the classroom.

> During recess I overhear several students making unkind comments to a person who is homeless. During social studies class that day, we discuss the homeless situation in the United States. I have the students do research projects on the problem.

Direct Appeal to Values. A teacher can often appeal to a student's values when intervening in a problem situation. The teacher might

1. Appeal to the relationship of the teacher with the student, for example,
   You seem angry with me. Have I been unfair with you?
2. Appeal to a student's need for peer approval, for example,
   Your classmates will get pretty frustrated with you if you continue to interrupt and correct them.
3. Appeal to the student's sense of the teacher's power of authority, for example,
   I know you are excited, but I need you to calm down so I can give the directions.
4. Appeal to the student's self-respect, for example,
   You'll be upset with yourself if you give up now.

> One day Glen refuses to come to his small group when they are called together. I say, "Glen, the group will be pretty upset with you if you don't join us." He comes, joins in, and cooperates actively.

Removing Seductive Objects. It is difficult for the teacher to compete with certain objects. Sometimes removing seductive objects leads to power struggles. To avoid a power struggle, the teacher can take a strong interest in the object and politely ask to see it or handle it. Once in hand, the teacher has the option of returning it with a request for it to disappear for the remainder of the period or keeping it with a promise to return it at the end of the period.

> Anytime students bring objects from home to school, they have a basket (with their name) to put the object in until a designated time to share it with others.

Antiseptic Bounce. When a student's behavior has reached a point where the teacher questions whether or not the student will respond to verbal controls, it is best to ask the student to leave the room for a few minutes—perhaps to get a drink or deliver a message. In antiseptic bouncing, there is no intent to punish the student; the technique simply protects and helps the student and the group gain control

over their feelings of anger, disappointment, or uncontrollable laughter. Unfortunately, many schools do not have a place the classroom teacher can send a student that the student will not think of as punishment.

> I have a student who often gets overly excited and becomes very loud. I sometimes find an excuse to send him out of the room to do an errand. When the student returns he is usually calmer.

■ ■ ■ ■ ■ ■ ■ ■

LEARNING APPLICATION TASK
Managing Surface Behavior Exercise

Activity Directions, Part 1: Identify which of the following surface management strategies the examples below represent. In the space provided, write one of the ten strategies.

a. Planned ignoring
b. Signal interference
c. Proximity control
d. Interest boosting
e. Tension decontamination through humor

f. Restructuring the classroom program
g. Direct appeal to values
h. Removing seductive objects
i. Antiseptic bounce
j. Hurdle help

1. Change in plan, format, task, or location based on perceived need   _____
2. Eye contact, snapping fingers, body posture   _____
3. Seat student who often needs help close to teacher's desk   _____
4. Have student leave room for a few minutes to defuse situation   _____
5. Engage students in class discussion on an emotional incident that just occurred   _____
6. Appraise student of reality consequences   _____
7. Stand next to student who is having trouble   _____
8. Show genuine interest in student's assignment   _____
9. Gently touch student on shoulder   _____
10. Engage student in conversation on a topic of interest to the student   _____

Activity Directions, Part 2: For each of the following situations identify the appropriate surface management strategies.

SITUATION OR CHARACTERISTIC	STRATEGY
1. Does not embarrass student	_____
2. Used when student is frustrated by class assignment	_____
3. Used when behavior is likely to exhaust itself	_____
4. Does not identify student within the group	_____
5. Used when student shows signs of boredom, restlessness	_____
6. Used when behavior is not likely to spread	_____
7. Could be used to drain off tension	_____
8. Can use without interrupting classroom program	_____
9. Most effective at beginning stages of misbehavior	_____
10. Used not to punish but to protect student or help student get over the immediate situation	_____

ALTERNATIVES FOR MANAGING IN THE MULTICULTURAL CLASSROOM

Teachers have three major alternatives available to them. They can allow student behavior, intervene to try to change student behavior, or adapt the teaching–learning environment to accommodate students. Developing a personal management system involves three key decisions. A teacher will need to determine the following:

- What's allowed?
- For what student behaviors will I intervene?
- What accommodations are necessary to maintain a productive learning environment for all students?

Within each of these three primary alternatives there are three categories to consider, making a total of nine options available to the teacher. Table 2.2 summarizes these.

Allow Behavior

Here the teacher makes a conscious choice to allow the behavior. This category includes permitting, tolerating, and accepting student behavior.

Permitting. This is for behavior that is generally accepted for all members of the class. It includes specifying routine procedures, such as being able to get a drink, sharpen pencils, or get materials without teacher permission. Another example of permitting is having a specified policy in place, such as allowing students to go to the book corner after they complete their assignments.

Tolerating. Tolerating problem behavior means accepting it temporarily. When teachers tolerate students' behavior problems, they may choose to allow students

TABLE 2.2 Alternatives for Addressing Student Behavior

Allow	The teacher makes a conscious choice to allow the behavior.
	■ **Permit.** Allow behavior that is generally accepted for all class members.
	■ **Accept.** Accept unalterable aspects related to students' personality traits and cultural and social backgrounds.
	■ **Tolerate.** Tolerate behavior temporarily when students can't help themselves at the moment. Such situations include
	Learner's leeway—student is learning new concept or behavior
	Developmental stage—age-typical behavior likely to change as the student matures
	Illness, disability, or underdeveloped skill—behaviors students cannot control
	Situational stress or emotional state—behavior due to extenuating circumstances
Intervene	The situation requires that the teacher intervene and attempt to alter the situation.
	■ **Change.** Teach and model alternative behaviors.
	■ **Modify.** Deal with behavior without using authoritarian power or consequences.
	■ **Control.** Stop misbehavior for the moment by applying consequences.
Accommodate	The teacher takes primary responsibility for making adjustments to accommodate students' academic as well as emotional needs.
	■ **Adapt.** Make contextual and individual adaptations.
	■ **Support.** Provide personal and emotional support.
	■ **Prevent.** Develop procedures to avoid problems.

to misbehave, give up too soon, withdraw from the group, or pout or cry; they know that the students can't help themselves for the moment, so they tolerate the behavior temporarily. It might also be appropriate to tolerate misbehavior due to extenuating circumstances or the heat of the moment if students are unlikely to repeat the behavior. The following four conditions are situations in which toleration is warranted.

1. *Learner's leeway.* Whenever a student is learning a new concept, experimenting with ideas, or trying to win status in the group, the teacher expects that the student will make mistakes. Teachers often actually tell their students that they are not going to be upset when they err in trying to master new academic and social skills.

2. *Behavior that reflects a developmental stage.* Some behavior is age typical and will change as the student becomes more mature. Any attempts on the part of teachers to alter or inhibit this behavior will likely result in such negligible changes that it is usually not worth the inevitable fight as shown in the following examples.

- Students in the early grades are impulse ridden and motor oriented. Kindergarten teachers generally accept the fact that very little can be done about it except tolerate it. Such tolerance should not be confused with sanctioning it or permitting wild behavior.
- Students in the late third or early fourth grade, caught between group pressure and allegiance to the teacher, are notorious for tattling, for example, "Johnny pulled a leaf off your flower when you were in the hall."
- Other illustrations of age-typical behavior are the shabby appearance of the preadolescent boy, the primping of sixth-grade girls, the secrets of preadolescent girls, and the sex language and behavior of adolescent boys.
- All adolescents sometimes feel the need to show their increasing autonomy and individuality to prove they can win with an adult, and this often leads to verbal confrontations. In their struggle to develop their own identities, they often reject adult characteristics. Such rejection may take the form of teasing or badmouthing, as in "Did you try to get your hair to look like that?" or "Did your mother pick out that dress for you?"

It's important to keep behaviors like these in developmental context and not participate in confrontations, because it is likely to make matters worse. A better response might be to poke fun at yourself to lessen the tension.

3. *Behavior that is symptomatic of an illness, disability, or undeveloped skill.* Behaviors that students engage in because they are incapable of doing otherwise will need to be tolerated. This is not to say that the teacher will not have to control some student behavior to prevent students from doing things that will harm themselves or others. Tolerance as well as control, when managing techniques don't work to stop harmful behavior, both may be necessary while the teacher tries to deal with the causes, not just the symptoms.

4. *Behavior that is related to situational stress.* This includes behavior that results from temporary stressors. These might include divorce, death, or injury of a significant other or classmate, serious illness of a family member, or severing of an important relationship. Stressors might also be more fleeting emotional states resulting from a recent fight or conflict.

Accepting.   When teachers accept the fact that students are who they are and have individual needs, teachers accommodate their demands, expectations, routines, and disciplinary techniques to the unalterable aspects of their students. This also includes adjusting their behavioral expectations to their students' culturally

determined behavior patterns, as long as their behavior is not negatively affecting their learning or interfering with the rights of others.

Teachers also need to accept certain aspects of a student's personality, such as moodiness or temperament, again providing the particular behavior does not have a negative impact on the learning environment.

Accepting and Tolerating Compared.   On the surface, accepting and tolerating look similar. In both cases teachers allow their students to behave in ways that sometimes differ from how the majority of students are expected to act. The difference is that teachers permanently accept the unchangeable aspects of their students' personalities or their cultural behavior patterns but tolerate only temporarily their alterable, yet presently problematic, behavior. For example, a teacher would choose to accept different discourse styles based on cultural background as a general code of conduct but only temporarily tolerate the moodiness of a student who lost a ring during lunch.

Intervene

When student behavior impinges on the rights of others, disrupts learning, or threatens the safety of the student or others, the teacher needs to intervene. Here the situation requires that the teacher use an intervention to attempt to alter the situation. This category includes changing, modifying, and controlling behavior.

Changing.   These techniques aim to modify the attitudes, values, motives, beliefs, expectations, or the self-concepts of students, so that they won't have to behave in the same inappropriate way in given situations. Helping students develop coping and social skills are examples. Changing techniques require time, so the teacher may also pair these strategies with other short-term interventions. Changing techniques include teaching, modeling, and supporting students in learning alternative behaviors.

Modifying.   The teacher attempts to modify a student's behavior, using means other than coercion. This involves managing students' behavior without resorting to consequences or using authoritarian power. Meeting the psychological needs of a student or responding to the communicative intent of the inappropriate behavior, rather than the symptom, also are included in this type of management.

Examples of this approach are diverting a student's attention, making a joke out of something a student might be taking too seriously, or speaking calmly to a student when the student is upset. Such techniques do not involve the use of consequences or direct control. Because changing students' behavior takes a considerable time commitment, teachers usually have to manage their students' behavior as well. Modifying refers to techniques that modify a situation enough to make it less likely that students will continue to exhibit inappropriate behavior. Modifying techniques aren't designed to change students, but to help students control their behavior. They may also be thought of as placeholders, or strategies that do damage control or contain the situation. Strategies such as antiseptic bouncing, hurdle help, direct appeal to values, signal interference, and proximity control may also be used to modify behavior.

Controlling.   Controlling management techniques involve using consequences and are concerned primarily with stopping inappropriate behavior. Teachers using consequences to manage students' behavior are using their power or authority. They reward students for behaving the way they want them to behave and punish them for behaving in inappropriate ways.

Intervening Techniques Compared. Controlling and modifying techniques handle misbehavior for the moment while changing techniques try to modify students' attitudes, motives, and self-concepts so they will not misbehave in the future. Convincing students likely to misbehave that they have to behave or they will be punished is an example of controlling students. Motivating students to want to behave appropriately is changing them. Ignoring the attention-seeking behavior of students who play the clown is modifying, whereas teaching them how to obtain attention in more acceptable ways is changing.

Accommodate

Here the teacher takes primary responsibility for making adjustments to accommodate students. The focus for change is primarily directed toward the instructional context. This may include adjusting expectations, procedures, or instructional format to accommodate individual differences in learning rate and style. Accommodations can be at the class level or the individual student level. This category includes preventing, supporting, and adapting.

Adapting.   Both contextual and individual adaptations are included here. Some examples of adapting include defusing tension using humor, interest boosting, and restructuring the classroom program. At the individual student level, the teacher might adapt the length of a seatwork assignment without a break or an individual reading assignment to the shorter attention span of a student.

Supporting.   Supporting techniques provide encouragement and emotional support for students. Here the intent is to provide personal support to help a student exercise self-control. It also includes a restorative aspect intended to restore positive relations.

Preventing.   Preventing is proactive and involves developing classroom procedures that will avoid problems anticipated based on previous experience. Included here are planning for providing students with help when they are uncertain about assignments and planning lesson flow and activities to accommodate different lengths of time needed for task completion.

Addressing Unproductive Student Behavior

Considering if, when, and how to intervene is a critical management decision. When deciding to intervene, you will need to address two fundamental questions:

- Will the intervention help the student learn better, not just eliminate the disruptive behavior?
- Will the intervention help the student learn a new way of behaving?

When you identify a student behavior as unacceptable, you have three variables to work with: yourself, the student, or the environment. You can choose to modify the student's behavior, the learning context, or your own response to the behavior. It is important to keep in mind that changing the student's behavior is not your only option and that combining modifying the student's behavior with changes in both your attitude and the learning environment is likely to produce maximum results.

Criteria for Assessing Your Intervention Pattern

Although there is no objective standard that can be applied to all interactions and responses to students and classroom situations, considering the eight criteria in

Table 2.3 can help you broaden your response options when addressing unproductive student behavior.

To examine your typical responses to student misbehavior, it is important to reflect on the following questions.

Reflective Questions to Ask Yourself
- Did my response assist the student in assessing his or her own behavior?
- Did my response deescalate the student's behavior?
- Did my response allow an opportunity for the student to express thoughts or feelings?
- Did my response help the student develop a new strategy to use when a similar situation arises?
- Did the student leave the situation feeling supported and prepared to learn?
- Could I recommend that the student's parent(s) use a similar response?
- Would I want my supervisor to use a similar response regarding a behavior of mine that was a concern?

In deciding on an intervention, the teacher needs to weigh a range of contextual variables by considering the following questions.

Reflective Questions to Ask Yourself
- When a student misbehaves, am I thinking about how the student can be helped to learn better, or simply how the disruptive behavior can be eliminated?
- Is the intervention accompanied by a plan for the student to learn a new way of behaving?
- What types of student misbehavior can I control to a significant degree by restructuring expectations or classroom procedures?
- Is the intervention goal merely to gain the student's compliance for the moment?
- After an intervention, is the student typically angry? Passive–aggressive?
- After an intervention, does the student typically begin working again, or stop participating?
- Is the student–teacher relationship after an intervention enhanced, maintained, or eroded?
- Does the intervention help the student learn anything about his or her inappropriate behavior?

TABLE 2.3   Responding to Student Behavior

CRITERION	SELF-REFLECTIVE QUESTION
Escalating	Am I following a sequence beginning with an unobtrusive response and escalating progressively?
Respectful	Does my response maintain my dignity and treat students respectfully?
Contextual	Does my response take into account the effect of the instructional context and setting on the student's behavior?
Instructive	Do I provide students with guidance in accomplishing the desired behavior change?
Facilitative	Do I provide students with assistance in learning more appropriate ways to behave?
Reflective	Does my response consider how my reaction to the student may impact the student's behavior?
Responsive	Does my response consider that the student's behavior might be a reaction to a personal or academic need not having been met at the time?
Preventive	Does my response go beyond a single episode to anticipate and plan for the future?

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REFLECTION ON PRACTICE
Considering Response Options

Activity Directions: Which of the eight intervention criteria listed in Table 2.3 is the most important for you to consider when responding to a challenging behavior?

1. Selected intervention criterion:

    _____

2. Corresponding self-reflection question:

    _____

REFLECTIVE QUESTION
What can you do to ensure that you think about your priority concern when you intervene with a student?

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REFLECTION ON PRACTICE
Assessing Your Intervention Pattern

Activity Directions: Write several statements to describe each of the following aspects of your intervention pattern.

1. Behaviors that I choose to permit in my classroom:

    _____
    _____
    _____

2. Behaviors that I consciously accept:

    _____
    _____
    _____

3. Behaviors or situations that I decide to tolerate:

    _____
    _____
    _____

4. I intervene in student behavior when:

    _____
    _____
    _____

Working with a partner, compare and contrast your patterns. Then list some key similarities and differences.

SIMILARITIES	DIFFERENCES
_____	_____
_____	_____
_____	_____

Equitable Student–Teacher Classroom Interactions

Most teachers try to treat all of their students the same, without showing any favoritism. However, research shows that the quality of student–teacher interactions for different students contradicts the idea that all students are treated the same.

Research indicates that teachers tend to have more interactions relating to classroom behavior with students who are low-achieving and fewer interactions regarding learning activities. Consider the following questions and ask yourself whether you engage in any of these behaviors.

Reflective Questions to Ask Yourself
- Do you ask some students to analyze, synthesize, and evaluate answers to your questions whereas you ask others nonstimulating fact-type questions?
- Do you give students time to think about a question before expecting an answer, or do you ask the question and then move quickly to another student because you think that the first student will not be able to answer correctly?
- Do you give some students more encouragement or assistance after you have called on them?
- Do you merely give some students the answer to the question?
- Do you give briefer and less informational replies to questions to some students?
- Do you probe for deeper meaning behind only certain students' responses?
- Do you fail to tell some students their answer is incorrect?
- Do you actually praise some students for answers that aren't correct?
- Do you avoid eye contact with some students?
- Do you accept student answers to open-ended questions without judgment, or do you question the novel or nontraditional responses?
- Do you interact with the same students most of the time?
- Do you expect, tolerate, or demand different behavior from male and female students?

Promoting Acceptance of Students from All Cultural and Social Backgrounds

In order to ensure equity, you will need to be proactive in your planning of classroom practices and learning structures. Here are some questions to consider.

Reflective Questions to Ask Yourself
- During group work, do you ensure that students from different cultural and social backgrounds have the same responsibilities and duties as other students?
- What do you do to ensure that students from different backgrounds will participate in group work?
- What strategies do you use to raise the academic image of students from different cultures in the eyes of all students?
- What strategies do you use to bridge the gap between a student's culture and school?
- What strategies do you use that incorporate the cultural background and community of students?

■ What resources, individual or group, from the community have you brought to class?
■ Do your bulletin boards and overall classroom appearance reflect the culture(s) of your students' backgrounds?
■ What methods do you use to enhance the self-esteem of students from different cultures?
■ Do you try to accommodate the family structures of students from different social and cultural backgrounds?
■ Have you considered the family discipline styles of students from different cultural backgrounds in your management plan?
■ Do you differentiate between behavior that is culturally based and behavior that is not? Do you respond accordingly?
■ Are the behavior problems you identify more often attributed to one group?
■ Have you considered the values of your students and their cultural backgrounds in setting standards? Are your behavioral standards in conflict with theirs?

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REFLECTION ON PRACTICE
Assessing Your Interaction Pattern

Activity Directions: Follow the steps below.

1. Record the names of students called on during a period or for an entire day.

2. Then calculate the percentage of your students you called on: _____

3. What do the data tell you? Do you see a pattern?

   _____
   _____
   _____

4. On another day, record all the names of students you interact with for inappropriate behavior.

5. Then calculate the percentage: _____

6. Compare these two lists. What does the comparison reveal?

   _____
   _____
   _____

REFLECTIVE QUESTION
Is there anything you want to change about your interaction pattern?

Enhancing Student Status within Groups in the Classroom

Individual students have status within groups in the classroom (Cohen, 1994, 1998). This status can be related to gender, ethnicity, race, color, social class, knowledge, perceived ability, peer group membership, personality characteristics, or physical attributes. Such status can be a function of role status such as leader, clown, or bully. Status can also be inadvertently, covertly, or overtly *assigned* to certain students on the basis of gender, social status, or cultural background. Or that status might be a function of group members' attitudes about others' potential to contrib-

ute meaningfully to the learning task on the basis of their assessment of perceived ability or achievement level.

Carefully observing how students interact during assigned group learning tasks can furnish teachers with valuable information. Systematic observation provides a way to assess interaction patterns that could reveal biases that serve to impede some students' opportunities to learn. Such data can help teachers assess whether they need to intervene with a structure that offers greater potential for fair and just treatment of all members of the class, regardless of status or ability. This may involve teaching communication skills, developing problem-solving strategies, or creating awareness of inequities.

By proactively identifying students who are relegated to low status, teachers have the opportunity to restructure group norms to improve the status of these students. Students who have low status could be ridiculed, ostracized, criticized, or ignored by other students. In the multicultural classroom, it is essential that teachers have a way to monitor interaction patterns and intervene when necessary to ensure unbiased treatment and opportunity to learn.

Assessing Interaction Patterns: The Moon Problem Exercise. The following structured experience developed by Hall (1971) is being used here as an attempt to simulate experiences your students may have during group learning tasks. The purpose of the exercise is to disclose how role perceptions are always operating in any group setting.

Guidelines for the Moon Problem Exercise
- It is not necessary to complete the exercise. The purpose of this activity is to provide a simulation for observing behavior during a problem-solving task.
- The participants should interact as naturally as possible.
- The observer should keep the focus of the feedback on the interaction and give objective, nonjudgmental feedback.

LEARNING APPLICATION TASK
The Moon Problem Exercise

Activity Directions: You will be working in groups of five to seven for this activity.

1. Select one member to serve as an observer of the process. The observer will record information on the interaction pattern among the group members. After the structured activity, the observer will give specific feedback using the following questions to guide their observations and subsequent feedback to the group.
   - Who initiates the ideas?
   - Who complies with the ideas?
   - Who verbalizes the most in the activity?
   - Who controls the situation in the activity?
   - Who is silenced by other group members?
   - What do the physical movements tell you about the interaction?
   - What does other nonverbal behavior tell you about the interaction?
2. Once the groups and the observers have been established, engage in the activity for approximately 15 minutes.
3. Have the observers give feedback based on the specific behaviors they observed.

Note: Although the focus of the activity was the process, not the answers, the participants will most likely be curious about the right answers; hence the NASA solution is included.

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THE MOON PROBLEM EXERCISE

You are a member of a spaceship crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During reentry and landing, much of the equipment aboard was damaged, and because survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trek.

Below are listed 15 items left intact and undamaged after landing. Your task is to rank them in terms of importance in allowing your crew to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through number 15, the least important.

UNDAMAGED EQUIPMENT	RANKING IMPORTANCE
Box of matches	_____
Food concentrate	_____
Fifty feet of nylon rope	_____
Parachute silk	_____
Portable heating unit	_____
Two .45 caliber pistols	_____
One case dehydrated milk	_____
Two 100-pound tanks of oxygen	_____
Stellar map (of the moon's constellations)	_____
Life raft	_____
Magnetic compass	_____
Five gallons of water	_____
Signal flares	_____
First-aid kit including needles	_____
Solar-powered FM receiver/transmitter	_____

There are no right or wrong answers to this exercise.

NASA SOLUTION TO THE MOON PROBLEM EXERCISE

This is the order in which these items have been ranked by NASA. Remember, there are no right or wrong answers. What is important is *why* you decided to rank the items the way you did.

1.	Two 100-pound tanks of oxygen	*Fills respiration requirement*
2.	Five gallons of water	*Replenishes loss by sweating, etc.*
3.	Stellar map (of the moon's constellations)	*One of principal means of finding directions*
4.	Food concentrate	*Supply daily food required*
5.	Solar-powered FM receiver/transmitter	*Distress signal transmitter, possible communication*
6.	Fifty feet of nylon rope	*Useful in tying injured together, help in climbing*
7.	First-aid kit including needles	*Oral pills or injection medicine valuable*
8.	Parachute silk	*Shelter against sun's rays*
9.	Life raft	*CO_2 bottles for self propulsion across chasms, etc.*
10.	Signal flares	*Distress call when line of sight possible*
11.	Two .45 caliber pistols	*Self-propulsion devices could be made from them*
12.	One case dehydrated milk	*Food, mixed with water for drinking*
13.	Portable heating unit	*Useful only if party landed on dark side*

14. Magnetic compass	*Probably no magnetized poles, thus useless*
15. Box of matches	*Little or no use on the moon*

Using Structured Exercises with Students.   This is an excellent activity in which to engage students to watch their interaction patterns. For this and similar activities, varying group composition will allow teachers to observe interaction patterns among many different combinations of gender, ethnicity, and ability during the group process. Systematic observation in such settings can provide teachers with valuable insight.

This exercise or similar activities can be used by teachers to assess how students in their classroom, especially those from different backgrounds, engage in group problem-solving tasks. Teachers can also use similar activities to gauge the social interaction between students from different cultural and social backgrounds and other students in group academic tasks. Activities like these can also help teachers identify an individual student's status within the group. Once students with low status are identified, the teacher can make concerted attempts to provide structures that will help enhance the status of these students. Some potential interventions and general strategies teachers can use include the following:

- Teach problem-solving strategies to limit decision making by power, status, aggression, and so forth.
- Give students with low status specific responsibilities.
- Assign roles to students with low status that will necessitate interacting with all students in the group.
- Provide task directions that call for all students to make contributions.
- Engage students with low status in learning activities in which they can exhibit or demonstrate their strengths or expertise.

Multicultural Education Websites

Center for Multilingual Multicultural Research	www.usc.edu/dept/education/CMMR
Crosscultural Developmental Education (CCDES)	www.crosscultured.com
Multicultural Education and the Internet	www.mhhe.com/socscience/education/ multi_new
Multicultural Pavilion	www.edchange.org/multicultural
National Association for Bilingual Education	www.nabe.org
National Association for Multicultural Education	www.nameorg.org
Teachers of English to Speakers of Other Languages (TESOL)	www.tesol.org
Teaching Tolerance	www.teachingtolerance.org

INTERVENTION ESCALATION

To help build student autonomy, teachers need to give students more opportunities to manage their own behavior. When problems occur, teachers use intervention strategies that focus not on what they need to do *to* students, but rather on what they can do *for* students to help them make better choices. The following
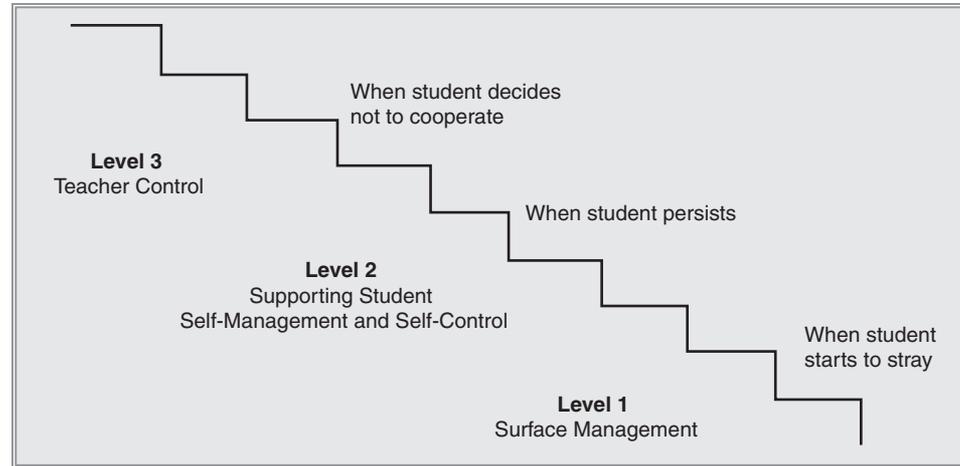
FIGURE 2.1   Intervention Escalation: Moving Up the Staircase

section describes ways teachers can intervene to deal with student behavior that is problematic and unproductive by supporting students in using self-control.

The idea of intervention escalation is to move systematically, sequentially, and progressively up the ladder of escalation. As shown in Figure 2.1, there are three levels of intervention at a teacher's disposal. Without specific intent to promote student self-management and self-control, teachers often move very quickly up the intervention ladder. Many teachers virtually skip Level 2 interventions, those most critical to helping students develop self-management.

You should have several intervention options in your repertoire at each level. Your escalation pattern needs to strike a balance between moving too slowly, failing to assert your expectations, and moving too rapidly, not allowing students an opportunity to regulate their behavior on their own.

Intervention Escalation Levels

Table 2.4 provides many types of interventions for dealing with student behavior as it becomes more serious. By intent, the list of options at Level 2 is the longest. This is because supporting students in making a better choice is a core belief driving this approach to classroom management.

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LEARNING APPLICATION TASK
Developing Your Ladder of Escalation

Activity Directions: Develop your own ladder of escalation by planning 10 steps of progressive escalation.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

Step 7: _____

Step 8: _____

Step 9: _____

Step 10: _____

REFLECTIVE QUESTION
How do you want to expand your intervention options?

TABLE 2.4   Escalating Interventions

INTERVENTION ESCALATION CHARACTERISTICS	INTERVENTION OPTIONS	
Level 1 Interventions: When Student Starts to Stray		
Maintain the lesson flow	Planned ignoring	Eye contact
Deter a minor problem from escalating into a major one	Signal interference	Proximity control
	Touch	Task engagement feedback
Are used before the teacher begins to harbor negative feelings	State positive expectation	Provide rationale
	Brief directive	Antiseptic bounce
Level 2 Interventions: When Student Persists		
Reduce student anxiety	Invite cooperation	Statement of value
Keep students working productively	Express your needs	State your disappointment
	I statement	Impact statement
Address motive underlying the misbehavior	Simple request	Direct appeal to values
	Request that student change behavior	Request that student make a better choice
	Ask what student needs	Ask student to make value judgment
	Ask student to empathize with others' feelings	Ask student to consider others' needs
	Quiet correction	Redirect by asking for help
	Enlist group feedback	Redirect by restructuring task
	Redirect with humor	Provide personal support
	Provide hurdle help	Accept student's feelings
	Acknowledge student's challenge	Appeal to future reward
	Offer incentive	Suggest better alternative
	Gentle reminder	Rule reminder
Level 3 Interventions: When Student Decides Not to Cooperate		
Maintain positive relationship, restore if necessary	Reminder of consequence	Give range of choices
	Ask student to make choice	Give either/or choice
	Warning	Separation
Create window of opportunity	Thinking time	Student conference
	Isolation	Restoration
Allow students to save face	Logical consequence	In-school suspension
	Send to office	Suspension
	Limited time suspension	