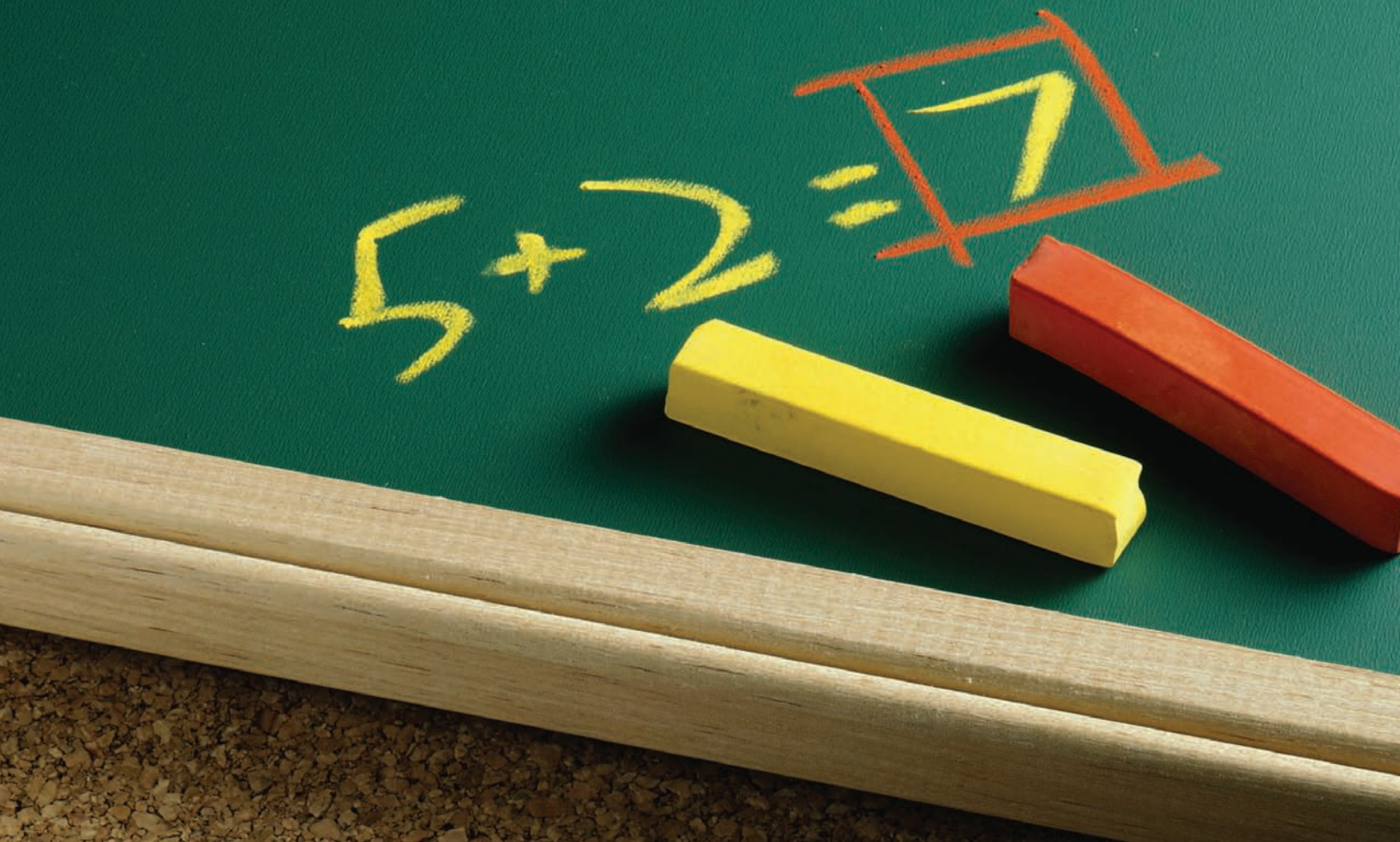


Carlette Jackson Hardin
Effective Classroom Management
Models and Strategies
Third Edition



Pearson New International Edition

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Step Five: Prompt If the student did not return to work after the teacher stood at the student's desk for several minutes, the teacher should lean over at the waist until his or her weight is on one palm. Getting eyeball to eyeball with the student, the student should be given a prompt—a message that tells the student what to do next. The prompt might be moving work around in front of the student, pointing to the work to be done, or verbally telling the student to turn around and to begin to work. Once the student has complied, the teacher should thank the student and then move away.

Step Six: Palms If the student does not comply during Step Five, the teacher should lean slowly across the desk and place both palms flat on the far side of the desk on either side of the student. The teacher should remain eyeball to eyeball with the student until the student complies. When the student complies, the teacher thanks the student and moves away.

If the student backtalks during Limit Setting or if two students are involved, the following steps are added to the process:

Step Seven: Camping Out in Front If the student has been backtalking during this encounter, Jones stresses that Step Six should be continued and the teacher should “camp out” until the student complies. Jones (2007b) describes the golden rule of dealing with backtalk as “doing nothing”—“waiting out” the student. When the student stops talking, the teacher should give a prompt, wait until the student complies, and then move away. Jones stresses that the teacher should never move out until confident that the student has begun to work.

Step Eight: Camping Out from Behind If backtalk involves more than one student, camping out in back may be more effective. The teacher should use the wide walkways and move around the desks to stand directly between the students. Leaning on the table of the first student, as described in Step Five, blocks the view of the second student. The teacher should totally ignore the second student and establish eye contact with the first student. Then the teacher should wait until the first student is back on target. Only when the first student is working is it time to focus on the second student.

Why does Limit Setting work? It works because students want the teacher out of their space. In order to have the teacher move away, almost all students stop the inappropriate behavior and return to their work. It works because Limit Setting uses behavioral research that shows that negative reinforcement increases desired behavior.

Jones (1987) stresses that Limit Setting shouldn't be necessary throughout the year. During what he calls the **acquisition phase** (when the students are first learning the classroom rules), the teacher may need to use Limit Setting several times a day. But Jones promises that once students realize that the teacher intends to enforce the rules and is consistent in this enforcement, Limit Setting will be needed less and less.

There are limitations to Limit Setting and Jones (1987, 2001) acknowledges that it will not work in all situations. Jones provides the following limitations of Limit Setting:

- If the teacher cannot be calm and shows anger and frustration, the effectiveness of Limit Setting is weakened. Calm is strength in Limit Setting.

- If the teacher has a poor relationship with the students, they may not return to work as a challenge to the teacher's authority. For Limit Setting to be effective, students have to trust that the teacher will move away when they return to work.
- If the teacher moves away too quickly, students may learn that only pseudocompliance is needed to get the teacher out of their space.
- If the teacher is trapped behind a desk or teacher center, the ability to move quickly to a student will be lessened. Students then know they have time to get back on-task before the teacher can reach them.
- If the lesson is boring or the students have been sitting too long, the interruption created by a Limit Setting episode may be rewarding. Students may then encourage each other to be off-task, just to break the monotony of the class.
- If the teacher is not aware of what is going on around the classroom, much behavior that could be solved by Limit Setting will be ignored. Inappropriate behavior will increase because students will realize that no one is watching.
- If the entire class is off-task, standing by one desk will do little to solve the situation.
- If the student is agitated or physically aggressive, moving into the student's space may be viewed as a threat. Teachers need to know their students well enough to read when Limit Setting will work and when it will not.

Tips from the Field

I use PAT with all my classes, but it's important to adapt how you use it to each group of kids. How the classes spend their PAT time (and even how they gain time) is often not the same because of how different the dynamic of each period is. It takes me a month or more to figure out exactly what method fits each class, so if something doesn't work, I don't scrap PAT altogether; I simply try something else until I get it right. For instance, my regular and Pre-AP classes chose much different ways of spending their PAT this past year. My regular kids often chose "Heads-Up Seven-Up" or something similar. However, my advanced kids loved to play a game called "The Professor." I choose five students to come to the front of the class, and they become the one brain of the professor. A student

in the audience asks the professor a question (it can be academic or plain silly), and the "professor" must answer by each saying one word. The sentence is complete when the last student gives an end punctuation. For example, if someone asked, "What's the capital of Texas?" the "professor" would answer like this: student #1—"The," student #2—"capital," student #3—"of," student #4—"Texas," student #5—"is," student #1—"Austin," student #2—"period." This becomes quite funny when the kids can't figure out what word should come next.

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RESPONSIBILITY TRAINING

Classroom management is, as the name implies, management of the class. To be effective, rewards or incentives must be a group system rather than a collection of individual incentive systems (Jones, 2007b). To generate consistently good behavior from all class members, Jones proposes that teachers devise a complex, formal incentive system that utilizes (1) bonuses and (2) penalties. Essential are (1) group rewards and (2) group accountability. **Responsibility Training** is such a group incentive program, in which the philosophy is “One for all and all for one.” The heart of Responsibility Training is the accountability students have for and to each other. Responsibility Training takes the teacher out of the enforcer, or nagging parent, role.

Basic to Responsibility Training are incentives. Incentives are used to increase productivity and to encourage students to follow classroom rules. In the first decade of the twenty-first century, however, there has been criticism of incentives and rewards because these teaching tools have been viewed as bribes. Jones (2007b) notes that a proactive incentive system (such as Responsibility Training) is an exchange that is established in advance and is, therefore, not a bribe. It is planned as a normal part of the day. However, a reactive system is established in the heat of the moment and should be considered a bribe.



Jones stresses that a teacher's nonverbal behavior sends a clear message to students and prevents many misbehaviors from escalating. Lisa F. Young/Shutterstock

Incentive systems can be simple or complex. A simple incentive system provides a reinforcer in exchange for a specified behavior. Jones (1979) notes that incentive systems must have three parts: a task, a reward, and a system of accountability. One of Jones's (2007b) favorite incentive programs is what he calls **Grandmama's Rule**. Just as Grandmama told her grandchildren that they had to finish their dinner before they could have dessert, in Responsibility Training students are told that they must complete a required task in order to earn **Preferred Activity Time (PAT)**. Grandmama's Rule is the juxtaposition of two activities: (a) the things students *have* to do and (b) the things the students *want* to do.

Preferred activities can be any educational activity students like to do. Jones (2001) suggests that these activities be readily available, easy to use, represent a reasonable amount of prep time for the teacher, and serve an educational purpose. PATs can be whatever activities students like and might include centers, games, and videos.

The success of PATs depends on students working together to earn the PAT. The group earns time for the PAT when *every* member of the class is productive, and the group loses time when *any* member of the class is off-task. Jones (2007b) suggests that in most classrooms, the peer group reinforces deviant behavior. With Responsibility Training, the teacher uses the power of the peer group to control class behavior.

For more than twenty years, Jones has trained teachers to successfully use Responsibility Training to change student behavior. In the majority of classrooms, the system works well. Nevertheless, he has found that in some classes a clique in the class will reinforce their own deviant behavior and are immune to peer pressure. Moreover, Jones stresses that the PATs must change often because reinforcement satiation is the eternal enemy of any incentive system.

BACKUP SYSTEM

Although Jones (1987, 2001) proposes that most inappropriate behavior will be stopped through Limit Setting and Responsibility Training, a few students will force the use of negative sanctions. Jones's **Backup System** is a systematic, hierarchic organization of negative sanctions. He suggests the use of the Backup System when there is an obnoxious incident or a repeat disruptor who does not respond to Limit Setting or Responsibility Training.

The Backup System is composed of three levels: small backup responses, medium backup responses, and large backup responses. Table 4.1 provides examples of consequences at each level. As students work up the levels, the consequences become more severe and more professional assistance is involved.

Small backup responses are the first line of defense in the classroom. They are done privately, and in many cases the other students have no knowledge that they are being administered. Small backup responses are communications rather than sanctions. The objectives of the small backup system are (a) to inform students that they are entering the Backup System and (b) to invite students to return to their work.

Medium backup responses are more public. They can include being sent to time-out or having the student's name placed on the board. Medium responses are more punitive than corrective.

Table 4.1 Examples of Responses in Jones's Backup System

Small Backup Responses	Medium Backup Responses	Large Backup Responses
Private—Between Student and Teacher	Public Within the Classroom	Public and Requires Two Professionals
Speaking privately to student Catching the student's eye	Assigning time-out in classroom Assigning time-out in colleague's room	Sending student to the office Sending student to in-school suspension
Putting finger to lips	Warning student publicly	Requiring student to attend Saturday school
Pulling parent's address card	Sending student to the hall Holding conference with parent Requiring student to stay after school	Calling police Giving detention Expelling student

Large backup responses require help from outside the classroom and the involvement of at least two professionals. Sending students to the office, assigning detention, and suspending a student are the most common examples.

Corporal punishment is never advocated by Jones. Jones (1987) states that of all the discipline techniques in existence, corporal punishment has the fewest assets and the greatest number of liabilities.

SUMMARY OF THE FOUR-STEP MODEL

Jones (2007b) proposes a four-component model that includes Classroom Structure, Limit Setting, Responsibility Training, and Backup Systems. He suggests that teachers be proactive by establishing classroom limits through classroom rules and procedures. When these rules and procedures are challenged, Limit Setting is the first line of defense against typical disruptions in the classroom. Still, Limit Setting is mild social punishment and, as such, is incomplete. A reward system must be established to promote desired behavior. Responsibility Training provides balance by establishing such a reward system. In cases in which the first three components do not stop inappropriate behavior, Backup Systems must be in place. Jones (1987) cautions teachers, however, to extract as much management as possible from Classroom Structure, Limit Setting, and Responsibility Training before moving to punitive backup responses.

STRATEGIES FOR DEALING WITH DIFFICULT STUDENTS

Jones (2007b) suggests that one of the oldest myths in education is that the solution to dealing with difficult students lies in the principal's office. Instead, he stresses, the solution lies in the classroom with the classroom teacher. According to Jones, the answer to dealing with

difficult students is consistency. If the teacher has been consistent in following the steps outlined in Limit Setting, then small disruptions do not grow into big disruptions. When the teacher is consistent, smaller and smaller consequences are required to manage behavior. When the teacher is inconsistent, larger and larger consequences will be needed to govern misbehavior.

The types of disruptions caused by difficult students usually revolve around inappropriate interactions with fellow students or the teacher. In some situations, an individual student's behavior will cause the entire class to lose a reward, resulting in anger by fellow students. When that occurs, Jones (2007b) suggests that the teacher remove the student from Responsibility Training and use **Omission Training** to change the student's behavior. Omission Training is the name given to an incentive program system that rewards the omission, or avoidance, of unwanted behavior. In Omission Training, the teacher rewards the individual student for behaving appropriately for a certain period of time. To increase the likelihood of success, the class is also rewarded when the student is on-task. Therefore, the student has an opportunity to become a class hero and be accepted by the class, and the class helps the student learn new behavior.

The establishment of an Omission Training program requires that the teacher perform the following:

- Remove the defiant student from Responsibility Training so the class is no longer being punished for the student's inappropriate behavior.
- Talk to the student in a nonpublic place about the student's behavior.
- Establish an individual reward program for the student.
- Announce to the class that the student is now on an individual program. However, when the student earns time or a reward, the reward is shared with the entire class.
- Withdraw the student from Omission Training as the student learns appropriate behavior and is more accepted by the group.

The second type of unacceptable behavior comes from the student's interaction with the teacher. In many cases the student will respond to demands by the teacher in a negative way through inappropriate language or behavior. Jones (2007b) recommends that when confronted with a belligerent student, the teacher should do nothing. If the teacher responds with anger or harsh words, the student has succeeded. Therefore, when in doubt, do nothing.

Jones (2007b) stresses that the teacher's waiting and remaining silent does not mean that punitive action will not occur. Waiting simply gives the teacher time to think before acting and maintain professionalism. Depending upon the teacher's calmness and skill, a crisis can have a constructive end (Jones, 2008). Once the student has calmed, then the teacher should have a conversation with the student outside the presence of peers. Many times, all that is necessary for future disruptions to be avoided is what Jones calls a clinical conversation. After the conversation, however, the teacher may still feel it is necessary to use one of the large backups described in Table 4.1. These consequences occur outside the classroom in either the principal's office or in the juvenile justice system.