Best Practices
in Classroom Management

October
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INTRODUCTION

Today many urban schools are comprised of children who have been described by the prefix *dis*: "disenchanted, disaffected, disaffiliated, disturbed and disruptive." Many of these children live in community conditions that have adversely impacted their readiness for school. Some of these conditions include: the family's loss of meaningful employment, the infestation of illegal drugs, and an increase in single-parent households. In addition, the number of children being reared by grandparents has increased. There are also leagues of other children who have lived in multiple foster care facilities, and still others who have been simply left to rear themselves.

Children subjected to these living conditions have a greater propensity to engage in inappropriate behavior in the classroom. Problem behavior occurs when a child is unable to communicate needs or desires effectively. The behavior is a communicative function. Typically a challenging behavior serves to obtain something or to avoid something. It becomes a very effective form of communication and to the child seems reasonable and logical.

Inappropriate behavior significantly disrupts individual learning, social acceptance, and opportunities for inclusion into the society at large. Extreme challenging behavior can be dangerous and even life threatening.

Some researchers have argued that antisocial behaviors in youth lead to a host of academic and social problems such as low self-esteem, membership in deviant groups, substance abuse, truancy, and delinquency. It is their belief that due to the high level of social incompetence among youths exhibiting delinquent behaviors, these youths are unable to get along with others, deal with group situations effectively, make appropriate choices, understand others' viewpoints, or deal reasonably with stressful situations.

If, indeed, many of these behaviors are a manifestation of living in poverty, the question then becomes, "To what extent does poverty affect student achievement?"

The Impact of Poverty on Student Achievement

Once a professor told our class that as a child, he had to wash his socks every evening so that he'd have clean ones to wear to school the next morning. He further revealed that most of the children in his neighborhood did likewise. The point is that children in his neighborhood didn't really know they were poor. Everyone did the same sorts of things to make ends meet. Today, however, the "haves" and the "have nots" are much more apparent. Children are far more aware of their family's economic situation than in the past.

To consider the impact of poverty on students' achievement without considering its impact on student behavior is putting the cart before the horse. Most experienced teachers will tell anyone who will listen that without some semblance of order in the classroom there will be no learning! Yet study after study focuses on poverty and achievement, without much consideration of inappropriate student behavior as a manifestation of living in poverty.

As far back as the Coleman Report (1966) we have known that that a child's poverty level has an adverse effect on academic achievement. However, in a study conducted by Gallagher (1998), it was

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reported that to simply focus on developing standards and raising expectations is not sufficient: "We need to face the unpleasant reality that education by itself is a weak treatment." In support of this conclusion, a study conducted for the U.S. Department of Education (1996) indicated several important factors which adversely impact student behavior. These factors include:

- Urban schools had larger enrollments, on average, than suburban schools at both the elementary and secondary levels;

- Student behavior problems were more common in urban schools than in other schools, particularly in absenteeism, classroom discipline, weapons possession, and student pregnancy;

- Teacher absenteeism, an indicator of morale, was more of a problem in urban schools than in rural or suburban schools;

- Students in high poverty schools, regardless of location, were less likely to feel safe in school and spent less time on homework than those in low poverty schools; and

- Young adults who had attended urban and urban high-poverty schools had much higher poverty and unemployment rates later in life than those who had attended other schools.

Lack of Social Capital Among Poor Children

Many researchers, including Maeroff (1998), discuss the effects of poverty within the context of social capital. These authors remind us that poor children often are lacking in four types of social capital:

When Keith was asked what he wanted to be when he grew up, he became angry and responded: "I don't know! Why you asking me that? I might be dead or in jail!"

- *A sense of academic initiative.* Many students lack a school work ethic, good study habits, and a high level of self-discipline. Academic success is not perceived as relevant to their future lives.

- *A sense of knowing.* Many students do not have a sturdy foundation upon which to build success in school. They do not have the opportunities to thrive, which include pre-school attendance, travel, summer camps, home computers, tutors, music lessons, organized sports, exposure to the arts, coaching for college admissions tests, and visits to colleges.

- *A sense of connectedness.* Many students feel alienated and do not have a sense of belonging to their community, neighborhood, or school. To be successful in school, students must feel that they "belong" and perceive the work of school as having great value. Connectedness also means that students have good relationships with adults in the school, the home, and the neighborhood. These adults can be advocates for students as they face barriers and problems in and out of school.

- *A sense of well-being.* Poverty, concerns for one's emotional and psychological well-being, and worries about what the future holds cause many students to develop a negative sense of well-being. As a result, many have little sense of hope, combined with low levels of self-confidence and self-respect.

CLASSROOM ARRANGEMENT STRATEGIES

Poverty obviously impacts social capital; however, without the capacity to address abject poverty in the lives of many of the children who sit before us, we must focus on issues that may be addressed in the classroom: physical arrangement and management strategies.

Classroom Arrangement

As Fred Jones, a noted classroom management expert, explains: "A good classroom seating arrangement is the cheapest form of classroom management. It's discipline for free."

Many experienced teachers recommend assigned seating for students to facilitate discipline and instruction. They argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage. Best practices suggest a few common-sense rules to guide classroom arrangements.

- Students should be seated where their attention is directed toward the teacher.

- High traffic areas should be free from congestion.

- Students should be able to clearly see chalk board, screens, and teacher.

- Students should be seated facing the front of the room and away from the windows.

- Classroom arrangements should be flexible to accommodate a variety of teaching activities.

Establishing Rules of Conduct

Much research on classroom management has focused on student participation in establishing codes of conduct. It suggests that students should actively participate in the creation of guidelines governing classroom behavior. This belief suggests that students will support rules they establish. Best practices recommend minimizing the number of rules. Children have a tendency to recommend a laundry list of rules. Teachers, however, should provide limited structural input so that rules are direct, clear, and consistent, and encourage positive behavior. In addition, teachers must make sure that rules are designed to support a concept of consequences for inappropriate behavior rather than punishment.
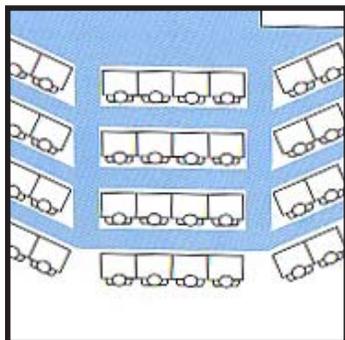
A good classroom seating arrangement is the cheapest form of classroom management.
— Fred Jones

Classroom management expert Fred Jones says teacher mobility should be the aim of any classroom seating arrangement. This arrangement is among several different seating configurations illustrated in Jones's book, *Tools for Teaching.*

Consequences versus Punishment

Emerging research suggests that inappropriate behavior should be followed by consequences rather than punishment. Consequences are viewed as an end result of a child's inappropriate act. That is, they should not be viewed as something imposed, such as sanctioning, but rather as an appropriate outcome for an inappropriate act. A consequence should make sense, be a logical ending for an action. It should be the effect of behaving inappropriately.

Punishment, on the other hand, is punitive and/or penal in nature. It does not necessarily serve a learning purpose, but rather "gets even." It sends the wrong message. Children are in school to learn. Part of learning is making mistakes, both academic and social. Imagine punishing a student for misspelling a word. It sounds absurd. Effective teachers discover appropriate ways to help the student learn the correct way to spell the word. A like approach should be taken to address inappropriate behavior. The approach should have as its major tenet ways in which the student might learn from the mistake. This approach takes the perceived personal affront toward the teacher from

Ricco is out of his assigned seat. The teacher says, "Ricco, stand at your seat for the rest of the afternoon." Does this consequence fit the interaction, or is it merely punishment?

the student and replaces it with an objective approach that will allow students to learn from the mistake. Schools should and must be environments where mistakes are made and students are provided caring opportunities to learn from them.

Ruby Payne, in her book *A Framework for Understanding Poverty* (2003), suggests that any program which has as its intent to address discipline (inappropriate behavior) must clearly delineate the expected behaviors and the probable consequences of not choosing those behaviors. The program must also emphasize that the individual always has a choice—to follow or not to follow the expected behaviors. With each choice comes a consequence, either desirable or undesirable. When a program of discipline has as its focus "I tell you what to do and when," the child is unable to move from dependence to independence (p. 101).

Classroom Rules of Conduct (examples written by children)

- *No chewing gum*
- *No hitting*
- *No using bad language*
- *No talking without raising hands . . .*

Preventing Disruptions

Effectively managed classrooms are orderly (relatively speaking), with a minimum of student misbehavior and reasonable levels of time on task. Effective classroom managers are more skilled at preventing disruptions from occurring in the first place, according to J. S. Kounin (1970). Kounin identified specific approaches to keep students focused on learning and reduce the likelihood of classroom disruption. These included:

- ***"Withitness."*** Communicating that you know what the students are doing and what is going on in the classroom.

- ***Overlapping.*** Attending to different events simultaneously, without being totally diverted by a disruption or other activity.

- ***Smoothness and momentum in lessons.*** Maintaining a brisk pace and giving continuous

activity signals or cues (such as standing near inattentive students or directing questions to potentially disruptive students).

- ***Group alerting.*** Involving all the children in recitation tasks and keeping all students "alerted" to the task at hand.

- ***Stimulating seatwork.*** Providing seatwork activities that offer variety and challenge.

Classroom Management Strategies

- *Hold and communicate high behavioral expectations.*

- *Establish clear rules and procedures, and instruct students in how to follow them; give primary-level children and those with low socioeconomic status, in particular, a great deal of instruction, practice, and reminding.*

- *Make clear to students the consequences of misbehavior.*

- *Enforce classroom rules promptly, consistently, and equitably from the very first day of school.*

- *Work to instill a sense of self-discipline in students; devote time to teaching self-monitoring skills.*

- *Maintain a brisk instructional pace and make smooth transitions between activities.*

- *Monitor classroom activities; give students feedback and reinforcement regarding their behavior.*

- *Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.*

- *Identify students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.*

- *Make use of cooperative learning groups, as appropriate.*

- *Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.*

- *Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.*

PSYCHOLOGY OF PROBLEM BEHAVIOR

Children Behave Inappropriately for a Reason

When teachers seek to understand why some children behave inappropriately, they should begin their inquiry with a consideration of practical factors:

- Is the child hungry, bored, or tired?

- What does the child seek to gain from the behavior?

- Does this child have particular disabilities? What might this mean?

- Are the behaviors predictable?

The first consideration may be addressed rather easily. A hungry child should be given a snack. This should not be viewed as an interruption, but rather seen as an easy way to address the student's needs with minimal interruption. A teacher might have a supply of nutritional snacks in the classroom and begin the morning by simply asking students, "Has everyone had something to eat?"

If student restlessness or inattentiveness always occurs around the same time, first rule out hunger as the cause for disruptive behavior. If the same one or two students cause the disruption and hunger has been ruled out as a factor, then the teacher might determine whether the disruption occurs at times when students are focused on a particular subject.

The disruption may be an attempt to communicate to the teacher that these students have not understood the directions or that the assignment presents problems for them and teacher assistance is required. Perhaps further clarification is required.

Do not assume that because the rest of the students understand the directives and are working quietly that all students do. Provide students additional help when their behavior asks you for it! You'd be surprised to know the number of students who simply struggle with the instructions even though you think you explained them adequately. Making sure that all students understand what they have been asked to do should be considered an ounce of disruption prevention.

When you have ruled out hunger and you are clear that the children understand the assignment, yet there are children who continue to be disruptive, ask yourself if the disruption is interfering with the other children's ability to complete the assignment. If so, what do you do? Are you sitting at your desk? It might help to take a walk among the students. A simple pat or tap on the disruptive student's shoulder or quietly asking if additional help is needed will often encourage the student to return to the assignment. Minimal disruption to students on task is the objective. If the goal of the disruptive student is to disturb the class, then this effort has been thwarted.

Do you know the children sitting in front of you?

- *Michael arrives at school late after having missed breakfast. His day starts with the teacher sending him to the office for inappropriate behavior. Could be that he's hungry!*

- *Jason has his head down on his desk. The rule is, "No heads down on the desk." You insist that he pay attention. Later you learn that his parents fought all night and Jason didn't sleep well.*

Moving from Inappropriate to Appropriate Behavior

Anderson and Prawat (1983) and others have noted that many students simply do not perceive a connection between their level of effort and the academic or behavioral outcomes they experience. These students have what psychologists call an "external locus of control," and do not believe in their own ability to influence events.

Researchers have observed behavioral improvements in settings where students are taught to attribute their success or failure to their personal effort. In these situations, students have learned to: (1) check their own behavior and judge its appropriateness; (2) talk themselves through a task, using detailed, step-by-step instructions; and (3) learn and apply problem-solving steps when confronting classroom issues.

Brophy (1983), Gottfredson (1986) and others have also noted that the use of cooperative learning structures can increase student task engagement, acquaint students with the benefits of working together, and ease the tensions that sometimes arise among racial/ethnic groups—all of which are related to reductions in the incidence of misbehavior.

The work of other researchers (e.g., Ornstein & Levine 1981) has also revealed that it is beneficial for teachers to use humor to hold student interest and reduce classroom tensions. Removing distracting materials, such as athletic equipment or art materials, may also be effective, especially when implemented in the beginning of the year.

Children can learn how to modify their behavior through active planning and negotiating contracts

Problem behavior is often a child's attempt to convey a message. When asked to read, Bobby refuses: "I don't feel like reading." The message may be that Bobby can't read!

with their teacher. Also, teaching prosocial skills, such as self-awareness and cooperation, will often lead to improved behavior.

When Intervention Is Required

Formal Assessment of Inappropriate Behavior

Positive behavior support is a strategy that attempts to reduce or eliminate inappropriate behavior. It utilizes a multi-component behavior plan that first seeks to understand the communicative function of the behavior. The program has three primary features: functional behavior assessment, comprehensive intervention, and lifestyle enhancement.

- *Functional assessment* is designed to understand both the person and the nature of the challenging behavior in their environmental context.

- *Comprehensive intervention* requires a continuum of behavior support for students. It involves teacher decision-making through information, student behavior change through "best practices," and staff behavior change through systems.

- *Lifestyle enhancement* involves significant diminishing of inappropriate student behavior, improvement in academic outcomes, and building appropriate teacher strategies.

The Functional Assessment and Behavior Support Plan instrument may be found in Appendix A.

Why Conduct a Functional Assessment?

The purpose of a functional assessment is to gather information in order to understand a student's problem behavior. However, a functional behavior assessment goes beyond the "symptom" (the problem behavior) to the student's underlying motivation to escape, avoid, or get something. Government-sponsored research, as well as educators' and psychologists' experiences, have demonstrated that behavior intervention plans stemming from the knowledge of why a student misbehaves (i.e., based on a functional behavioral assessment) are extremely useful in addressing a wide range of problems.

Through these inquiries, a teacher can begin to understand the child in his or her care. An understanding of the child's behavioral habits provides a basis for considering ways in which to meet the child's academic and social needs. Posing these questions necessarily requires a teacher to evaluate his or her pedagogical approach to teaching and, hence, classroom management techniques. Only a thorough examination of classroom methods and a clear understanding of the children with whom he or she is charged will enable a teacher to provide a successful learning experience.

Sample Behavioral Assessment Questions

- *What do we know about the child's likes and dislikes?*

- *What does the challenging behavior look like?*

- *Does the challenging behavior occur all the time or at certain times?*

- *When is it less likely?*

- *What are the activities or expectations and with whom does it occur?*

- *Is the behavior harmful to self or others or is it merely distracting?*

- *Is the problem significant to some teachers and not significant to others?*

- *Whose problem is it?*

- *What are some of the strengths/ weaknesses and needs of the child?*

- *What does this child value?*

TEACHER MANAGEMENT STYLES

We have focused our attention thus far on understanding student behavior, from student assessment to strategies for improving inappropriate behavior. However, an equally important topic concerns the teacher's management style. That is, how well do you as a teacher know your style of teaching and your ability to interact with students? Are you *authoritarian* in your approach to teaching, more of an *authoritative* teacher, more *indifferent*, or something of a *laissez-faire* style of teacher? Understanding your profile increases your ability to address inappropriate behavior before it escalates into something more serious. Knowing your limitations (that is, your level of tolerance of certain behaviors) and your students facilitates your capacity to de-escalate potentially problematic situations.

Answer the questions on the survey (located in Appendix B) to learn more about your management profile. The descriptions of the four management profiles are listed below.

The ***authoritarian*** teacher places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences. Often, it is quiet. Students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian's students do not have the opportunity to learn and/or practice communication skills. This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal's office. In this classroom, students need to follow directions and not ask why.

The ***authoritative*** teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances. The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment. This environment offers students the opportunity to learn and practice communication skills.

The ***indifferent*** teacher is not very involved in the classroom. This teacher places few demands, if any, on the students and appears generally uninterested. The indifferent teacher just doesn't want to impose on the students and often feels that class preparation is not worth the effort. Things like field trips and special projects are out of the question. This teacher simply won't take the necessary preparation time and may use the same materials, year after year. Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline students.

The ***laissez-faire*** teacher places few demand or controls on the students. "Do your own thing" describes this classroom. This teacher accepts the students' impulses and actions and is less likely to monitor their behavior. The teacher strives not to hurt the students' feelings and has difficulty saying no or enforcing rules. If a student disrupts the class, the teacher may assume that the student is not getting enough attention. When a student interrupts a lecture, the teacher accepts the interruption with the belief that the student must surely have something valuable to add. When discipline is offered, it is likely to be inconsistent.

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ENCOURAGING STUDENT SUCCESS DESPITE THE ODDS

Our goal (and for many, our calling) is to provide the best educational opportunity for all children who come into our classrooms. This profession provides some days that are much more complicated than others—for example, days when all we can do is collapse when we arrive home because we have given all we had to give. We have undertaken a huge responsibility. We have someone else's children for whom we are responsible for a good portion of the day.

Perhaps it would be less complicated if all our children were well nourished and emotionally, physically, and spiritually healthy. It would probably be much easier if we were sure that all of the children returned home to families who were happy to see them coming. Life as a teacher would be easier if school resources were distributed so that all children had access to new books, updated technology, and the best teachers (who were well compensated for their work). But our reality is different; we take all children and all that they bring to the classroom. And, inevitably, there are some children for whom school is a far greater challenge than it is for others. This booklet was written for those children.

The following are a few tips that were helpful in my effort to better address the needs of my more challenging students.

- Get to know the child. Solicit support from family members. Uncover the child's likes and dislikes.

- Never publicly humiliate a child. You can't imagine how this can adversely impact this child.

- Yelling at children all day is ineffective. Try lowering your voice.

- Tell children something about you, perhaps a funny story. Children want to know that you are human too!

- Remember what it was like being a child.

- Acknowledge good behavior.

- Learn from family members, other teachers, or any available resource what works with the child.

- Give students choices. Repeated choice opportunities allow students to build a sense of competence and may prevent challenging behaviors.

- Help students celebrate their successes, however small. This will help them open up to more positive thoughts and actions about themselves.

. . . Teachers must be peddlers of hope . . .

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APPENDIX A

Functional Assessment and Behavior Support Plan*

**Positive Behavior Support for Young Children
Functional Assessment and Behavior Support Plan**

Child's Name: _____

Date: _____ **Program:** _____

Participants: _____

What are the child's strengths? What does this child do well?

_____

_____

Describe Behavior of Concern:

_____

When does this behavior occur? _____

When does this behavior not occur? _____

How often does this behavior occur? _____

Where does this behavior occur? _____

Where does this behavior not occur? _____

Is the behavior mild, moderate, or intense? _____

What is the duration or how long does the behavior last? _____

How long has the behavior been occurring? _____

Does this behavior occur during specific situations, with specific people, or during specific events or activities? _____

Rationale for Behavior Plan:

Does the behavior threaten the life of the child or others?   YES   NO

Does the behavior threaten the physical well being of the child or others? YES   NO

Does the behavior interfere with the educational progress of the child?   YES   NO

Does the behavior interfere with the educational progress of others?   YES   NO

Does the behavior result in materials destruction or damage?   YES   NO

Does the behavior interfere with acceptance by peers or adults?   YES   NO

Will the behavior become more serious without intervention now?   YES   NO

Decision checkpoint: Is there a need to continue writing this plan?   YES   NO

Factors to Consider (Check those that apply.):

Triggers	Concurrent Events	Consequences
❏ Lack of attention	❏ Independent play	❏ Behavior Ignored
❏ Adult direction/request	❏ Group activity	❏ Reprimand/warning
❏ Difficult task	❏ Crowded seating/space	❏ Time out
❏ Transition (task)	❏ Less structured activity	❏ Loss of incentive/privilege
❏ Transition (setting)	❏ Less structured setting	❏ Removed from the setting
❏ Negative social interaction	❏ Peer attention	❏ Communication with home
❏ Interruption in routine	❏ Adult attention	❏ Other: _____
❏ Consequences imposed for negative behavior	❏ Other: _____	
❏ Other: _____		

Reason for Behavior (Check your choice based on available evidence.):

Escape	Attention/Control
❏ Refuse or avoid direction/request	❏ Get adult attention
❏ Avoid a task	❏ Get peer attention
❏ Avoid a person	❏ Obtain object
❏ Avoid a place	❏ Obtain activity
❏ Other: _____	❏ Gain access to preferred adult
	❏ Other: _____

Other Factors to Explain Behavior

❏ Developmental Level

❏ Physical health/medical condition

❏ Sensory needs

❏ Personal situation

❏ Other:_____

Hypothesis Statement is based on behavior patterns. More than one hypothesis may be needed due to the same behavior occurring under different situations for different reasons.

The available information suggests that when _____,
                                                            (antecedent /trigger)

in conjunction with _____,
                        (**concurrent/ simultaneous condition**)

the child _____ in order to _____.
              (target behavior)   **(reason/function)**

Determine level or extent of behavior that is acceptable. How often could the child do this behavior without causing problems? Is the behavior acceptable under any circumstances?

_____

Write a measurable behavior goal.

_____

Use expectations, routines, and replacement behavior as interventions to answer:

Rule: Is there a rule or expectation associated with this behavior?

_____

Routine: Is there a routine that is associated with this behavior?

_____

Replacement Behavior: Is there a positive replacement behavior that can substitute for the behavior of concern?

_____

Brainstorm interventions and strategies related to the hypothesis to address target behavior, rules, routines, and/or replacement behavior:

To prompt brainstorming, consider the following:
What can happen differently in the environment to prevent the behavior from occurring? Does the child need to learn new routines or new skills?

List chosen interventions and strategies to begin the plan:

Pick at least one strategy.

To make this plan work, some steps may need to be taken.

Who?   **Does What?**   **By When?**

_____

_____

_____

_____

_____

Data Collection
What information or data do you need? How will the data be collected? Who will collect it? How long will it be collected?

_____

_____

_____

_____

Plan Review:

Date: _____

Time: _____

Place: _____

People not present but who need to know how to implement this plan.

Name   *Initial* (*when read)*   *Date*

APPENDIX B

Classroom Management Profile*

*Center for Adolescent Studies. (1996). What is your classroom management profile? *Teacher Talk, 1*(2). Bloomington: Indiana University, Center for Adolescent and Family Studies. Available: http://www.indiana.edu/%7Ecafs/tt/v1i2/what.html. Used with permission.

What Is Your Classroom Management Profile?

Answer these 12 questions and learn more about your classroom management profile. The steps are simple:

- Read each statement carefully. Write your response, from the scale below, on a sheet of paper.

- Respond to each statement based upon either actual or imagined classroom experience.

- Then, follow the scoring instructions below. It couldn't be easier!

    1. = Strongly Disagree
    2. = Disagree
    3. = Neutral
    4. = Agree
    5. = Strongly Agree

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(1) If a student is disruptive during class, I assign him/her to detention, without further discussion.

(2) I don't want to impose any rules on my students.

(3) The classroom must be quiet in order for students to learn.

(4) I am concerned about both what my students learn and how they learn.

(5) If a student turns in a late homework assignment, it is not my problem.

(6) I don't want to reprimand a student because it might hurt his/her feelings.

(7) Class preparation isn't worth the effort.

(8) I always try to explain the reasons behind my rules and decisions.

(9) I will not accept excuses from a student who is tardy.

(10) The emotional well-being of my students is more important than classroom control.

(11) My students understand that they can interrupt my lecture if they have a relevant question.

(12) If a student requests a hall pass, I always honor the request.

To score your quiz, see next page.

Scoring

Add your responses to statements 1, 3, and 9.

This is your score for the authoritarian style.

Statements 4, 8 and 11 refer to the authoritative style.

Statements 6, 10, and 12 refer to the laissez-faire style.

Statements 2, 5, and 7 refer to the indifferent style.

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style. After you have scored your quiz, and determined your profile, read the descriptions of each management style. You may see a little bit of yourself in each one.

As you gain teaching experience, you may find that your preferred style(s) will change. Over time, your profile may become more diverse or more focused. Also, it may be suitable to rely upon a specific style when addressing a particular situation or subject. Perhaps the successful teacher is one who can evaluate a situation and then apply the appropriate style. Finally, remember that the intent of this exercise is to inform you and arouse your curiosity regarding classroom management styles.

The classroom management styles are adaptations of the parenting styles discussed in *Adolescence*, by John T. Santrock. They were adapted by Kris Bosworth, Kevin McCracken, Paul Haakenson, Marsha Ritter Jones, Anne Grey, Laura Versaci, Julie James, and Ronen Hammer. Copyright 1996 Indiana University - Center for Adolescent Studies, all rights reserved. Gary M. Ingersoll, Ph.D., Director