
Preface

It is not the will or desire of any one person which establishes order but the moving spirit of the whole group

—John Dewey (1963, p. 54)

This book provides a unique and better way to organize the field of behavior and classroom management. It does so by organizing the literature, issues, and main theorists around a central distinction and five core concepts. The central distinction is between methods and approaches. Methods are what we see educators doing to keep students safe, orderly, on task, learning, and developing for the long term. Approaches include methods and are, in part, defined by which methods are emphasized and which are not. However, approaches also include much that is hidden, such as cultural values, theories of change, and images of what are good students, good teachers, and good classrooms.

Approaches differ from one another in the meaning they give to the five core concepts framing our discussion. The five core concepts are relationship building, learning, development, organization, and accommodating diversity. Consult almost any text or listen to almost any thoughtful discussion of behavior and classroom management, and these five will eventually be discussed in some way (Evertson & Weinstein, 2006). That is, though educators disagree about what these five concepts mean, thoughtful educators everywhere generally agree that the concepts provide a foundation for any thoughtful, effective approach to behavior and classroom management. And so, by organizing the book around these five concepts, we provide an easy and better way for student readers and seasoned professionals alike to bring order to what has often been a confusing field. It also helps instructors organize courses to fully engage students and better ensure that students will develop a deep understanding of both approaches and methods.

Here, too, we provide clear explanations of why approaches matter and of how to put approaches into practice. Books on behavior and classroom management normally are written to be practical. As practical books, they provide methods to prevent and manage problem behaviors. However, rarely do such books explain the practical necessity of understanding and using different approaches. Nor do they provide student readers with the historical and cultural perspectives needed to properly understand and evaluate current approaches and current methods.

This book differs, then, by making approaches to behavior and classroom management the central focus. The main goal is to teach readers how to make use of a variety of approaches in order to make good decisions about problem behavior and to create positive classroom communities. This goal is ambitious. However, adopting it is essential if readers are to develop the kinds of generative and flexible minds they need in order to teach or help teachers in today's classrooms.

Today's classrooms often include children from a variety of backgrounds and with different needs that have to be met if children are to thrive. Today, diversity is the watchword. To carry out behavior and classroom management using one approach only is, then, to restrict options when the opposite is required. This is another reason why the focus is on approaches.

The other main focus is on showing care. Throughout this book, we demonstrate that though the word *management* applies, it need not endorse a business approach to educating children. On the contrary, the business of behavior and classroom management should always be about showing care, so when it comes to managing children's and adolescents' behavior, the great dilemma for all caregivers, educators included, is to find ways to integrate discipline and care to keep children and adolescents safe and under control while supporting their long-term development and capacity for self-control. This book explains *how* and not just why showing care is essential.

However, the book goes further by explaining how behavior and classroom management is essentially a moral endeavor. Educators must help students go beyond self-control to participate fully and positively in just, caring, and learning communities. To stop at self-control would be to opt for an individualism inconsistent with the values and ideals of virtually every society, but especially of our democratic society. Put another way, students must develop self-control, but they must also develop as good citizens who are motivated and skillful at contributing to the common good. Educators must be high-minded even as they attend to the mundane tasks of maintaining order and keeping children "on task." This is true regardless of approach and regardless of the particular characteristics of a group of children. Here, then, another main focus is on explaining how readers can create the supports needed for students to not only manage their own behavior but also to contribute positively to the classroom and school community.

Our text is written primarily for those preparing themselves for careers in teaching and related professions. As such, the text is written for a diverse group of students and for instructors teaching required courses in different licensing and degree programs. However, the book is also written for professionals in the field—especially for those who are finding that their usual approach is not working well with a number of students.

PEDAGOGICAL FEATURES

To make *Approaches to Behavior and Classroom Management* appeal to a wide audience, we have given it several features that make it easier for readers to learn and for instructors to teach.

Chapter Opening Scenarios

Each of the “approaches” chapters (Chapters 3 to 10) opens with a scenario that sets the context for the material that follows and enables readers to “see” and “hear” the phenomenon being discussed—the problem behavior, response to that behavior, or particular child or educator that illustrates something essential about the approach and central concept.

Chapter Overviews

Each chapter includes an overview that lays out the contents and organization of the material that follows. The overview provides readers with a framework to help them understand where each topic and issue fits in relation to the others. Most important, it gives readers a clear idea of the major organizing concepts (the “headlines”) and the subtopics. In short, it helps readers to organize their thinking hierarchically.

Preview, Review, and Reflect

Throughout the text, Preview, Review, and Reflect boxes are provided that help the reader to (1) connect what is being discussed to what will be discussed in later chapters in more detail; (2) review and summarize what has just been discussed by repeating the highlights that need to be remembered

in order to retrieve the details; and (3) take moments to reflect, apply what has been said to personal experience or personal reactions, and otherwise digest the material.

Chapter Summaries

The chapter summaries provide a brief summary of what has been discussed and also ensure that readers understand the main points and implications of the chapter and how the chapter fits within the book. Also, chapter summaries often introduce new ideas about what a chapter might imply for practice—ideas that motivate readers to continue to reflect.

Key Concepts

The list of key concepts underlines the fact that certain words or phrases, when used to explain a scholarly, technical approach, take on a different meaning than they might take on in ordinary conversation. A chapter's key concepts, then, alert readers to the fact that if they don't know the professional, scholarly meanings of these concepts, they need to turn back to where the concepts were defined so that they understand and can apply them.

Discussion Questions

The discussion questions function in the same way as the Reflect boxes. They help readers actively engage with the material by asking them to apply what has been learned to their experience and/or by asking for personal reactions to ideas, distinctions, or issues discussed in the chapter.

Throughout the text, the writing avoids unnecessary jargon and highlights what is most important. We have provided real-life teaching examples that show the meaning of key concepts and how readers can put approaches into practice. Additionally, tables have been included that clarify what is discussed in the text. Human interest stories and cartoons are interspersed that give meaning to concepts and points. Finally, we have included photographs of past and current leaders in the field.

However, the single most important pedagogical support and feature is, as we have said, the way the book is *organized*.

ORGANIZATION OF THE BOOK

This book is organized into five parts.

Part I deals with introductory matters. In Chapter 1, we focus on distinguishing approaches from methods and on showing how the two relate. In Chapter 2, we show how the history of behavior and classroom management in America has been a history of approaches and not just of methods. We also show how some of the major issues concerning behavior and classroom management have been around since early times, particularly the issue of how to integrate discipline with care.

Subsequent parts deal with specific approaches to behavior and classroom management, with each part discussing approaches that go together in some logical way, either by their being linked to some overarching concept, such as the concept of relationship building, or by their being linked to concepts that complement one another, such as the concepts of learning and development.

Part II focuses on those approaches that feature relationship building, either at the dyadic (e.g., teacher-child relationship) or community level. Here, we explain the different meanings of relationship building, but the main focus is on approaches that take relationship building as the starting point and linchpin for successful behavior and classroom management. In Chapter 3, we look at approaches that emphasize building positive teacher-student relationships in which students feel known, affirmed, but also challenged. In Chapter 4, we look at approaches that emphasize community building, especially democratic communities that are both just and caring.

Part III focuses on approaches that feature learning or development as their central themes or concepts. In this part, we explain how the two differ and complement one another. In Chapter 5, the emphasis is on teaching for learning, using a variety of teaching models or a systematic behavioral-learning approach. In Chapter 6, the emphasis is on teaching to support long-term development by supporting children's mastering developmental tasks and inner processes such as perspective taking.

Part IV focuses on approaches featuring organization. In Chapter 7, we look at approaches that focus on organizing classrooms into effective learning communities by organizing time, space, materials, and groups of students and educators. In Chapter 8, we look at approaches that focus on interventions to change dysfunctional interpersonal systems, using reframing and other methods developed by family systems theory.

Part V is about accommodating diversity. Chapter 9 discusses cultural diversity and cultural approaches, both to indicate how much culture figures into

approaches and to help readers accommodate to differences based on culture. Chapter 10 discusses the medical model and organic approaches to disability, particularly disabilities defined by the psychiatric system for diagnosing disorders. Here, we show how the medical model and organic approaches both complement and conflict with educational approaches.

We conclude with a summary chapter on the great dilemma linking all approaches; namely, the dilemma of integrating discipline with care. In this concluding chapter, we draw upon what has been said in previous chapters to show that educators need their own distinct approach to discipline, even as they attend to what is true regardless of approach. What is most true regardless of approach is the need to show care.

One final note about the organization of this book and the way approaches are discussed. All of the approaches discussed in this book are discussed in their *developed form*, and almost all of the examples are examples in which approaches have been applied properly. However, in a great many classrooms and schools, approaches are often underdeveloped or misapplied, leaving some to question their validity or appropriateness. Recently, this has been especially true of behavioral-learning approaches because so many educators use reinforcements and negative consequences to modify behavior, but they do so unsystematically. Examples of underdeveloped and misapplied approaches can be found for all other approaches as well. In this book, we emphasize that, in the hands of professionals, almost any developed approach, including behavioral-learning approaches, can be thoughtfully applied to manage both behavior and classrooms effectively.

LEADERS IN THE FIELD

This book purposely subordinates explaining the work of individuals to explaining those broad and widespread approaches that have been developed over many years and by many individuals. However, the book takes care to discuss and explain the contributions of leaders in the field so that readers can gain an understanding of those who have had the greatest influence. To better understand the special contributions of leaders in the field, the table that follows lists those leaders most discussed and most referenced in the book, often in more than one chapter.

Theorist	Historical Context	Associated Theory	Main Tenets, Ideas, Goals, Foci	Pages
Cynthia Ballenger	Late 20th c.	Sociolinguistic theory	Attending to a culture's "language of control"	59
Diana Baumrind	Late 20th c.	Parenting (socialization) theory	Promoting authoritative control	8
Larry K. Brendtro	Mid-20th c.	Milieu therapy	Relationship building	53
Jere E. Brophy	Late 20th c.	Classroom management theory	Classroom organization	153
Ronald E. Butchart	Late 20th c.	Constructivist educational theory	Critical constructivism and democratic classrooms	28, 80
Lee and Marlene Canter	Late 20th c.	Behavioral learning theory	"Assertive" discipline	118, 182
Lisa Delpit	Late 20th c.	Sociocultural theory of learning	Culture and assumptions about authority	208
John Dewey	Early 20th c.	Progressive education; constructivist theory	The many loci of classroom control	31
Walter Doyle	Late 20th c.	Ecological theory	Maintaining "programs of action"	154
Edmund Emmer	Late 20th c.	Ecological theory	Organization of classrooms	163
Forrest Gathercoal	Late 20th c.	"Judicious discipline"	The U.S. constitution as a management guide	83
William Glasser	Late 20th c.	Counseling and industrial psychological theory	"Quality schools," "lead managing," and meeting students needs	43, 81
Thomas Gordon	Late 20th c.	Humanistic psychology; Rogerian theory	Relationship-sensitive methods of control	62

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Theorist	Historical Context	Associated Theory	Main Tenets, Ideas, Goals, Foci	Pages
Lawrence Kohlberg	Late 20th c.	Cognitive developmental theory; constructivist education	Development as the aim of education/ moral education	40, 77 101, 132
Alfie Kohn	Late 20th c.	Developmental constructivist theory	Development, not obedience, as the goal	126
Jacob Kounin	Mid-20th c.	Ecological (Gestalt-field) theory	Prevention of problem behavior	44, 154
Ivar Lovaas	Mid-20th c.	Behavioral-learning theory	Systematic management of stimuli and consequences	42
Alex Molnar and Barbara Lindquist	Late 20th c.	Interpersonal systems theory	Changing dysfunctional classroom interpersonal systems	178
George Noblit	Late 20th c.	Sociocultural theory of learning	Authority, culture, and caring	207
Nel Noddings	Late 20th c.	Care theory	"Caring for" as the basis for teaching	77, 86
Larry Nucci	Late 20th c.	Domain theory and moral character education	Domain concordant vs. domain discordant forms of teacher control	89
Dan Olweus	Late 20th c.	Ecological theory	School bullying	92
Gerald Patterson	Late 20th c.	Behavioral learning	Stimulus, reinforcement, and punishment "traps"	115
Fritz Redl	Mid-20th c.	"Mental hygiene"; psychodynamic	"Ego supports" for preventing and managing problem behavior	21, 36, 139
Michael Rutter	Late 20th c.	Clinical-developmental theory	Diagnoses and developmental pathways of syndromes	233

Theorist	Historical Context	Associated Theory	Main Tenets, Ideas, Goals, Foci	Pages
Seymour Sarason	Late 20th c.	Systems theory	Understanding and treating schoolwide systemic problems	94, 140, 193
Thomas Skrtic	Late 20th c.	Sociological theory	Types of multidisciplinary special education teams	172
Robert Slavin	Late 20th c.	Classroom management theory	School and classroom organization	167
Marilyn Watson	Late 20th c.	Social-developmental theory	Building caring classroom communities	61
Charles Wolfgang and Carl Glickman	Late 20th c.	"Eclectic"	Matching management style to group characteristics	9

ANCILLARY MATERIALS

In addition to the text, ancillary materials further support and enhance the learning goals of *Approaches to Behavior and Classroom Management: Integrating Discipline and Care*.

Instructors' Resource CD

This CD offers the instructor a variety of resources that supplement the book material, including PowerPoint lecture slides, test questions, and video clips (also found on the Student Resource CD). Additional resources include teaching tips, sample syllabi, and Web resources.

Student Resource CD

This CD is bound into students' textbooks and contains video clips that correlate with key concepts found in the text. Each clip includes a prevideo and postvideo question to stimulate class discussion and reflection.