



Contents

The Author	v
Acknowledgments	vi
How to Use This Book	vii
Foreword by Donald D. Deshler	xv
Preface	xvii
Introduction	1

Chapter 1	Vision: Understand Key Concepts About Managing Student Behavior	5
	Task 1: Understand the Basic Principles of Behavior Modification and Your Role in That Process	6
	Task 2: Understand Motivation and the Variables That Can Be Manipulated to Increase It	8
	Task 3: Understand the Importance of Maintaining High Expectations for Students' Academic and Behavioral Performance	13
	Task 4: Understand the Importance of Building Personal Relationships with Students	15
	Task 5: Develop and Implement Guidelines for Success	16
	Task 6: Adjust the Structure of Your Management Plan Based on the Needs of Your Students	18
	In Conclusion	19

Chapter 2 Grading: Design Instruction and Evaluation Systems 27

- Task 1: Develop Clear Goals for Each Class You Teach 28
- Task 2: Design Instruction and Evaluation Procedures That Create a Clear Relationship Between Student Effort and Success 31
- Task 3: Establish a System to Provide Students Feedback on Behavior and Effort. Incorporate This into Your Grading System 35
- Task 4: Design Procedures for Students to Receive Feedback on Each Aspect of Their Behavioral and Academic Performance and to Know Their Current Grades 46
- In Conclusion 47

Chapter 3 Organization: Prepare Routines and Procedures 53

- Task 1: Arrange the Schedule of Activities for Each Class Period So It Maximizes Instructional Time and Responsible Behavior 54
- Task 2: Arrange the Physical Space in Your Classroom So That It Promotes Positive Student-Teacher Interactions and Reduces Disruption 57
- Task 3: Decide on a Signal You Can Use to Immediately Quiet Your Students and Gain Their Full Attention 63
- Task 4: Design Efficient, Effective Procedures for Beginning and Ending the Class Period 64
- Task 5: Design Effective, Efficient Procedures for Assigning, Monitoring, and Collecting Student Work 72
- In Conclusion 82

Chapter 4 Expectations: Plan to Teach Students How to Be Successful 89

- Task 1: Define Clear and Consistent Behavioral Expectations for All Regularly Scheduled Classroom Activities 92
- Task 2: Define Clear and Consistent Behavioral Expectations for the Common Transitions, Both Within and Between Activities, That Occur During a Typical School Day 107
- Task 3: Develop a Preliminary Plan and Prepare Lessons for Teaching Your Expectations to Students 118
- In Conclusion 124

Chapter 5 Rules and Consequences: Plan to Respond Consistently to Student Misbehavior 129

- Task 1: Identify and Post Three to Six Classroom Rules That Will Be Used as a Basis for Providing Positive and Corrective Feedback 130
- Task 2: Develop a Plan for Correcting Early-Stage Misbehaviors 132
- Task 3: Develop Consequences for Committing Rule Violations 135
- In Conclusion 140

Chapter 6	Motivation: Enhance Students' Desire to Succeed	145
	Task 1: Present the Desired Tasks to Your Students in a Manner That Will Generate Their Enthusiasm	146
	Task 2: Implement Effective Instruction Practices	147
	Task 3: Use Every Possible Opportunity to Provide Each Student with Noncontingent Attention	149
	Task 4: Give Students Positive Feedback on Their Successes in a Variety of Ways	151
	Task 5: Plan to Interact at Least Three Times More Often with Students When They Are Behaving Appropriately Than When They Are Misbehaving	156
	In Conclusion	158
Chapter 7	Preparation and Launch: Pull It All Together for the First Day	165
	Task 1: Finalize Your Classroom Management Plan, and Prepare to Communicate That Plan to Your Students	166
	Task 2: Complete Your Preparations for the First Day	172
	Task 3: Implement Your Plan for the First Day of School	177
	In Conclusion	182
Chapter 8	Implementation: Monitor and Adjust Your Plan Throughout the Year	187
	Task 1: Gradually Decrease the Amount of Time Spent Teaching Expectations, Procedures, and Routines	188
	Task 2: Mark on Your Planning Calendar Particular Times That You Will Reteach Your Expectations	195
	Task 3: Collect Objective Data About Classroom Behavior, and Adjust Your Management Plan Accordingly	196
	In Conclusion	199
Chapter 9	Proactive Planning for Chronic Misbehavior	203
	Task 1: Implement Basic Interventions First, Moving to More Complex Interventions Only When Necessary	205
	Task 2: Develop an Intervention Plan for Awareness-Type Misbehaviors	214
	Task 3: Develop an Intervention Plan for Ability-Type Misbehaviors	217
	Task 4: Develop an Intervention Plan for Attention-Seeking Misbehaviors	218
	Task 5: Develop an Intervention Plan for Habitual and Purposeful Types of Misbehaviors	222
	In Conclusion	228

Appendix A: CHAMPs and ACHIEVE versus Daily Reality Rating Scales	233
Appendix B: Ratio of Interactions Monitoring Forms	243
Appendix C: Misbehavior Recording Sheet	251
Appendix D: Grade Book Analysis Worksheet	257
Appendix E: On-Task Behavior Observation Sheet	261
Appendix F: Opportunities to Respond Observation Sheet	265
Appendix G: Student Satisfaction Survey	269
References	273
Index	279