

Rowan University

## Rowan Digital Works

---

Theses and Dissertations

---

5-9-1995

### What is the prevalence and effectiveness of teacher versus student managed approaches of classroom management

Marshall Paul Edmonds  
*Rowan College of New Jersey*

Follow this and additional works at: <https://rdw.rowan.edu/etd>



Part of the [Special Education and Teaching Commons](#)

---

#### Recommended Citation

Edmonds, Marshall Paul, "What is the prevalence and effectiveness of teacher versus student managed approaches of classroom management" (1995). *Theses and Dissertations*. 2236.  
<https://rdw.rowan.edu/etd/2236>

This Thesis is brought to you for free and open access by Rowan Digital Works. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of Rowan Digital Works. For more information, please contact [graduateresearch@rowan.edu](mailto:graduateresearch@rowan.edu).

**WHAT IS THE PREVALENCE AND EFFECTIVENESS OF  
TEACHER VERSUS STUDENT MANAGED  
APPROACHES OF CLASSROOM MANAGEMENT**

**By  
Marshall Paul Edmonds**

**A Thesis**

**Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree in the Graduate Division of  
Rowan College  
May 4, 1995**

**Approved by** \_\_\_\_\_ **Professor**

**Date Approved** 5/9/95 \_\_\_\_\_

# **ABSTRACT**

Marshall Paul Edmonds

What Is The Prevalence and Effectiveness of Teacher Versus  
Student Managed Approaches of Classroom Management

May 1995

Dr. S. Jay Kuder

Master's of Arts in Special Education

This study looked at two distinct classroom management styles: teacher versus student managed and their effectiveness and prevalence at three southern New Jersey high schools unique to each other via location and student composition. A twelve item questionnaire was given to ten ninth to twelfth grade students and a nine question survey to three teachers from each school. I personally administered the forms to all participants to clarify any questions they had. The majority of the students questions dealt with their opinion of school and classroom rules and their effectiveness. The teacher's survey elicited input on what are the major discipline issues in school, classrooms, what method of classroom management does the participant use and why it's an ideal method. The data received from the student questionnaires reflected the overtone of rules are needed and some are fair but, most of them are antiquated, harsh, and petty. Two of the schools' students were relatively similar in their responses pertaining to the fairness and effectiveness of classroom and school rules. The teacher's survey found that most of them felt their respective classroom style was very effective. It appears there is still a major chasm between students and teachers in deciding what's appropriate discipline.

# **ABSTRACT**

Marshall Paul Edmonds

What Is The Prevalence and Effectiveness of Teacher Versus  
Student Managed Approaches of Classroom Management

May 1995

Dr. S. Jay Kuder

Master's of Arts in Special Education

Over 40 percent of students attending school in the year 2000 will be of color, and now the "average" child. Classroom management approaches must be reviewed and changed for the better. After surveying students, and teachers from 3 very different high schools on classroom management approaches, the majority of their responses validated my study's goal.

## **ACKNOWLEDGMENTS**

It is with sincere gratitude and warmth I would like to convey my heartfelt thanks to Dr. S. Jay Kuder for all of his time, energy, and motivation that he has provided to me throughout my studies at Rowan College of New Jersey. I would like to thank my lifelong guiding light, my Mother - Ms. Joan Louise Strange for always believing in her son "Marshall Paul". Also much love to both my sisters Elizabeth and Nadine, and especially to my younger brother Carlyle who unknowingly has served as a role model for me in pursuing my Master's. This major academic endeavor would have been an even more daunting task were it not for the support and leniency extended to me by my supervisors; Craig Stambaugh, Linda Rhinier and Ron Rice. I thank all of you for your encouragement and assistance.

Lastly but, first in my heart and dreams, I can never give enough love and thanks to my wonderful wife **Darlene** and my daughter **Carly** for putting up with my private long hours spent with books, journals, and the computer and losing out on quality time together (We did it!). I love you both.

p.s. - This is also an acknowledgment and testament that yes, one can grow up in the projects in Poughkeepsie, New York and make it. **Be strong and vigilant!!**

**MARSHALL PAUL EDMONDS**

# TABLE OF CONTENTS

---

Page 1 .....	Chapter I - The Problem
Page 3 .....	Chapter II - Review of Literature
Page 16.....	Chapter III - Design of Study
Page 19.....	Chapter IV - Analysis of Results
Page 26.....	Chapter V - Summary and Conclusions
Page 33.....	Appendix (A - K)
Page 34.....	References

# CHAPTER I

## THE PROBLEM

### INTRODUCTION

The era of the 1970's saw a strong and positive focus put on special education in the American school systems and brought forth not only national attention fiscally and politically, but in certain ways radically. It seems that in America, to be a major change factor an individual(s) must be able to attract attention to their issue as loudly and obviously as possible. The 1990's has seen a change in the landscape of our constituents attending our schools throughout the nation. There is, and will be, a great need of attention to this changing population's respective issues pertaining to diversity and effective education.

### QUESTION

The year 2000 is only six years away and with it's arrival will be a chameleon like change of the student population in our school systems. It is forecasted that over 40% of all schoolchildren will be of color. In accordance with this change, should the styles of classroom management be reviewed and altered to meet the needs of the new "average" student? What is the prevailing behavior management style in three different high schools in southern New Jersey? Is there a difference in the effectiveness of the two styles of classroom management? Does the management approaches effect the changing populations within special education program and/or classes? Should veteran teachers be required to be retrained to deal effectively with their new populations?

### PURPOSE

This project seeks to compare the effectiveness and prevalence of teacher-managed and student-managed approaches in *regular* and *special education*.

## **HYPOTHESES**

1. Teacher-managed approaches to classroom management are presently prevalent nationally.
2. The sometimes unique needs of students of color aren't met regularly by teachers in a teacher-managed classroom.
3. Special education students being mainstreamed into regular education can be set up to fail in a teacher-managed classroom.
4. Students will be more invested in a management approach that incorporates their input as opposed to a dictatorial system.
5. The academic environment is more conducive to positive learning experiences with a student-managed approach.

## **SUMMARY**

By gathering data from surveying students and teachers, I will be able to compare student-managed and teacher-managed approaches, their prevalence, and levels of effectiveness according to both groups. The results of this project could be beneficial for teachers and administrators when reviewing classroom management approaches. A student-managed approach is ideal for a diverse population with unique needs, regardless of it being a special education class or "regular" education class.



## **CHAPTER II**

### **Review of Literature**

#### **Historical Background:**

Since the inception of the American education system some 300 years ago, education of our youth has undergone major revisions in recent decades. As the adage goes, "the more things change, the more they stay the same". School systems initially were for the elite and progressed to being for all citizens, although rural areas were usually lacking in developed schools and services for the handicapped learner. In 1918, the Commission on the Reorganization of Secondary Education produced the Seven Cardinal Principles:

- Health
- Command of fundamental processes
- Worthy home membership
- Vocation
- Citizenship
- Worthy use of leisure time
- Ethical character

These principles stood as the definitive statement on the purpose of American Education and is still widely referred to by educational curriculum workers (Wiles & Bondi, 1993).

A constant within the American education system has been the focus on children and their skill development, acquisition of knowledge, and preparation for entering society as positive citizens. With this in mind, the agent of change or influence has historically been the classroom teacher. As America's landscape has changed in reference to the diversity of our schools, classroom management approaches are in dire need of revamping or at least reevaluating (Gibson, Janice T., 1980). Management of "problem" students or "slow learners" should involve their input and when at all possible parents and likewise for "normal" learners. Teachers may sense that "children have changed" but for many of

them childhood has. Traditional classroom management has failed with children being raised with little attention to basic certain concepts (Wolfgang & Kelsay, 1992).

The remainder of this review will focus on the following teacher management approaches: Assertive Discipline approach (Lee Canter), time-out, and reward/coercive(i.e., token economy). The final section will review literature centered on student management approaches such as, contingency contracting, self-monitoring, peer mediation and management. There are countless methods of classroom management, but from my research, the above are widely documented as prevalent in schools today.

## **TEACHER MANAGED APPROACHES**

### **TIME-OUT**

A standard approach to classroom management is the identification of an uninteresting corner of the classroom in preparation of making a "time-out" section. This approach is a widely used & accepted intervention in classes with disruptive students or behavioral disordered students (Twyman, Johnson, Buie & Nelson, 1994). Time-out is defined as "denying the student access, for a fixed period of time, to the opportunity to receive positive reinforcement" (Alberty & Trautman, 1990). It is widely believed that time-out should be implemented as an alternative to prior forms of intervention and not the primary or initial method of management. There are (unbeknownst to many) two levels of time-out; contingent observation and exclusionary time-out (Levin, James, Nolan, James F., 1991). Contingent time-out retains the student in the classroom or "time-in area" but, denies participation in the group's present activity for a fixed time period. Exclusionary is the traditional physical removal of the student from the group, or classroom completely, to an area devoid of stimulation.

There are 10 basic guidelines for successful implementation of time-out as a behavior (classroom) management tool:

- In order for usage of a time-out to have a positive effect on behavior, teachers and students must have a clear understanding of the philosophy

behind the technique.

- Time-out should be just one of a teachers' intervention techniques, not the only one. If this method is used as a part of a classroom's overall plan, it should also include praise, rewards and privileges, as should all other approaches (Hamilton, J.E., 1993).
- Be clear as to what behaviors lead to time-out. This phase will (or should) alleviate students pleading ignorance because "they didn't know the rule".
- Patience-don't divert from the usage of time-out after only a few days because the class and you must become accustomed to the plan. This may take a few days or weeks but, if given time to absorb into the management philosophy of the class, it can be a powerful tool.
- Consistency-in order to attain and maintain some semblance of success, teachers must be routine in their utilization of time-outs. This will avoid a view of favoritism or disorganization on the teacher's part. Students will eventually realize that "everytime I misbehave this way, the teacher or Mom and Dad are going to use time-out".
- Age and attention span appropriate. A rule of thumb is the time allotted for time-out should be one to two minutes per year of a child's age (i.e., 4-8 minutes for a four year old). Certain age groups are more apt to become inattentive and forget why they're in time-out and could become a disruption while in the time-out area.
- Use immediately after misbehavior. Empty threats or unexplained disciplining later can cause confusion and tension between teacher and students.
- Realize the difference between an angry child and a misbehaving one. A child may just need their "own space" to cool off and could voluntarily or be suggested to go to the time-out area.
- Be prepared for a child's bad day or feelings. Everyone has bad days and students may be in need of being taught appropriate ways to express dissatisfaction or the highly emotional feelings that can lead to misbehavior resulting in a time-out.
- Creativity can be a plus in keeping the effectiveness of time-out increased.

An in-depth study by (Buie, Jennifer D., Johnson, H., Nelson, C. M.,

Twyman, J.S.,) “The Use of a Warning Procedure to Signal a More Intrusive Time-out Contingency”, revealed excellent information and interesting data from their experiment. Participants in the study were 9 elementary school students labeled emotionally and behaviorally disordered. They are in a self-contained classroom in an urban public school. All participants IEP's had a common objective of increasing desired academic and social behaviors. The classroom utilized had two entrances and one was normally not used so it was blocked by a makeshift student carrel enclosed with file cabinets, tables, student desks, and bookcases. This area was used for “exclusionary time-outs” when the at desk, in seat, and on the floor time-outs, were not effective with a student. Whenever they were off-task for up to fifteen seconds, i.e., speaking without raising their hand, out of seat, or leaving without permission, the teacher (experimenter) aided by a full-time aide, would note the occurrences on a tally sheet. The pattern of staff intervention was to at first ignore the misbehavior, the second occurrence resulted in staff praise and or bonus points for other students behaving appropriately. If the misbehavior continued, the verbal instruction of “Take a time-out” was delivered.

The time-outs lasted 2 minutes and students were expected to immediately assume the appropriate position; head face down on desk, on crossed arms for a desk time-out which must be in silence the moment it's ordered. If this is not accomplished by the student in the allotted time the next stage of time-out must be ordered until the expected behavior is exhibited during the time-out. The study was done over an eight day period with each class day (6 -1/2 hours) counting as one session. The results were that 13.6 - 9.8 percent of compliance was reached with the students ordered for at desk time-outs, 26.6 - 16.1 percent for on the floor time-outs and an astounding 94.4 percent compliance for the exclusionary time-outs ordered. Only 4.9 of the total 46 time-out directions given resulted in utilizing the exclusionary time-out.

A negative aspect of time-out's usage is the feeling of humiliation met by the student (Katz, L.G., 1989) Removing a student from a desired activity is a positive in

managing their misbehavior but, for fragile children with self esteem issues this could be a risky move.

### **TOKEN ECONOMY**

Within many different classroom levels and various handicapping conditions, token economy is used as a method of classroom management. This method is also found in regular education classes at all levels but, sometimes under the moniker of a reward/coercive or "points" approach (Burnside, Houston M., Charles, C.M., Gast, David K., Servey, Richard E., 1978). Token economies have been compared to the systems of rewards in the working world. It treats students as employees, the job as the classroom, the boss is the teacher and job productivity is classroom behavior and performance. Token economies have been used for some time in special education classes (Stainback & Payne, 1973).

As with any approach there must be rules or guidelines. What behavior(s) or performance issue is to be targeted? What will be used as a token of reinforcement, at what point is the system evaluated? What results deem it an effective method? The following are the steps crucial to establishing a system (Becker, Englemann & Thomas, 1971).

#### **Establishing a System**

- Decide behavior(s) or performance targeted.
- Select reinforcers (tokens) to be earned for positive work or behavior.
- Initially, reinforce a lot then gradually less.
- Remember to praise when giving out tokens.

#### **Operating Procedures**

- Explain philosophy, purpose & procedure(s) of system to students.
- Record-keeping must be detailed in order to evaluate systems' effectiveness.
- At first try reinforcing each correct answer, response, or behavior and slowly work to intermittently.
- Tokens, and expectations should be monitored so as to be specific to age and ability appropriateness.

Token economy systems can be considered either teacher managed or student managed due to the set up and implementation factors. Most teachers probably develop the system without student input except for possibly deciding on what tokens will be used. There is a strong B.F. Skinner overtone to this system of reward/coercion due to "operant conditioning and reinforcement" used. For individual instruction and seatwork this lends itself more to being student managed but, along the same premise as a token economy. The relationship between work and reward is simple and with clear rules there should be little room for confusion (Donavel,D.F.,1986). This system can be of great advantage to the management, growth, and performance of students when done in a consistent manner because of the immediacy of the rewards and praise (Stainback & Payne,1973).

Research findings from (O'Leary, Daniel K. & Susan G.,) utilized a token reinforcement system with eight of the most disruptive children in a third grade adjustment- class. In this program the children received teacher ratings which were exchangeable for token reinforcers such as candies and trinkets for acceptable behavior during class. With the introduction of the token reinforcement system, an abrupt reduction in deviant behavior occurred. Delay of reinforcement was gradually increased to four days without increase in deviant behavior. The program was equally successful for all children observed, and anecdotal evidence suggests that the children's appropriate behavior generalized to other school situations. During the base period the daily mean of deviant behavior ranged from 66 to 91 percent as opposed to 3 to 32 percent during the token procedure. The average of deviant behavior during the base period was 76 percent as compared to 10 percent during the token reinforcement period.

### **ASSERTIVE DISCIPLINE APPROACH**

Lee & Marlene Canter are the designers of the much ballyhooed, debated, and defended Assertive Discipline Approach (Canter,L.,1989). Canter believes humans respond to conflict in 3 ways; assertively, hostilely, or nonassertively. The main focus of a classroom utilizing this approach is that teachers have certain rights (Canter, L., 1975):

1. The right to establish a classroom structure and routine that provides the optimal learning environment in light of one's own strengths and weaknesses.
2. The right to request appropriate behavior from students to meet one's needs and encourages their positive social and educational development.
3. The right to ask for help from parents, the principal, etc., when you need assistance with a child.

By assertiveness being the primary mode of management choice, it highlights the needs of the teacher as opposed to a supportive approach centering on the child's needs. It is a combination of the verbal assertiveness approach to discipline with their everyday rewards and punishments at hand.

The steps to developing an assertiveness discipline approach is first to establish a discipline plan. Within this plan should be a maximum of five classroom rules and with corresponding consequences in ascending order of severity for each rule. The consequences should be made to be effective and comfortable for the teacher to enforce. (Levin, James, Nolan, James F., 1991). Consequences shouldn't be harmful physically, or psychologically to students and should be appropriate for their age and grade level. All of this information should be made clear to the entire class prior to the beginning of the program. a sample of the full program be shared with the principal and parent. There are contractual obligations and various prepared notices to keep parents abreast of their child's behavior (see appendix A-E).

Teacher's should be cognizant of the importance of their consistency in the treatment of all students. *Roadblocks* are thoughts teachers have that students can't behave because of factors beyond their control; i.e., emotional illness, hyperactivity, family conditions, and or socioeconomic. If a teacher takes these situations into consideration when deciding to discipline a student they may re-sort to accepting a discipline problem that will probably effect the entire class (Canter,L. Phi Delta Kappan,1989).

In conclusion, this approach would be great for schools or classrooms in chaos or with mounting discipline problems. Assertive discipline is not a purely negative program but, it can be misused by negative teachers (Canter, L. 1975). Teachers who use this method can reduce the frequency of disruptive behavior in their classrooms, greatly reduce the number of students they refer to administrators, and increase their time on task behavior. The key to assertive discipline is to "catch the students being good" and recognizing and supporting their appropriate behavior. One drawback in using it as the only approach to classroom management, it might alienate students who display appropriate behavior if the class is penalized as a group.

## **STUDENT MANAGED APPROACHES**

### **CONTINGENCY CONTRACTS**

Special educators and regular educators implement contingency contracts with their students who are either discipline problems or low achievers who are unmotivated. Teachers most likely would use contracting with a student when simpler or less intrusive management techniques (i.e., praise, and social reinforcement) did not work, and a more powerful measure was needed (Downing, J.A., 1990). In the business world, this type of work/performance contracting is considered Management By Objective (MBO). Input from students is valued and incorporated with the teachers' in formulating social-emotional and or academic objectives, along with the rewards or reinforcers. Following are two of the 15 steps important in devising a contingency contract:

1. Meet with all concerned parties; student, parent, and teacher to discuss purpose and process of contract to be devised.
2. Determine where, and under what conditions the behavior occurs. Is it a problem in all classes or certain times?



Contingency contracting is most effective with earlier grades, elementary, and middle school, than with high school. Older students may resent attempts to manipulate their behavior. They may involve academic achievements for example, giving an A to anyone turning in two acceptable projects and five acceptable book reports (Gibson, J.T., 1980). The student is aware of what reward they will be receiving as a result of the level or amount of work they have finished and handed in. The same theory is applicable for desired behavior or inter-actions. The detailing of the agreement must be very specific and worded to be understood by the student also.

To decrease the rate of reinforcement to a level of intermittency, it should be done slowly and with a consistent manner as the desired behavior or performance continues (Haring, Norris G. & Thomas G., 1990). Contracts can be either oral or written but, should be renegotiated at an agreed upon date or interval period between student and teacher. At this time it can be revised by tightening it up for specificity or relaxed according to the student's progress to that point (Downing, J.A., 1990).

A manifestation of contingency contracting is self-determined goal setting. A study (Kennedy, 1968) reflected this by studying the math performance of third and fourth grade students from low socioeconomic backgrounds in one school. Subgroups were formed and instructed to follow four procedures: 1) do their best, 2) set their own goals, 3) follow goals set by the teacher, and 4) the control group was given no goal-setting instructions. Students given self-set goals or specific goals by the teacher did better than the other two groups.

### **SELF-MONITORING**

This method of classroom management is very specific but takes time and effort from teacher and student that is more than others may require. The purpose is to teach students to identify and record occurrences of a target behavior and then reward them for the target behavior and successful self-monitoring (Dunlap, Dunlap, Koegel, &

Koegel, 1991). The opportunity for increased generalization outside of the classroom and in a students' everyday life is one of the greatest advantages of this program.

There are five main steps to developing this type of program within your classroom. They are as follows:

1. **Operationally Define Target Behavior.** The teacher and student must identify a target behavior to be observed and operationally define it as specifically in language understood by the student, example "I will bring pen, pencil, and eraser to class everyday".
2. **Identify Functional Reinforcers.** Student will identify the reinforcer(s) to be used and with the aid of the teacher decide on what interval or occurrence they will receive the rewards. Teachers may decide to let the students deliver their own reinforcers (going to the music corner and playing music on headphones when work is done, etc.).
3. **Design Self-Monitoring Method/Device.** The device used to monitor time or occurrences should be age and ability appropriate for self-monitoring. Older students may utilize a wristwatch alarm to time intervals of work or attentiveness, and or small notepads. Younger students or lower functioning might be more comfortable using sheets of stickers (smiling faces, asterisks, etc.) to record and be cognizant of their tasks at hand. The target behavior should be taken into account when deciding on device to be used.
4. **Teach Child to Use the Self-Monitoring Device.** Depending on the ability level in the case of moderate or severe disabilities, the teacher may need to model the behavior and the act of self-monitoring for the learner.
5. **Fade Use of the Self-Monitoring Device.** This is the most desired phase of self-monitoring. At this point the student has decreased the regularity of receiving rewards for their behavior and ultimately will reach extinction and continue positive target behavior regardless of reinforcement.

Self-monitoring procedures have been used effectively with many different populations ranging from average achievers to students with moderate and severe disabilities (Mercer, Cecil D., 1987). It also can decrease the amount of adult supervision required.

Students can decide what phase of either their behavior, or academic pursuits they will monitor. A key factor in a successful program is the “fading out” phase that should lead to extinction of the tool or device used to self-monitor. Gradual fading will increase the likelihood that changes in the target behaviors will be maintained (Turkewitz, et. al., 1975). Pertaining to students with disabilities, this is still a valid form of classroom (individual) management of behavior (Haring, Norris G., 1978). Students with mild disabilities can fade the self-monitoring device out completely in a short period of time (Koegel, L.K., 1986,1988) and maintain the appropriate behavior in a new settings (generalizability).

### **PEER MEDIATION/CONFLICT MANAGEMENT**

Within the past five years, the novel idea of peer mediating has grown immensely nationally. It seems that a basic idea that the American education system has gotten away from for decades, they are attempting to return to. Students are being put in the position with the appropriate training, to solve their peers’ issues in their initial stage before they escalate into major problems. Peer-mediation programs that center on conflict management also focus on behavior issues as opposed to traditional peer tutor programs. Both of these areas are important but, mediation has been neglected and adults have attempted to be the judge, jury, and confidant at the same time and it has proven to be almost impossible.

Peer mediating sends the message to the disputants and mediators about their roles and responsibilities in maintaining a positive environment (Hereford, N.,1993). Peer helpers can be identified from various grades(elementary grades are being targeted also) usually from middle school grades up to high school. The main prerequisite is the individual(s) must display sound interpersonal skills especially listening skills. For most children their issues are result of not listening to either each other or adults (teachers, parents). The average length of training ranges from 12-16 hours incorporating active listening, paraphrasing, problem solving, and mediation. Students identified by teachers or

guidance counselors and other staff should be first nominated in some type of system with the Peer-Mediation Trainer contacting the parents of the finalists to inform them of the intention and benefits of the program in order to avoid any problems.

The following are the basic steps implemented by peer mediations:

- Introduction and Ground rules.
- Listen to Both Sides.
- Brainstorm Solutions.
- Choose the Best Solution.
- Write the Agreement.

The peer-mediators are shaping and acquiring invaluable real life-skills. Both the "disputants" and mediators are taking advantage of the opportunity for personal and emotional growth. This can only lead to more positive interactions in the future for all parties involved. Several independent, dependent, and interdependent group-oriented management systems have been successful in decreasing inappropriate behaviors and promoting positive ones on a wide scale of classroom types (Greenwood & Hops, 1981, Litow & Pumroy, 1975, Nelson, 1981).

## SUMMARY

Although, there are numerous classroom management approaches that were not covered in this paper, I felt as if the aforementioned were more prevalent and effective. All of them have the capability of being used with all levels of learners. The peer mediation approach is the only one that might not be as applicable to implement for severally disabled learners. Token economies are systems that seem to be readily used and can easily be considered either student managed or teacher managed approaches due to the input from student and teacher. As notated earlier, some schools may not incorporate the input of the student as much in the development of the program resulting in it being more teacher managed.

A consistent thread between all six approaches is that the classroom teacher must be consistent, fair, and dedicated to the completion of the program and the success of the student(s) involved. The tone of the Assertive Discipline approach is that the student feelings, mood, or environmental factors aren't to be taken into consideration. This can be done but it takes a well-trained teacher to effectively to implement this approach because if misused it can cause more problems than ease them.

## **CHAPTER III**

### **DESIGN OF THE STUDY**

This study's purpose is to identify the prevalence and effectiveness of classroom management approaches in three southern New Jersey high schools. The two focal areas of research are; student managed and teacher managed approaches.

#### **Subjects of the Study**

One classroom from each of the three schools will be utilized in this study a suburban public school (SPS), a rural parochial school (RPS), and an urban high school (UHS). One of the three will either be a Resource Room or a class with students being phased in via "inclusion" or mainstreamed. Grade levels will vary from ninth grade to twelfth. Ten students from each class will be focal points in completion of the instruments utilized in this project. Three teachers from each school will be asked to be a pertinent part of the project also. I identified these three schools for their uniqueness to each other. UHS is a traditional urban-style school with an enrollment of 633, 90% students of color, and 33% receive special education services. SPS is a very ultra-modern school with a young faculty and a great diversity of students. Their total enrollment is 1,300, with 25% students of color and 14% receiving some form of special education services. RPS's total enrollment is 920, with 16% being students of color.

#### **Procedure**

The principal or chief administrator from each high school will be contacted via a phone call from me to inform them of my research study, it's purpose, and the availability of utilizing their students and staff as my target population. Upon personally meeting said administrator, I will provide them with a copy of a explanatory cover letter (see next page) and a copy of each instrument to be implemented, for their approval. At this time, I will finalize a date for my returning to conduct my research.

March 15, 1995

Dear Madam/Sir:

I am taking this opportunity to request permission to survey ten students and three teachers from your high school by March 24th. My name is Marshall Edmonds and I serve as the Area Coordinator for Student Development at Richard Stockton College. I am in my final semester of my Master's program for Special Education at Rowan College. At this point, I am completing my thesis *"What is the Prevalance and Effectiveness of Teacher vs. Student Management Approaches of Classroom Management?"*

The survey for teachers is comprised of nine general questions. The student questionnaire has twelve multiple choice questions about their opinion of the school's and classroom management approaches and it's effectiveness. Both implements are to be completed anonymously and I alone will be compiling the data and procurring the results. The teacher survey may take at the most 15 minutes to complete and the student's 5 minutes. I intend to personally hand them out and be in their prescence until their completion. My population sample of ten students will hopefully be five "regular" education junior or seniors, and five mainstreamed or Resource Room students in the same age group. The three teachers should be: one Special Education, one "regular" education and one with mainstreamed or inclusion students in their class.

Attached, please find a copy of both instruments and my card. If possible, could you contact me at 748-8746 with your answer or any questions? In advance I thank you for your time and assistance in this endeavor and look forward to meeting your staff and students.

Respectfully,

Marshall Edmonds  
Area Coordinator for Student Development

Each student will be interviewed about the purpose of this project and then administered a questionnaire (see Appendix F) with 12 questions covering their opinion of their schools', and classrooms respective management philosophy and approach, and effectiveness. There will questions of self-disclosure pertaining their involvement or knowledge of individuals who have violated classroom or school policies and rules and how they were dealt with. I hope to ascertain their perspective of the fairness, immediacy and effectiveness of classroom rules and school policies.

The nine teachers will be selected by their acceptance to this project first. I hope to survey the three teachers who will be allowing their classrooms to be utilized, with one preferably being a special educator from each school. The questions (see Appendix G) prepared for them will both target specific and open. The target specific ones will cover the area of the effectiveness of their respective classroom management style and what forms of record-keeping they do if any for students behavior. Is there an in-school suspension program, and do they utilize it? How do students play a part in the decision-making process, if at all? I know these questions will need to be crafted skillfully because no teacher cares to feel as though they're incriminating themselves with their responses.



## CHAPTER IV

### ANALYSIS OF RESULTS

The purpose of this study was to ascertain the level of effectiveness and prevalence of two classroom management approaches: teacher-managed, and student-managed. Upon completion of surveying the target populations, I have tabulated the findings and they are distinct and interesting. I will explain the findings as follows. The three schools in the order they will appear will be the *suburban public high school (SPS)*, the *rural parochial high school (RPS)*, and finally the *urban high school (UHS)*. First, I will detail the findings from the student questionnaire followed by the teacher surveys' from the respective school. My intent will be to show the similarities, and differences of students and teachers in their responses and as a result will attempt to discuss the effectiveness and prevalence of said school's classroom management practices.

There were two questions that dealt specifically with the fairness of classroom and school rules. Table I (see next page) displays the responses from the SPS and question number 3 asked, "Are the high school rules fair?", 60 percent of the respondents felt the school rules were fair and 40 percent deemed the rules somewhat fair. On number 4, "Are the teachers' classroom rules fair?" the students responses equaled, 40 percent felt they were fair and 60 percent felt somewhat fair. Question number 6, "What should teachers do when students disrupt the class by nonstop talking?" provided four response choices ranging from verbal reprimands to ignoring the behavior. According to the findings, the students of the SPS were rather

TABLE 1 (SUBURBAN PUBLIC SCHOOL)

<u>QUESTION #</u>	<u>YES</u>	<u>NO</u>	<u>SOMEWHAT</u>	<u>DON'T KNOW</u>
3	60%	40%		
4	40%	60%		
10	50%	10%	30%	* NR
11	30%	20%	40%	* NR

\* = NO RESPONSE

# 3 Are the high school rules fair?

# 4 Are the teachers' classroom rules fair and effective?

#10 Was the method of discipline the teacher used effective with you or your friend?

#11 Would you change the school's or classroom' rules if you could? If so how?

sporadic in their responses to this question more than any other. The response choice of “Telling them to stop their behavior” garnered 30 percent, “Ignoring the talking” received 10 percent, “Warn them they’ll have to stay after school” received 40 percent, and “Don’t Know” received twenty percent.

The students of SPS responded rather unusually to number 8, “Which method is best to discipline a misbehaving student?” A total of 30 percent responded “Send them out of class”, 30 percent responded “Send them to the principal”, 30 percent responded “Tell the student to stop” and the final 10 percent responded “Don’t Know”. Number 10 “Was the method of discipline the teacher used effective with you or your friend?” received favorable responses (yes) equaled 50 percent, 30 percent responded “no”. The final question that received varied responses was number 11, “Would you change the school’s or classroom’s rules if you could? If so how?” A total of 30 percent responded “yes”, 20 percent “somewhat”, 40 percent “no”. Number 11 was the only open-ended question concluding with “If so, how?” Table IA (see Appendix - H) will be comprised of the comments from number 11.

Table IB (Appendix - I) reflects the findings from the SPS’s Teacher’s Survey completed by the three selected teachers. Certain questions elicited very interesting responses and they will follow in detail. The responses to number 1’s question “What is the most prevalent discipline issue in your classroom?” were rather consistent with comments such as; general lack of respect, apathy, and talking back. Question number 3, “Within your classroom, what is your normal method of management in response to student misbehavior?” All three respondents were generally the same; talk to them, give a detention, giving warnings. Number 6 asked

the teachers "What form of classroom management do you consider ideal?"

Responses ranged from; teacher must have control, some form of cooperative learning with the teacher in charge, and setting a general tone and sticking to it.

Number 9 was the final question, asking, "How would you classify your classroom management style?" All three stated "very effective".

The second school surveyed was **RPS** represented by **Table II** (see next page). Question number 3's, responses were consistent with the students responding positively "yes" only 20 percent, and 80 percent "somewhat". Number 4's responses ranged from 10 percent "yes", 80 percent "somewhat", and 10 percent "no". Number 6's data found 30 percent would tell them to stop their behavior, and 70 percent would warn them they'll have to stay after school. The data received from number 8 showed that 40 percent said the student should be sent to the principal, 20 percent would tell the student to stop, and 30 percent responded "Don't Know". Number 10 resulted in 40 percent responding "yes", 30 percent "somewhat", and 20 percent responding "Don't Know". There was one non-response. Number 11's responses equaled 20 percent "yes", 50 percent "somewhat", and 30 percent "no". **Table IIA** (Appendix - H) had numerous comments with a wide range of input.

**Table IIB (RPS)** (see Appendix - I) Teacher Survey responses were varied to questions 1, 3, 6, and 9. Question number 1 provided the only truly consistent data. All three teachers stated the biggest problem to be "talking". The responses for question number 3 ranged from setting up a discussion time to talk to the individual(s), to changing their seats, to asking them if they want to speak to the teacher after class. The responses to Number 3 and Number 6 reflect the statement

**TABLE II RURAL PAROCHIAL SCHOOL (RPS)**

<b><u>QUESTION #</u></b>	<b><u>YES</u></b>	<b><u>NO</u></b>	<b><u>SOMEWHAT</u></b>	<b><u>DON'T KNOW</u></b>
3	20%	80%	10%	
4	10%	80%	10%	
10	40%	30%	20%	*NR
11	20%	50%	30%	10%

\* = NO RESPONSE

**TABLE III (URBAN HIGH SCHOOL UHS)**

<b><u>QUESTION #</u></b>	<b><u>YES</u></b>	<b><u>NO</u></b>	<b><u>SOMEWHAT</u></b>	<b><u>DON'T KNOW</u></b>
3	20%	70%	10%	
4	20%	60%	20%	
10	30%	30%	30%	10%
11	40%	20%	30%	10%

in **Hypothesis 1** - Teacher-managed approaches to classroom management are presently prevalent nationally. Number 6's responses ranged from using a democratic rule with a President and his cabinet bottom line, to a quiet atmosphere when students show respect for each other and the teacher, and finally telling them what is expected of them and being consistent. All three teachers responded uniformly that they consider their respective form of classroom management very "effective".

The final high school surveyed was the UHS. The student responses to question number 3 as represented in Table III (see prior page) were 20 percent "yes", 70 percent "somewhat", and 10 percent "no". Number 4's responses garnered 20 percent "yes", 60 percent "somewhat", and 20 percent "no". Number 6's findings were 50 percent would tell them to stop their behavior, and 50 percent would warn them they'll have to stay after school. The responses to number 8 were 10 percent would send them out of class, 60 percent would send them to the principal, and 30 percent said "Don't Know". Number 10's data revealed 30 percent "yes", 30 percent "somewhat", 30 percent "no", and 10 percent "Don't Know". Number 11's responses were 40 percent "yes", 20 percent "somewhat", 30 percent "no", and 10 percent "Don't Know". Table IIIA (Appendix - H) reflects the comments pertaining to number 11.

Table IIIB (UHS) (Appendix - J) details the findings from the Teacher's Survey. Number 1's responses were varied; cutting class, talking, and late to class. Number 3's responses range from "polite warnings, detention, pinch the student and pull their hair in a caring manner (they were somewhat joking- I think), and a verbal

reprimand. Number 6's responses entailed; mutual respect, teacher-empowered, student self-control, management should be a group effort. This is reflective of **Hypothesis 4** - Students will be more invested in a management approach that incorporates their input as opposed to a dictatorial system, and **Hypothesis 5** - The academic environment is more conducive to positive learning experiences with a student-managed approach. Everyone should feel that they are treated fairly. Number 9's responses ranged from very effective to not effective.

## **CHAPTER V**

### **SUMMARY AND CONCLUSIONS**

#### **INTRODUCTION**

America's rich diversity of school-aged youth are dealing with several influential issues that play a part in their academic, social and personal development. The classroom and school's are major factors in this endeavor but, are seriously challenged by the attraction and effect of the visual media. Students need constant motivation as always, but, never before has the teaching and learning environment been put "under the gun" as in the era of the "90's" with it's mass media manipulation.

Traditionally, most American schools have utilized teacher-managed classroom approaches as the norm. I feel students should be a factor in the development and maintenance of certain classroom and school rules and policies. This may not guarantee a successful, and positive learning environment, but it should enhance the opportunity to develop one as such.

#### **SUMMARY**

This study examined the following five hypothesis:

1. Teacher-managed approaches to classroom management are presently prevalent nationally.
2. The sometimes unique needs of students of color aren't met regularly by teachers in a teacher-managed classroom.
3. Special education students being mainstreamed into regular education can be set up to fail in a teacher-managed classroom.
4. Students will be more invested in a management approach that incorporates their input as opposed to a dictatorial system.



5. The academic environment is more conducive to positive learning experiences with a student-managed approach.

The bulk of the research reflected, and the study's data, corroborated with *hypothesis number one*. The research provided detailed various forms of classroom management. It clearly denotes that the experience, approach of the teacher, and type of student(s), are some of the key factors in not only the development of a classroom management approach, but it's implementation.

As stated in **Chapter IV**, the responses from the students of the UHS to questions number 3 and 4 (see **Table III**) were somewhat similar to those of the RPS students. Although, the two populations are severely different, both schools have a long standing history in the community and seemingly haven't "changed much" in their management philosophy. What can be gleaned from both schools findings is that their students have strong opinions about what changes they desire in classroom and school management approaches. The SPS students responses as a whole, were relatively consistent with no major diversion from any of their respondents. Overall, the SPS students felt as though the rules were somewhat fair by the closeness of the compiled data (40 percent - 60 percent) pertaining to questions number 3 and 4 (see **Table I**).

From having the opportunity to walk the hallways of all three schools, the SPS has the elaborate trimmings throughout their facility to make most students feel comfortable in calling it "home". During **Chapter IV**, I alluded that students from the SPS may feel better about the fairness of their school and classroom

rules not only due to their content but, the “bright wrapper” they appear in via the esthetics of the facility.

Certain questions revealed consistencies entwined throughout all three schools’ questionnaires. Question number 1 indicated that all thirty participants were knowledgeable of the existence of a student handbook with all their school rules. Surprisingly, some students were not aware of who was the main disciplinarian at their respective school. **There was no consistency at all with the student’s responses to questions about the fairness of classroom and school rules.** The UHS and RPS students strongly scored in the category of “somewhat “ as opposed to the SPS who leaned more toward “yes”. This may be an indication of the affinity that the SPS students may have for their school. With their school’s facilities being “top of the line” it may play a major role if one’s respective surroundings are well-kept and has a pleasant appearance. This may increase a student’s feelings about the school.

It’s interesting to note that students responded to number 5 in a distinctly different manner than the other questions. The UHS’s responses were strong in stating that a good classroom atmosphere should be both quiet and loud, as opposed to the RPS responses of 50 percent stating it should be quiet and 50 percent stating it should be both. The responses from the SPS leaned heavily towards a quiet atmosphere.

The final area that was also very consistent across the board for all three schools was question number 11. Except for a slight deviation, the consensus was that the school’s rules were somewhat fair to fair. The overall tone of the student

questionnaire answers from the RPS appeared to state that the disciplinary system does work but that it should be changed to become more lenient and modern, i.e. length of hair and dress code. The RPS students were also the most vocal when asked for comments. The general tone of the SPS appeared conservative, with little deviation from the answers student to student. The UHS responses were the most varied of all the compiled questionnaires. The findings, although thorough, didn't lean more one way than the other in an overall sense. It was difficult to ascertain their general feelings about the school and classroom effectiveness outside of questions number 4 and 10.

### **IMPLICATIONS FOR FUTURE RESEARCH**

In contrast to the data received, the most recent research that I read about classroom/school management, spoke glowingly about the usage of peer mediation. I concur with this sentiment after observing and polling the sample populations from all three schools. It appears that peer mediation would be an appropriate approach for school conflicts but, for frequent instances of misbehavior, the influence of the teacher is still a necessity. For a high school age population, the responsibility of aiding in the development and implementation of classroom and school management should be shouldered by randomly selected students, teachers, and administrators. This can be done by an annual review of the student handbook that all three schools in this study (as do most I hope) utilize. Also, a select disciplinary committee could be formed to incorporate the input of students and teachers for the development and maintenance of school management policies and maybe even the mission statement (philosophy) of said school.

Areas I felt that were either superficially glossed over or omitted completely and should be researched further pertaining to this study are:

- Classroom management styles and their effectiveness accordingly for a diverse student population specifically as in **Hypothesis #2**.
- What is the level of effectiveness in implementing in-school detention and suspensions for students with continual behavior problems?
- What form(s) of classroom management is most effective with the mildly disabled or classes with other disabilities?
- What experimental research is being done to develop new forms of classroom management?

### **PROBLEMS INCURRED DURING STUDY**

There were no major problems throughout the process of developing, implementing, collection, and tabulation of this study. The only situation that I considered questionable was pertaining to the interactions with the principal of the **SPS** and the implementation of the questionnaire and survey. As with all three schools, I met personally with the principal and provided her with a cover letter explaining my intentions and the goal of my study. Attached was also a copy of the student questionnaire and teacher's survey. The principal asked me to come back in a week because she would have to review the form with the school superintendent and request permission from the school board to have me survey their students and teachers. When I called back she hadn't received their approval as of yet. It took *three weeks* to finally be approved.

The day that I surveyed the teachers and students at **SPS** I felt that when I asked for volunteers from the three classes that the students came forward almost too

readily. It was my experience at the two other schools that students didn't jump to take the opportunity to complete the questionnaires. When I initially looked over the completed forms they appeared to have a consistent tone that everything was fine and great at their school. The responses from the teachers reflected the same tone of being too accepting with little to no changes requested especially question number 7 "How effective do you consider your school's student management philosophy? Why?".

I may be off base with my assumptions, but I sensed a strong administrative hand was involved with deciding who would volunteer to complete both types of forms and what they possibly could and couldn't say as to make the school sound "wonderful". Number 11 from the student questionnaire, "Would you change the school's or classroom's rules if you could? If so how?" received only two comments from their students which was a surprise. Students from the other two schools took the opportunity afforded them to make suggestions and lodge complaints.

The breakdown of the number of students of color that were a part of the sample population is:

UHS - nine out of the ten students

RHS - two out of the ten students

SPS - three out of the ten students.

I had hoped that the numbers would better reflect the overall school population, but only at UHS did I achieve this.

Pertaining to the actual research I encountered and utilized, I felt as though certain topics were woefully lacking in the amount of depth of the available

information. For all the classroom management strategies discussed in the literature review (Chapter II):

- Contingency Contracting
- Token Economy System
- Self- Monitoring
- Peer Mediation/Conflict Management
- Assertive Discipline Approach
- Time-Out

it was difficult finding hard data-filled research on Peer Mediation, and Assertive Discipline.

## **APPENDIXES**

## WEEKLY BEHAVIOR REPORT

Student's name \_\_\_\_\_

Week of \_\_\_\_\_

Classroom Rules	Followed	Not Followed
-----------------	----------	--------------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

_____	_____	_____
-------	-------	-------

Not Followed is checked because:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Teacher signature

Parent, please sign and return this form.

\_\_\_\_\_  
Parent signature



## OFFICIAL BEHAVIOR CONTRACT

Date \_\_\_\_\_

\_\_\_\_\_ promises to \_\_\_\_\_

\_\_\_\_\_

If student does as agreed, student will \_\_\_\_\_

\_\_\_\_\_

If student does not do as agreed, student will \_\_\_\_\_

\_\_\_\_\_

This contract will be in effect for \_\_\_\_\_

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Principal's Signature

Dear Parent,

I am delighted that \_\_\_\_\_ is in my class this year. We can all look forward to many exciting and rewarding experiences as the year progresses. As I firmly believe that life-long success depends on self-discipline, I have developed a Classroom Discipline Plan that affords every student the opportunity to manage his or her own behavior. Your child deserves the most positive educational climate possible for academic growth. Therefore, this plan will be in effect at all times.

**CLASSROOM RULES:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

To encourage students to follow the classroom rules, I will reinforce appropriate behavior with \_\_\_\_\_

**If a student chooses to break a rule:**

1st time \_\_\_\_\_  
 2nd time \_\_\_\_\_  
 3rd time \_\_\_\_\_  
 4th time \_\_\_\_\_  
 5th time \_\_\_\_\_  
 Severe disruption \_\_\_\_\_

My students have been informed about the Classroom Discipline Plan, but I would appreciate it if you would review the plan with your child, then sign and return the form below. I will be communicating with you frequently throughout the year to keep you aware of your child's progress. Please feel free to contact me at any time.

\_\_\_\_\_  
 Teacher's Signature

\_\_\_\_\_  
 Room #

\_\_\_\_\_  
 Date

I have read your Classroom Discipline Plan and discussed it with my child.

\_\_\_\_\_  
 Parent/Guardian Signature

\_\_\_\_\_  
 Child's Name

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Comments

**WORKSHEET - PARENT RECORD FORM**

Student's name \_\_\_\_\_ Class \_\_\_\_\_

Parent's names \_\_\_\_\_

Home phone# \_\_\_\_\_ Work phone# \_\_\_\_\_

Emergency# \_\_\_\_\_

Discipline plan letter sent (date) \_\_\_\_\_

Positive notes sent \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Phoned parent \_\_\_\_\_

Objective \_\_\_\_\_

Parent agreed to \_\_\_\_\_

Conference date \_\_\_\_\_

Objective \_\_\_\_\_

Parent agreed to \_\_\_\_\_

Principal notified (date) \_\_\_\_\_

Counselor notified (date) \_\_\_\_\_

**WORKSHEET - Preparation for Phone Call or Conference**

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

**Reason for Calling Parents**

\_\_\_\_\_

**Statement of Goal**

I need your help in \_\_\_\_\_

**Statement of Objectives**

Whenever I \_\_\_\_\_, I need you to \_\_\_\_\_

\_\_\_\_\_

**Rationale**

It is in your child's best interest that we work together to \_\_\_\_\_

\_\_\_\_\_

**Consequence**

If \_\_\_\_\_ doesn't \_\_\_\_\_

I will have no choice but to \_\_\_\_\_

## **Student Questionnaire**

To complete the following survey questions please circle the answer of your choice.

1) Does your school have a student handbook or manual with all the school's rules?

A) Yes    B) Somewhat    C) No    D) Don't Know

2) Do you know who is the school's (main) disciplinarian?

A) Yes    B) Somewhat    C) No    D) Don't Know

3) Are the high school's rules fair?

A) Yes    B) Somewhat    C) No    D) Don't Know

4) Are the teachers classroom rules fair and effective?

A) Yes    B) Somewhat    C) No    D) Don't Know

5) Do you consider a good classroom atmosphere to be:

A) Quiet    B) Loud    C) Both    D) Don't Know

6) What should teachers do when students disrupt the class by nonstop talking?

A) Tell them to stop their behavior

B) Ignore the talking

C) Warn them they'll have to stay after school

D) Don't Know

7) If students are sent out of class for misbehaving, does it help the student to change for the better?

A) Yes    B) Somewhat    C) No    D) Don't Know

8) Which method is best to discipline a misbehaving student?

A) Send them out of class    B) Send them to the principal

C) Telling the student to stop    D) Don't Know

9) Have you or a friend, ever been in trouble in class with a teacher?

A) Yes    B) Somewhat    C) No    D) Don't Know

10) Was the method of discipline the teacher used effective with you or your friend?

A) Yes    B) Somewhat    C) No    D) Don't Know

11) Would you change the school's or classroom's rules if you could? If so how?

A) Yes    B) Somewhat    C) No    D) Don't Know

12) Do your friends enjoy going to your school?

A) Yes    B) Somewhat    C) No    D) Don't Know

## **Teacher's Survey Questions**

- 1) What is the most prevalent discipline issue in your classroom?
- 2) What is the most prevalent discipline issue in your school?
- 3) Within your classroom, what is your normal method of management in response to student misbehavior?
- 4) What form of record-keeping for discipline occurrences do you implement?
- 5) Do students play a role in the development of classroom management? If yes or no, why?
- 6) What form of classroom management do you consider ideal?
- 7) How effective do you consider your school's student management philosophy? Why?
- 8) What has been the type of student behavior outcomes after incidents of classroom discipline?
- 9) How would you classify your classroom management style?  
Please check one.  
Very Effective \_\_\_\_ Somewhat Effective \_\_\_\_ Not Effective \_\_\_\_

## **TABLE IA (SPS)**

### **# 11 Would you change the school's or classroom's rules if you could? If so how?**

1. They could be a little harder on students.
2. Be more lenient.

## **TABLE IIA (RPS)**

### **# 11 Would you change the school's or classroom's rules if you could? If so how?**

1. Stress some of the more important rules, like drugs, and alcohol, and stop spending so much time on dress code, lateness, and cleaning up the lunch tables.
2. I would let the students have a little more freedom. Not too much, but enough that they feel comfortable and still obey the rules.
3. Rearrange the dress code policy so polo shirts could be worn year round.
4. I would change them for the better.
5. Our school hasn't really changed with the times and it's not that our school's rules are necessarily unfair, they are often, or at least I find them, contradicting. I feel this needs to be more modernized. One example is hair length and how guys hair has to be a certain length. I feel this is ridiculous since girls can have their hair as long as they want it. if we are reaching for equality, rules should be the example.

## **TABLE IIIA (UHS)**

### **11-Would you change the school's or classroom's rules if you could? If so how?**

1. I would let the student decide whether the students should be disciplined or not.
2. In the time span of four years, if you have been sent out over 10 times, it would jeopardize your chance of graduation because it shows you learned nothing.
3. I wouldn't give students 10 days suspensions for petty things that happen.
4. I would just be fair and not make unfair rules. I also would let the students, and other teachers, vote on how we should run the school, maybe that might change the students' attitudes.



## **TABLE IB (SPS)**

---

**QUESTION # 1 What is the most prevalent discipline issue in your classroom?**

---

1. General lack of disrespect.
  2. Attitude of not caring with many of our young people.
  3. Talking back.
  4. General insubordination.
  5. Student apathy.
- 

**QUESTION # 3 Within your classroom , what is your normal method of management in response to student misbehavior?**

---

1. Talk to them-counsel.
  2. Issue detention.
  3. Department head.
  4. Vice-principal referral.
  5. Warning.
  6. One-on-one confrontation.
  7. Move seats.
  8. Parent conference.
- 

**QUESTION # 6 What form of classroom management do you consider ideal?**

---

1. What ever works for you.
  2. The teacher must have control.
  3. Teacher in charge, and at times some form of co-operative learning.
  4. Teacher being "transparent" by setting a general tone and sticking to it.
- 

**QUESTION # 9 How would you classify your classroom management style?**

---

1. Very Effective (3)
- 

## **TABLE IIB (RPS)**

---

**QUESTION # 1 What is the most prevalent discipline issue in your classroom?**

---

1. Talking.
  2. Students who wish to talk whenever they feel like it.
- 

---

**QUESTION # 3 Within your classroom, what is your normal method of management**

---

in response to student misbehavior?

- 
1. Talk to them.
  2. Change seats.
  3. I say, "Excuse me - would you like to talk to me later".
  4. We would have a private discussion after class to see how we will handle the situation.
- 

**QUESTION # 6 What form of classroom management do you consider ideal?**

- 
1. Telling them first what is expected.
  2. Being consistent.
  3. A quiet atmosphere, when students show a respect for each other and the teacher.
  4. Democratic rule - with a president and his cabinet's bottom line.
- 

**QUESTION # 9 How would you classify your classroom management style?**

- 
1. Very effective (3 )
- 

### **TABLE IIIB (UHS)**

**QUESTION # 1 What is the most prevalent discipline issue in your classroom?**

- 
1. Talking.
  2. Cutting class.
  3. Late to class.
  4. Off-task.
- 

**QUESTION # 3 Within your classroom, what is your normal method of management in response to student misbehavior?**

- 
1. Polite warning.
  2. Detention.
  3. Conference.
  4. Verbal reprimand.
  5. Although not allowed I often pull hair, pinch or give a firm "love tap" upside the head.
  6. Pushups are often a sanction.
  7. Many long conferences
- 

**QUESTION # 6 What form of classroom management do you consider ideal?**

---

- 
1. Management should be a group effort.
  2. Everyone should feel that they are treated fairly (students and teachers).
  3. Student self-control.
  4. Peer requests for proper behavior.
  5. Mutual respect.
  6. Teacher empowered.
- 

**QUESTION # 9 How would you classify your classroom management style?**

---

1. Very effective (2).
  2. Somewhat effective (1).
-

## REFERENCES

- Buie, Jennifer D., Johnson, Happy, Nelson, C. Michael, Twyman, Janet S., August 1994, "The Use of a Warning Procedure to Signal a More Intrusive Time-out Contingency", Behavioral Disorders
- Burnside, Houston, M., Charles, C. M., Gast, David K., Servey, Richard E., 1978; School Teaching and Learning: American Education
- Canter, Lee, 1989; "Assertive Discipline-More Than Names on the Board and Marbles in a Jar", Phi Delta Kappan
- Dunlap, Lee Kern & Glen, Koegel, Lynn Kern & Robert L., Spring 1991; "Using Self-Monitoring to Increase Independence", Teaching Exceptional Children
- Edwards, H. Clifford, 1993; Classroom Discipline and Management
- Gibson, Janice T., 1980; Psychology for the Classroom
- Glavin, John P., 1974; Behavioral Strategies for Classroom Management
- Greenwood, C., Hops, H., 1981; Utilization of Classroom Peers as Behavior Change Agents
- Haring, Norris G., 1978; Behavior of Exceptional Children
- Haring, Norris G., & Thomas G., McCormick, Linda, 1990; Exceptional Children and Youth
- Levin, James, Nolan, James F., 1991; Principles of Classroom Management: A Hierarchical Approach
- Mercer, Cecil D., 1987; Students with Learning Disabilities
- O'Leary, Daniel K., & Susan G., 1972; Classroom Mangement: the successful use of behavior modification
- Sabatino, Ann A., Sabatino, David A., Mann, Lester, 1983; Discipline and Behavioral Management