

Classroom and Behavior Management

March 2013

“Addressing Children’s Challenging Behavior: Teaching with Respect”

January/February 2012 by Mary Gersten

Overview: In this article, Gersten argues that in order to ensure that children are successful in preschool and life, they must be taught the skills needed to develop socially and emotionally. Teachers and staff must not only learn to teach with respect, but must also facilitate children’s development while addressing their challenging behavior. Gersten provides several recommendations for coping with challenging behavior, such as: maintaining realistic expectations, encouraging positive behavior, being proactive, and modeling the desired behavior.

Where to Find It: Go to the OSTRC website, select Document Library, then click on the Caring Relationships & Behavior Guidance tab. The article is located under Behavior Guidance and Classroom Management.

“What Works for Acting-out (Externalizing) Behavior: Lessons from Experimental Evaluations of Social Interventions”

April 2011 by Mary Terzian, Katie Hamilton, and Thomson Ling

Overview: This Child Trends article presents lessons learned from 123 intervention programs designed to prevent and/or deter externalizing behavior. The article goes on to chronicle what strategies worked, did not work, resulted in mixed findings, or needed additional research. Some notable strategies that were proven successful include:

- Teaching at-risk youth how to identify and manage their emotions
- Conducting family therapy
- Developing or adapting programs to be culturally sensitive
- Teaching parents skills related to effective communication, discipline, monitoring, supervision, and limit-setting
- Teaching interpersonal and social problem-solving skills
- Delivering at least 30 sessions

Where to Find It: http://www.childtrends.org/Files//Child_Trends-2011_03_03_RB_WWExternalizing.pdf

Featured Information:

“Behavior Management ≠ Classroom Management” (April 2011)

by David Ginsburg

Summary:

“The reality of education is that people learn from people they love.” This quote cited in Ginsburg’s article, draws attention to an often-overlooked hallmark of great teachers; namely, the strong relationships they have with their students. Yet even this necessary characteristic remains only a portion of the skills needed to be an effective teacher. As Ginsburg explained in the article, “you can be the world’s greatest relationship-builder, and you’ll still be toast as a teacher if you’re a poor planner or disorganized.” This article redefines the term “classroom management” to not solely focus on the relationships between students and teachers, but to also include: policies, procedures, time, behavior, layout, materials, and instruction.

Where to find the article:

<http://www.sp2.upenn.edu/ostrc/doclibrary/documents/BehaviorManagementDoesNotEqualClassroomManagement.pdf>