CONTENTS

TO C	
Preface	X1
I I Clace	71

PART I Developing a Reflective Approach to Problems

Identifying Behavior Problems 3

Ouestions for Reflection

Could this problem be a result of inappropriate curriculum or teaching strategies?

What do I demand and prohibit—and what should I?

Demands

Prohibitions

Why do certain behaviors bother me, and what should I do about them? 10 Is this behavior developmentally significant?

Academic Failure

Aggression 13

14 Depression

Problems with Peers

A Note about Multiple Problems 16

Should I focus on a behavioral excess or a deficiency? 16 17

Will resolution of the problem solve anything else?

Summary 18

References and Resources for Further Study 18

Reference Notes 20

Analyzing Behavior Problems 21

Questions for Reflection

What are my assumptions about why students behave the way they do? 22 24 What are the most important alternative explanations of the misbehavior? Are there causes of the misbehavior that I can control to a significant degree? 25 How should I define the behavior I am concerned about and identify its antecedents and consequences?

Defining Behavior 26

Identifying Antecedents 27

Identifying Consequences 28 Identifying Chains of Events 29 Identifying Coercive Interactions 31 Identifying the Patterns and Stages of Misbehavior 32 How might I identify the probable cognitive and affective aspects of the misbehavior? 34 How should I measure the behavior problem and behavior change? 36 What is a reasonable goal? 38 How do I accomplish a functional assessment of behavior? 39
Summary 39
References and Resources for Further Study 40
Reference Notes 41
3 Changing Behavior 42
Questions for Reflection 44
Have I tried the simplest and most obvious strategies? 44 What approaches to helping students change their behavior are most likely to be successful? 49
How might I use the five operations of a behavioral approach? 50 Positive Reinforcement 50 Negative Reinforcement 53 Extinction 54
Response Cost Punishment 55
Punishment by Presenting Aversives 56
How can I capitalize on the cognitive and affective aspects of behavior change? 57
Talking with Students 58
Choosing Consequences for Students' Behavior 58
Teaching Self-Control Procedures 58 Teaching Social Skills 58
Is my approach positive and supportive of appropriate behavior? 59
Can I use an instructional approach to prevent this behavior problem? 6 Precorrecting Problems 61
Interrupting the Acting-Out Cycle 62
Special Note on Digital Resources 65
Summary 66
References and Resources for Further Study 67

Reference Notes 68

4 Talking with Students 69

Questions for Reflection 70

How does classroom talk differ from talking in other places? 70 How is talking with students about their behavior related to my teaching goals? 73

How can I avoid unproductive talking with students about their behavior? 73 What verbal and nonverbal communication skills must I model and teach? 77

Listening Using Proximity Speaking Body Language 78 Establishing Eye Contact and Varying Facial Expressions 78 Pausing, Reflecting, and Probing 79 Describing, Not Judging Choosing the Best Words 79 Using the Best Voice 80 80 Setting the Right Pace Summarizing 81 Questioning

Waiting 82

How can talking with students help teach them personal responsibility? 82

How should I talk with students about appropriate behavior? 84

How should I talk with students about unacceptable behavior? 85

How should I talk with angry or aggressive students? 86

How should I talk with students who are withdrawn? 89

Summary 90

References and Resources for Further Study 90

Reference Notes 92

5 Using Peer Influence 93

Questions for Reflection 94

How might I use observational learning and vicarious consequences to affect the behavior of my students' peers?

Models Who Are Likely to Be Imitated 96

Rewarding the Model and Target Student 97

Limits of Vicarious Effects 97

What type of group contingency might I use to create desirable peer pressure? 99

Independent Group Contingencies 99

Reference Notes 123

Dependent Group Contingencies 99
Interdependent Group Contingencies 100
Cooperative Learning 100
Cautions about Group Contingencies 101
How might I engage classroom peers as confederates? 102
How might I use peer tutors as a classroom resource? 103
Choosing and Training Tutors 103
Limitations of Peer Tutoring 104
What options should I consider in teaching social skills? 104
Summary 106
References and Resources for Further Study 106
Reference Notes 108
Charles the heart total and a second
6 Working with Other Educators 109
Questions for Reflection 110
When do I need to seek assistance from colleagues? 111
How might I work with others to solve problems? 112
Consultants 112
Teacher Consultation Teams 112
Collaborative Teaching 112
What specific procedures should be followed, and to what extent should I participate? 113
Consultation 113
Operational Guidelines for Teacher Consultation Teams 114 Collaborative Teaching 115
How can administrators, parents, and students participate in the collaborative
problem-solving process? 115
How do team members monitor and evaluate the effectiveness
of interventions? 117
What are some cautions on collaborating with others?
Organize Sufficient Time to Plan 119
Receive Support from Administrators 120
Develop Positive Relationships and Identify Roles 120
Plan Access to Consultants and Collaborative Teachers 121
Summary 121
References and Resources for Further Study 122

7 Working with Families 124

by Daniel P. Hallahan and Elizabeth A. Martinez

Questions for Reflection 127

Why should I involve parents and families? 127

*Reciprocity of Parent-Child Interaction 127

Why is it so hard to involve parents? 129

Shared Responsibility 129

When should I involve parents? 129

Should I expect all parents to be involved? 131

How should I communicate with parents? 132

Parent Conferences 132

In what ways can I involve parents and families? 135

Home-Note Programs 136

Summary 138

References and Resources for Further Study 138

Reference Notes 140

PART II Cases for Analysis, Discussion, and Reflection 141

What You Don't Know Can Hurt You! John McCullum 143

Grandma's Boy Helen Jamison 147

Lenny Sara Olson 151

When Secrets Disable Cathy Schrock 153

What's Inclusion Got to Do with It? Anita Atkinson 157

They Failed Derrick Melinda Smith 162

Stealing Time Robert Carter 167

The Truth about Alice Janet Lane 171

One Bad Apple Elaine Brown 174

Where to Now? Connie Ballard 178

You've Got a Friend Kim Patton 183

The Contract with Parrish and Son Rebecca Phillips 188

Winnie Patty Gray 193

Whose Class Is This? Jane Lee 198

Wandering in the Wilderness—The Ups and Downs of a Novice LD Teacher Jeff Harris 202

Alone in the Dark Alan Stean 207

Nature Versus Nurture Alice Swenson 211

Caught in the Middle Leann Grossly 215

My Son Is Not Average! Harriet Karr 220

The One that Got Away Charles Allen 226

Ain't Gonna Let Nobody Turn Me Around Jessi Simpson 230

Index 235