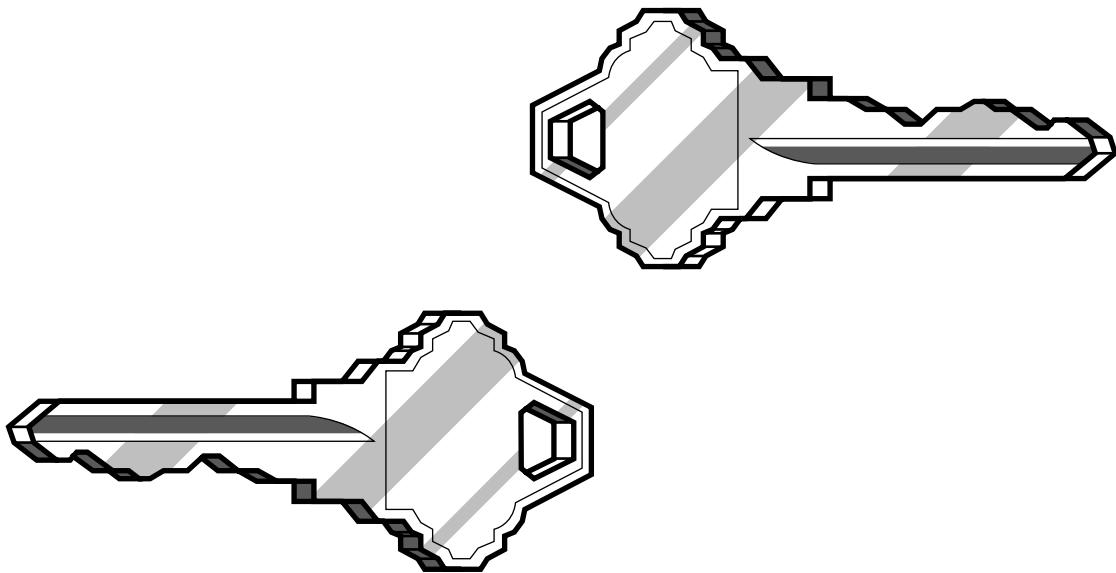


Study Questions for Glenn Latham's *Keys to Classroom Management*



Copyright © 2000 by Stephen F. Ledoux

Stephen F. Ledoux

Foreword by Glenn I. Latham

US\$20

ISBN 1-882508-14-9

Study Questions for Glenn Latham's *Keys to Classroom Management*

Stephen F. Ledoux

First Edition (softcover) published in 2000 by
ABCs of Canton, NY, USA,
for US\$20 retail per copy.

ISBN 1-882508-14-9

Printed in the United States of America.



Improved printing number: >7 7 6 5 4 3 2 1

Nearest year of printing: >2025 25 20 15 10 05 2000

Copyright Notice/Warning:

Copyright © 2000 by Stephen F. Ledoux. All rights reserved. This book and its contents are protected by the federal copyright laws of the United States of America. Reproduction or copying of these materials, by any means whatsoever, in whole or in part, without the express, hard-copy, written permission of the copyright holder is prohibited and may subject the violator(s) to civil sanctions, criminal penalties, or both. Permission for reasonable causes is easy to obtain. Send requests for permission, stating (a) portions to be copied and (b) purpose of copying those portions, to the publisher who will forward the requests to the author who is the copyright holder.♣

Contents

<i>Foreword by Glenn I. Latham</i>	iv
To the Student and Teacher	v
About the Book	v
About the Study Questions	vi
About the Book / Study Questions Combination	vi
About Using the Study Questions	vii
About the Appendices	vii
About the Other Extras	viii
About Ordering <i>Keys to Classroom Management</i>	viii
About the Author	ix
Study Questions for the <i>Introduction</i>	1
Study Questions for Ch. 1: <i>Principles of Human Behavior</i>	3
Study Questions for Ch. 2: <i>The Application of Behavioral Principles in School Settings</i>	17
Study Questions for Ch. 3: <i>Getting and Keeping Students on Task</i>	39
Study Questions for Ch. 4: <i>Strategies for Improving the Quality of Teacher-to-Pupil Interactions</i>	51
Study Questions for Ch. 5: <i>Increasing the Frequency of Successful Student Responding</i>	69
Study Questions for Ch. 6: <i>Controlling Classroom Distractions</i>	81
Study Questions for the <i>Conclusion</i>	113
Appendix I: Defining Natural Sciences	115
Appendix II: Partially Annotated References for Further Reading	119
Proof of Ownership	121
ABCs Advertisement	123 †

Foreword

According to annual polls by the Gallup organization, student behavior—and how to manage it in schools and classrooms—has been the public’s number one concern relative to education for over three decades. This concern is similarly shared by educators, again as determined by the Gallup organization.

One has to wonder how this can be, given all that has been learned through science about how to establish and maintain a well-managed school environment. How to do that has been clearly documented, but evidence of that “how to” is shockingly and regrettably absent from school.

Occasionally, on a random, episodic basis, one will encounter an educator who does an exemplary job at effectively managing a school environment. Though this is commendable, it almost always has a dark side to it. First, that person can *rarely* explain why what he or she is doing is working, nor can she or he identify the science that supports its effects. Second, the effect is typically accounted for by something idiosyncratic to the educator, something someone else cannot replicate: size, demeanor, personality, and so on. Hence, it is seen as not generalizable.

True professions are characterized by practitioners who possess a generalizable set of skills that are anchored in science. Consider physics, chemistry, biology, behaviorology, mathematics, engineering, medicine, and dentistry. All professionals in each of these disciplines and fields share a common, generalizable set of skills which they can articulate and explain in scientific language. Educators typically cannot.

In the book, *Keys to Classroom Management*, I have attempted to teach educators what research in human behavior has taught us relative to the effective, positive management of a learning environment. What is included can be learned and applied by anyone. It is all anchored in science, and it is all generalizable. One does not need to be a 6’5” 290 lb. gorilla who never smiles until Christmas to be an effective classroom manager!

Keys to Classroom Management contains not only practical, school-based suggestions on how to develop and apply the skills of effective classroom management, but it also contains suggestions on how—systematically and objectively—to analyze and treat behavior problems *in* the classroom. And “it” works, if teachers will put “it” to work!

This book of study questions, when used as designed, helps insure that teachers and prospective teachers who use it with *Keys to Classroom Management* will not only learn those skills but also will be able to explain in appropriate scientific language, *why* their skills produce the results they produce. That is, they will be able to explain what they are doing, why it works, and how it is soundly tied to basic behaviorological principles. Do put these books to work, both for yourself and for your students.☺☺

Glenn Latham

Utah State University
2000 December 20

To the Student and Teacher

About the Book

Keys to Classroom Management is a book basically about developing the skills needed to maintain the sanctity of the learning environment. This is accomplished through a shift in emphasis from traditionally punitive classroom disciplinary practices to non-coercive management techniques. Many surprising outcomes are possible. For example, as Dr. Latham reiterated in his six-tape video program on “*Managing the Classroom Environment to Facilitate Effective Instruction*” (also, see his *Behind the Schoolhouse Door* and *Management, Not Discipline*, both of which are listed in the bibliographic appendix of this study questions book) several studies have documented that only 40–50% of class time is actually used for instruction. Most of the rest is lost to classroom disruptions that can rather easily be prevented by teachers making small but specific, easily learned—and experimentally validated—changes in their classroom management practices. (Reviewing these changes with teachers is the point of both the video program and *Keys to Classroom Management*.) Where these changes have been implemented, data show that most of the lost time becomes instruction time. More significantly, and as Dr. Latham points out, computations show that even if only half of the lost time is returned to instruction time, the increase in instruction is equivalent to extending the school year by 40 days, all without incurring the money, time, personnel, and other costs of more calendar school days or year-round school.

In addition, other perhaps more significant benefits accrue from improvements in the classroom management skills covered by *Keys to Classroom Management*. These include increases in pleasant and educationally supportive teacher–student interactions and a concomitant decrease in the general aversiveness of school. Both of these go a long way in reducing the probability of in-school violence and increasing the ability and willingness of teachers and students to embrace and attain high standards. (And this is not a pie-in-the-sky statement, as a perusal of any number of sources detailing the effects of aversive stimulation or punishment on human behavior—such as Murry Sidman’s book *Coercion and its Fallout* [also listed in the appendix]—will show.)

Keys to Classroom Management is 96 pages long and contains six chapters between an introduction and a conclusion. It is perhaps best read in conjunction with the various video programs and recordings that Dr. Latham has prepared on this topic (some of which are also listed in the bibliographic appendix). Readers should also explore www.parentingprescriptions.com which is Dr. Latham’s *Parenting Prescriptions* web site that serves as an important, related resource. The present resource, the study questions in this study question book, have been prepared to help student readers expand their behavior repertoire with respect to the material and the skills that *Keys to Classroom Management* describes.

To order additional copies of *Study Questions for Glenn Latham’s “Keys to Classroom Management,”* contact the publisher, ABCs. The address is in the publisher’s advertisement, which is on the last page of this book.☺

About the Study Questions

These study questions were designed to increase the reader's benefit from interacting with the book by prompting and guiding the reader's learning. The study questions focus the reader's attention on many of the particular points that surround different topics which arise in the course of each chapter. And they bring to the reader's attention various general themes and trends that run through particular chapters as well as through the whole book itself.

The study questions are of several kinds. Some are simply factual. Others require abstract and associative thinking. Still others necessitate critical thinking. Some may have different parts for undergraduate and graduate students. A few may require—rather than expect—oral answer preparation. The answers to the vast majority of the study questions are easily found directly in the text, and fit in the space provided with each question. While readers are encouraged to answer the questions “in their own words,” only a few questions require answers in that mode. Still, *for the best learning results, each and every answer should be paraphrased in the reader's own words and written out as a complete sentence that incorporates the question.* For that interactive effort is what enables learners to repeat and use this knowledge in the future when they need it! It is best to read each chapter completely before trying to answer its questions. Also, *Virtually all study questions are presented sequentially;* they do not skip around in the material that they cover. However, occasionally, the reader may have to read part of a question *in the context of the answer to the previous question.* (Making sure that some part of the book gets read was never the primary purpose for including any particular study question.)↻

About the Book / Study Questions Combination

The book and study questions work together to achieve beneficial pedagogical aims. The book was designed to elaborate how the natural science of behavior informs an aspect of the field of education. Thus this book was designed to accompany either separate courses of study on classroom management or integrated courses of study covering various areas of education. The study questions are designed to support this range by covering topics in those areas as they arise.

Teachers may manage this book of study questions in many different ways. Here are some of these ways: The entire collection may be assigned to students with instructions that they answer every question. This is the norm, especially at higher educational levels. Another option involves several questions from each chapter being assigned, while the teacher retains the remaining questions for later use as prompts for classroom discussions. Yet another option is to assign students to work in small groups, each of which answers a subset of the questions for each chapter. Many combinations of such options are also possible.

Of course, not all teachers and not all courses need to use all the study questions. A teacher might excuse students from some study questions that are too specific for her or his course. There may even be some questions that a teacher simply does not want to deal with, and he or she may excuse students from those ques-

tions as well. All the questions taken together, though, help educate students in the full content range of the book.↻

About Using the Study Questions

Certain considerations about using the study questions are pertinent. The phrasing sometimes used in one or another study question may seem odd or unusual. This is usually because the phrasing mimics the phrasing used at or near the location of the answer in the book; this makes it easier for the student to recognize the answer location while reading the material. Also, the answers to a few questions may *not* be in the book; these answers are in the student's general knowledge or perhaps their dictionaries, or an encyclopedia, or in other works (such as professional journals or those books referenced in the bibliographic appendix), or in certain *appropriately peer-reviewed* electronic resources, etc.

Many of these study questions contain page and paragraph references back to the book. These references fit the 1998 edition of *Keys to Classroom Management*.

Most teachers assigning study questions like these maintain typical procedures regarding their use. Here are some elements of these procedures: (a) Write out the answers to the study questions—in your own words if possible—*by combining the questions and answers into full statements*. This enables students to study *just* their answers, as if these were notes, when reviewing for tests or other assessments of their knowledge; they need not refer to either the book or the study questions during their review. (b) Students should be tested only over the study questions that they were required to cover. Hence, they should be able to study fully for any tests over the book by studying the answers to the assigned study questions. (c) A realistic assignment is for students to *complete* one chapter (book chapter and its study questions and answers) a week, plus their assignments for other classes. (d) Students write out their study question answers right in the space provided with each question in their study question book. (Some teachers require that the study question book, with answers in it, be brought to class for discussion and checking.)

Several tests assessing the study questions in this book are available for teachers. They are short-answer tests. Most items are of the fill-in-the-blank and true/false types. Teachers who adopt this study question book for their classes can obtain a copy of these tests for reproduction or other use by writing, on their school's letterhead, to Dr. Stephen F. Ledoux, Arts and Sciences, SUNY-CTC, Cornell Drive, Canton NY 13617 USA. These tests can be used "as is," when all the study questions are assigned. Or, they can be used as part of, or the basis of, the teacher's own tests either when all of these study questions are assigned, or when only some subset of them is assigned.↻

About the Appendices

At the end of this book, following the study questions, are two appendices. One is a short, previously published article the topic of which received explicit attention

in the study questions for Chapter 2. The other is a bibliography of additional, related titles. Each will be described in turn.

Appendix I reprints an article of relevance to topics first raised in the study questions for Chapter 2. The article is titled “Defining Natural Sciences” and appeared on pages 6–8 of the Fall 2000 issue (Volume 3, Number 2) of *TIBI News Times*, a publication of The International Behaviorology Institute. The article not only summarizes some basics of this significant topic but it also provides a selection of the most relevant references in which the topic is treated in greater depth.

Appendix II provides a partially annotated bibliography of titles for further reading. These titles elaborate on some of the major themes of *Keys to Classroom Management*. A full range of interest levels is represented, from general overviews and surveys of the various topics, to detailed academic treatments of the topics. The titles are listed under four categories: (a) *Parenting Knowledge and Skills*, (b) *Education*, (c) *General Science and Knowledge*, and (d) *Natural Science of Behavior*. There is something for everyone among the books in these categories.☺

About the Other Extras

In addition to the appendices following the study questions, this book has two further “extras” for teachers and students. One is a “proof of ownership” form, and the other is a publisher’s advertisement.

To help assure each student’s ability to work on the study questions in a timely manner (by having her or his own copy rather than having to face the need or temptation to borrow or share), a “Proof of Ownership” sheet follows the bibliographic appendix. Having each student fill out and turn in this form documents that each student owns his or her own copy of the study question book. The form can be filled out by the student, removed from the book, and given to the teacher as per course requirements. Basically, the form assures the teacher that each student can write her or his answers into a clean copy of the study questions book.

An advertisement from the publisher follows the proof of ownership form. Some of the books referenced in one or another study question, or listed in the bibliography, are also published by ABCs who publishes this study question book. The publisher’s advertisement provides more information on some of those titles, and tells how to obtain them.☺

About Ordering *Keys to Classroom Management*

To order *Keys to Classroom Management*, contact “Parents & Teachers ink,” the publisher, at 1780 N. Research Parkway, Suite 112, North Logan UT 84341 USA. (Phone 435–752–0238, ext. 13. Or send a Fax to 435–753–9750.) The author, Prof. Latham, may be reached at latham@cc.usu.edu which is his email address, or through www.parentingprescriptions.com which is a related web site.☺

About the Author

Stephen F. Ledoux, Ph.D., the author of *Study Questions for Glenn Latham's "Keys to Classroom Management,"* has been teaching since 1982 at the State University of New York (SUNY) at Canton where he currently is Professor of Behaviorology. He earned his B.A. and M.A. degrees at California State University at Sacramento in the early 1970s under Dr. Joseph Morrow. He began his contributions to education in 1972 teaching behavior science courses to high school sophomores and seniors. For four years (1975–1979) he taught in Australia (at the *University of Queensland*, and at the *Gippsland Institute of Advanced Education* which has become part of Monash University). Also, he taught in the Peoples Republic of China at *Xi'an Jiao-tong University* in 1979. Then, after completing his doctoral studies at Western Michigan University, he went to SUNY–Canton where he has written several books in addition to teaching. (Some of his books are referenced in the bibliographic appendix, and in the publisher's ad, at the back of this book of study questions.) Later, in 1990–1991, he again taught in China, this time on a faculty exchange at the *Xi'an Foreign Languages University*.

Professor Ledoux (pronounced "la-do") is also active in professional organizations. In the late 1980s he was the first elected president of The International Behaviorology Association which is a professional organization for behaviorologists. And in the late 1990s he was elected chair of the board of directors of The International Behaviorology Institute (TIBI) which is a non-profit behaviorology education and training organization incorporated in New York State with the consent of the State Education Department. (Behaviorology is the natural science discipline of naturalistic explanations of behavior; thus it should not be confused with psychology which is the discipline of fundamentally mystical explanations of behavior. An older name that is still in use for this natural science is "behavior analysis.").

Dr. Ledoux resides in Canton with his family. He can be reached by either mail (his preference) or email. His email address is ledoux@canton.edu while his postal address is: Arts and Sciences, SUNY–CTC, Cornell Drive, Canton NY 13617 USA. For more information on his background, and courses, visit his faculty web page by clicking on "Ledoux" in the "Directory" at www.canton.edu which is the college web site for SUNY–Canton. Much related material can be found at web sites linked to his web page including www.parentingprescriptions.com which was already mentioned, and www.behaviorology.org which is the TIBI web site.♣

Ordering this study question book:

The best way to obtain a copy of this book is to order it directly from the publisher. The list price is us\$20. For *all* orders, a pre-paid mail order is preferred, and is expected for individuals; **ABCs will then cover *all* other charges such as shipping for orders in the USA.** Send your check (to pre-pay your order) to:

ABCs
9 Farmer Street
Canton NY 13617
USA

