

LIB 300 Annotated Bibliography

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Beaty-O'Ferrall, M. E., Green, A. & Hanna, F.. (2015). Classroom management strategies for difficult students: Promoting change through relationships. Retrieved from <http://www.amle.org/Home/tabid/401/Default.aspx>

Run by an organization, the Association for Middle Level Education, dedicated to improving educational experiences for teachers and students, this webpage seeks to help educators to identify common triggers or factors that contribute to the decline of classroom effectiveness. Written by teachers for teachers, the information aimed to show that early identification of these elements, particularly those exhibited by previously identified high needs/risk students, could then allow for intervention strategies with long term effectiveness in the classroom. This study pay particular attention to the primary and elementary grades as the intent is to show how effective implementation at these ages/grade levels, can directly impact the students' behavior throughout middle and high school. Since this article is written by practicing teachers, rather than educational psychologists, it would provide a good balance to the information from the educational psychologists.

Bos, C. S., & Vaughn, S. (2002). *Strategies for teaching students with learning and behavior problems*. Boston, MA: Allyn and Bacon.

This textbook provides a strong foundation of strategies to integrate for any classroom that has students with learning or behavioral needs. Paying particular attention to the methods of RtI and math instruction, this text highlight proven management strategies that maintain a positive classroom environment that, when implemented properly and consistently, help drive teacher and student success. While attention is placed on RtI practices as well as math instruction, the

strategies presented are truly universal in application. I found that when reviewing this text, I was able to revisit my own instructional practices and take note of what elements I am successfully integrating and what areas I could revisit. This text will be used more as a reference to help identify basic terms and strategy concepts as opposed to providing concrete analysis as to why there is a need in certain settings and the direct results of implemented practices.

Hart, R. (2010). Classroom behaviour management: Educational psychologists' views on effective practice. *Emotional and Behavioural Difficulties*, 15(4), 353-371.
doi:10.1080/13632752.2010.523257

This study, conducted by a renowned researcher at MIT, focuses on educational psychologist's view on effective classroom behavior management. Educational psychologists were asked to identify those strategies they believed to be most effective in terms of classroom behavior management. Following analysis, it was determined that a number psychological functions or mechanisms are believed to directly impact effective classroom behavior management. From there, an approach was advocated for which draws upon differing psychological "paradigms" and principles. This study determined that based on the results of the interviews, etc., that strategies and practices should be implemented at different systematic levels. After reviewing this research, I found that the support of educational psychologists may be directly impactful on those teachers completing an alternative licensing program. As another study shows, highlighted below, those instructors completing an alternative licensing program have higher levels of difficulty with behavior management. I hope to connect the research here with the research presented in that report.

Horsch, P., Chen, J., & Wagner, S. L. (2002). The Responsive Classroom Approach: A caring, respectful school environment as a context for development. *Education and Urban Society, 34*, 365-383. doi:10.1177/0013124502034003006

This trade publication article looked at the implementation of one program, Schools Project, across nine public schools in lower income Chicago. The results of the implementation of this program varied so drastically that effectiveness or failure is difficult to determine. I'm unable to link this to other research on the topic although it could provide an example of what future research could bring.

Schonfeld, I. S., & Feinman, S. J. (2012). Difficulties of Alternatively Certified Teachers. *Education and Urban Society, 44*, 215-246. doi:10.1177/0013124510392570

As briefly identified above, this study examined the challenges of first year teachers from both alternatively licensed programs and those of a traditional licensing program. It was determined that of the 252 teachers followed, 70% of which were alternatively licensed, this alt. licensing group were exposed to higher stressors including violence in the classroom and behavior management problems. Other factors that may have contributed to this disparity between first year teachers, were ruled out as nothing indicated this group of teachers were "unfairly dealt difficult students" (p. 25). This study is of particular interest because of the high number of individuals leaving their professions to work as educators. Furthermore, while still fiercely underpaid, many incentives exist to lure professionals into the educational field. Without proper supports of training, the education of our youth is at risk.



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