Web-Based Student Study Site

The companion Web site for *Approaches to Behavior and Classroom Management* can be found at www.sagepub.com/scarlettstudy.

Visit the Web-based student study site to enhance your understanding of the chapter content. The study materials include practice tests, flashcards, suggested readings, and Web resources.

Key Concepts

Active listening

Attachment to teachers

Boss manager

Checking in

Communicating high
expectations

Conditions of worth

Exercising authority

"I" messages

Praise/encouragement

Relationship-resistant

Showing care

Showing interest

Taking ownership of
problems

Teaching defensively

Discussion Questions

1. Everyone talks about the need to form positive teacher-student relationships, but often what exactly this means remains unspoken and unclear. What did *positive teacher-student relationships* mean to you before you read this chapter, and how did your previous understanding differ from the discussion and definition in this chapter?

2. Much has been made of teacher-student relationships depending on how teachers communicate with students—positively or negatively, in ways that show care or do not show care, in ways that make students feel understood or not feel understood, and in ways that say teacher and students share control. Can you identify times when a teacher communicated positively and other times when a teacher communicated negatively, in terms of showing care, making students feel understood, and sharing control? Finally, can you identify times when teachers knowing or not knowing your name made a difference—when it had some definite effect on you?

3. What is your experience of teachers using touch as a way to relate to students? In your schooling, was it a common experience or was it rare? Was it positive or negative? If it was positive, how did touch work to make things better? If it was

negative, how did touch work to make things worse? What role, if any, do you see touch playing in behavior and classroom management? If possible, find out the policy on touch at any of the schools you attended, or find some other example of policy guiding educators in the use of touch.

1. By *behaviorist*, Butchart means obedience oriented, though those using behavioral-learning approaches object to this conflating of the two, as will become evident in Chapter 5, when behavioral-learning approaches are discussed in some depth.
2. An observation made by Scarlett.
3. An observation made by Scarlett.