



Classroom Behavior Management for Diverse and Inclusive Schools

Herbert Grossman

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Classroom Behavior Management for Diverse and Inclusive Schools utilizes a three-stage approach to classroom behavior management to assist teachers in avoiding behavior problems, managing those that cannot be avoided, and resolving those that cannot be managed. It enables teachers to accommodate their management techniques to students' diverse developmental, gender, ethnic, and socioeconomic class characteristics in today's inclusive schools.

Distinctive Features:

- ?Preventive: suggests management techniques that research indicates can help prevent most behavior problems from occurring
- ?Inclusive: describes "best practice" in inclusive education
- ?Developmental: shows the best ways to establish rules that are appropriate for students' developmental, gender, socioeconomic, and ethnic characteristics so that students are likely to follow them
- ?Relationships and Values: maintaining positive teacher-student relationships, promoting group cohesiveness, creating classroom environments that motivate students, and enhancing students' belief in the value of school
- ?Problem-solving: techniques teachers can use with most students to solve behavior problems

New in This Edition:

- ?Greater emphasis on appropriately mixing management techniques as classrooms increasingly represent varying ethnic and socioeconomic backgrounds
- ?Using both male- and female-friendly classroom behavior management techniques in the same classroom to accommodate varying learning and behavior styles
- ?More on students with disabilities
- ?Covers problems caused by tracking and ability grouping and helps teachers to deal with them
- ?New additions on making classrooms and schools safe through eliminating bullying and sexual and ethnic harassment.
- ?Comprehensive coverage of the research literature from Australia, Canada, New Zealand, Scandinavia, United Kingdom, United States and other regions of the world
- ?Coverage of recent and emerging controversial issues in the field
- ?References and examples in the "self quizzes"

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