

## 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.☺☺

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