

FOREWORD

Having spent several years as a classroom teacher, as a principal of both regular and special education students, and as an educational researcher, it has long been apparent to me that there is a need for materials that provide quick solutions to specific classroom problems. The *How To Improve Classroom Behavior Series* edited by Saul Axelrod and Steven C. Mathews fills that need. Although there have been a number of excellent research studies and texts that present effective classroom management techniques, the beauty of this series is that the authors have used their own experiences and surveyed the literature to present effective procedures that efficiently guide teachers toward solutions of common classroom management problems.

The value of such a series should be apparent. Teachers faced with particular problems, such as students who are disruptive or who bully or tease, can consult the series for solutions. Ideally these books will be found on a bookshelf in the teachers' lounge. Without having to search through professional journals or cumbersome texts, teachers will easily be able to focus on the particular behavior that is a topic of concern. Principals, school psychologists, counselors, and other professionals to whom teachers sometimes refer students with problem behaviors, will also find these texts useful in providing solutions for teachers. It also should prove extremely helpful, especially to beginning teachers, when a principal or psychologist can provide a simple, uncluttered text that tells the teacher exactly what to do in certain problem situations.

The booklets in the series are presented in such a way that they help the user to clearly define the behavior of concern and then to implement step-by-step programs that deal effectively with that behavior. Because the booklets are written in straightforward, nontechnical language, teachers will not become bogged down in trying to understand psychological jargon or complex procedures.

Saul Axelrod is a respected researcher and author. He has published more than 60 research articles and book chapters on behavior and eight books that deal with classroom problems. An excellent writer, he has served on the editorial boards of ten prominent psychological and educational journals. As a licensed psychologist and professor of special education, he has wide experience in instructing teachers in the use of classroom management techniques. Due to his extensive experience and many professional contacts, he and his coeditor were able to select authors well qualified to write each booklet in the series.

Steven C. Mathews is an educator who has spent over 30 years in educational publishing, including stints as managing editor of education for the College Division of Allyn & Bacon and

as editor in chief of PRO-ED. He served two terms as president of the Austin, Texas, Chapter of the Council for Exceptional Children and has served on advisory committees for the American Speech-Language-Hearing Association, Council for Learning Disabilities, and Texas Council for Exceptional Children. His publications include tests and therapy materials.

It has been my privilege to work closely with both Saul and Steve. I participated with Saul in several of his first research publications and coauthored with him my most recent publication. I know firsthand that he is an excellent researcher, teacher, and author. I know of no one better qualified to produce this series. I have also worked closely with Steve, who served as managing editor for a number of my publications, including my own *How To Manage Behavior Series*. His skill in guiding the selection of topics and in shaping and polishing manuscripts is unparalleled in my experience. Their cooperative efforts make this series a valuable contribution to the field of teacher education.

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