

PREFACE TO SERIES

The idea for the *How To Improve Classroom Behavior Series* grew from our conversations with R. Vance Hall. His popular series of booklets called *How To Manage Behavior* presents, in a step-by-step manner, behavioral procedures and techniques. Although they are practical and quick to read, the booklets in his series do not easily show a teacher who may be unfamiliar with behavioral techniques which ones would be best to use in specific situations. We agreed that a new series was needed—a series that would present behavioral techniques in booklets that each address a specific problem behavior that teachers encounter in their classrooms.

Development of the Series

We first wanted to determine what common behavior problems occur in the classroom. In reviewing the literature (Bender, 1987; Bibou-Nakou, Kiosseoglou, & Stogiannidou, 2000; Bickerstaff, Leon, & Hudson, 1997; Elam, 1987, 1989; Elam, Rose, & Gallup, 1994; Fagen, 1986; Gibbons & Jones, 1994; Greenlee & Ogletree, 1993; Jones, Quah, & Charlton, 1996; Malone, Bonitz, & Rickett, 1998; Mastrilli & Brown, 1999; Ordovery, 1997), we found that common classroom behavior problems were consistently reported regardless of the age of the student, the type of classroom, the special needs of the student, the experience of the teacher, the passage of time, or the part of the world. This review produced a preliminary list of possible topics for the series.

The preliminary list was then compared to topics presented in textbooks used in courses on behavior management and classroom discipline (e.g., Charles, 1999; Kaplan, 1995, 2000; Sloane, 1988; Walker & Walker, 1991; Workman & Katz, 1995). The list was also evaluated by educators and psychologists from university and other school settings. Their input helped us create a revised list of topics.

The final list of topics, reflected in the titles of the *How To Improve Classroom Behavior Series*, was created by combining topics that had common themes and eliminating topics that did not lend themselves to the format of the series. After the final list was completed, we contacted potential authors for each booklet. Each author selected has a background related to the topic, knowledge of current behavioral principles, and experience working directly with teachers and students.

Format of the Series

All the booklets in the series were written in the same format. Each booklet includes the following:

- Practical and nontechnical information
- All the information a teacher needs to implement a strategy
- Step-by-step strategy presentation
- Numerous strategy suggestions from which the reader can choose
- Numerous examples of various levels of problem severity, ages of students, and instructional settings
- Interactive learning procedures with space and prompts for the reader to make oral or written responses
- References and suggestions for further readings

Uses of the Series

Each of the booklets in the series may be used independently or in conjunction with the other booklets. Each can be read and the information used by regular classroom teachers, special education teachers, teachers in collaborative classrooms, school psychologists, and anyone else who has students who exhibit the behavior that is the topic of the booklet.

The design of the booklets allows them to be used without additional information. However, they also lend themselves to workshop, in-service, or consultation situations. They are ideal for a special education teacher, school psychologist, or other consultant to share with a teacher who requests information or who reports a problem in her or his classroom.

Acknowledgments

We would first like to thank our friend R. Vance Hall for his advice, counsel, and patience, and for his writing the foreword to the series. The series would not exist without Vance's contributions.

We would also like to thank the contributors to the series. They all have prepared manuscripts following a prescribed format in a very short period of time. The many people at PRO-ED who have contributed to the series from its inception through its publication also have earned our thanks and respect.

Saul Axelrod and
Steven C. Mathews
Series Editors