



Principles of Classroom Management: A Professional Decision-Making Model (7th Edition)

James Levin, James F. Nolan

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The only text that takes a decision-making model approach to classroom management. It provides teachers with a very practical system to influence students to choose to behave productively and to strive for academic success. This widely used text presents an array of decision-making options that guide teachers in developing positive, pro-social classroom learning environments through relationship building, effective teaching strategies, and deliberate structuring of the classroom environment. The text also provides sets of principles to intervene when students are not focused in the way they should be and to help them choose more productive behaviors. The text also addresses working within the classroom and with families and other school resources to help students who exhibit chronic behavior problems.

Thoroughly revised and updated, *Principles of Classroom Management: A Professional Decision-Making Model, 7th Edition*, includes

- a much stronger focus on relationship building as a core activity in all phases of teaching (See new Chapter 7 as well as Chapters 3, 4, 5, 10, and 11)
- increased attention to the principles of motivation and their application in helping students to set high expectations for themselves and to believe they can achieve them (See new Chapter 7 as well as Chapters 3, 4, 5, 10, and 11)
- greater coverage of the knowledge teachers need to develop about cultural differences (Throughout the text)
- much more coverage of the challenges posed by new technologies, including cyber-bullying, cyber-cheating, and sexting (See Chapters 2 and 3)
- a variety of new cases as well as pre and post-chapter reflective activities (New iterative cases are included at the end of Chapters 1, 4, 7, and 11 and new cases are also embedded in Chapters 3, 4, 5, 6, 7, and 10.)

From reviews of the book:

“The text provides a very comprehensive view of classroom management that builds hierarchically, logically, and strategically. . . . The text provides not only the skills for effective classroom management . . . , but [it] includes a conceptual and theoretical perspective that is comprehensive and coupled with numerous examples and case studies that clarify and strengthen.”

–Marilyn Howe, Clarion University of Pennsylvania

“I really like the way in which the authors engage readers from the beginning in a realistic conversation about the influence and importance of handling behaviour problems at all levels.”

–Eleanor Wilson, University of Virginia

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