A bright yellow sticky note is placed on the left side of the white card, partially overlapping its edge. The card is tilted and has a double-line border.

# Classroom Management

By Kristen Giambrone & Christine Ricca

# CLASSROOM MANAGEMENT

Theorists – several different approaches to classroom management

Group Work – Collaborative and Cooperative Learning Strategies

Positive strategies that encourage good behavior and a positive learning environment

Hindrances – things that may interfere with the flow of classroom management

# THEORISTS

- \* Kounin's Classroom Management Theory
- \* Dreikurs' Social Discipline Theory
- \* Jones' Positive Discipline Theory
- \* Canter's Assertive Discipline Theory
- \* Bandura's Social Learning Theory

# JACOB KOUNIN – CLASSROOM MANAGEMENT THEORY

## “Withitness”

- Having “eyes in the back of your head”

Timing errors

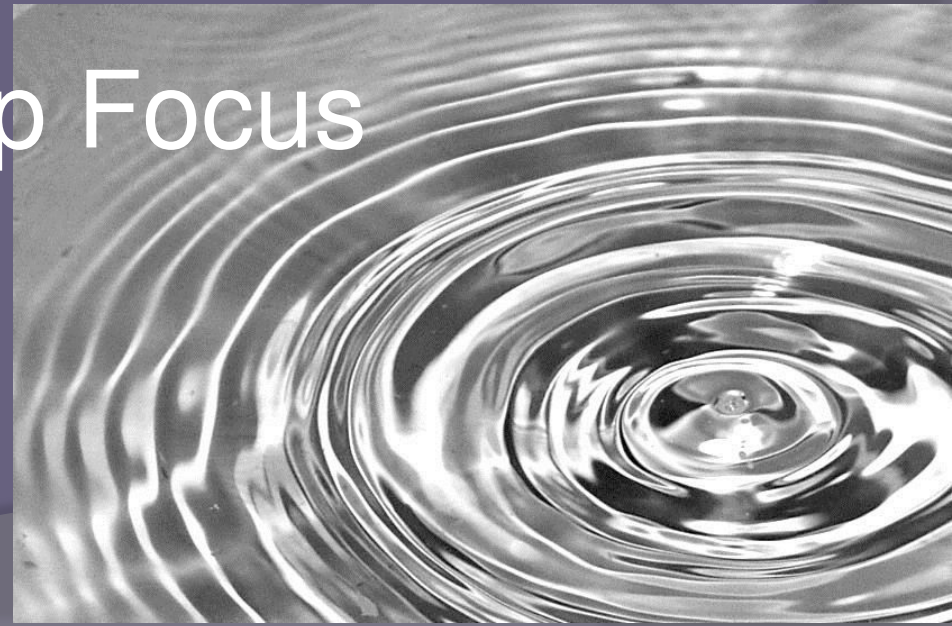
Target errors

“Overlapping”



# Kounin continued....

- “Ripple Effect”
- Smoothness and Momentum
  - Overdwelling
  - Overelaborating
  - Fragmentation
- Maintaining Group Focus
  - Accountability
  - Group Alerting



# Social Discipline Theory Rudolph Dreikurs

Basis: Every child has a need to belong. (Every human wants to feel accepted and noticed.)

When children feel they do not belong in the conventional sense, they act out for attention.



# **4 motivations for student misbehavior:**

- Attention**
- Power**
- Revenge**
- Withdrawal**



Teacher must determine which of the 4 the student is using by assessing his or her own feelings.

# Sample Suggested Responses to Each Motive:

**ATTENTION:** class clown, show off, arriving late:

**TEACHER RESPONSE:** No special attention, impose consequences.

**POWER:** stubbornness, defiance, lying:

**TEACHER RESPONSE:** refuse to fight, admit that the teacher cannot “make” a student do anything, impose consequences.

**REVENGE:** stealing, abuse:

**TEACHER RESPONSE:** avoid retaliation, maintain order, do not take it personally, impose consequences.

**WITHDRAWAL:** truancy, giving up easily:

**TEACHER RESPONSE:** avoid criticism, praise slight improvement, acknowledge effort, do not give up.



# Recognition Reflex:

Students must recognize the reason for their misbehavior.  
Which of the four motivations caused this action?

Teachers should address the suspected motivation with a direct question. Example: “Are you trying to be the boss of the class?” (for power.)

Observe the student to see if he or she recognizes the underlying motive: **RECOGNITION REFLEX**

Once the teacher knows the student’s motivation, they can more effectively respond to the misbehavior.

# 3 Types of Consequences:

Natural Consequences-Naturally flow from the behavior. EX- Drive fast on icy road, lose control of vehicle. Do not study for test, receive a poor grade.

Logical Consequences-Supplied by another person. Recognize connection between behavior and consequence;

Must be: RELATED/ RESPECTFUL/ REASONABLE

EX- Throw something, pick it up.

Contrived Consequences-Unrelated to the behavior

EX- write "I will never call out again" 100 times on the board.

# Encouragement Vs. Praise

**Praise focuses on the person/product.**

It is a reward for achievement. It can be withheld for punishment, which puts the teacher in a place of superiority. It is patronizing and judgmental.

**Encouragement focuses on the process/effort.**

Encouragement is a much healthier way to positively reinforce students because it does not associate a student's worth with what he or she achieves. It is merely an acknowledgement of effort. It allows students to evaluate their own performance. It shows acceptance and respect.

Most importantly, encouragement can be given freely, because everyone deserve encouragement!

## **Broken Record Technique:**

Repeat the same request 3 times in the same tone of voice.

Teacher: “I want you to stop talking and turn around.”

Student: But I was just...

Teacher: “I want you to stop talking and turn around.”

Student: But you don't understand...

Teacher: “Maybe not, but I want you to stop talking and turn around.”



## **Consistent Consequences:**

Enforcing a consequence even if a child changes his tune.

For example, if a misbehavior occurs in the morning with a consequence to take place at lunch time, even if the student is good for the rest of the morning, he or she must still receive the consequence.

# Jones' Positive Discipline Theory

## Behavior Modification

“Layer Cake” Approach:

- classroom structure
- limit setting
- responsibility training
- backup systems



**Classroom structure** - arrangement of furniture, ability to get around the classroom freely, teacher's proximity to the students, rules and procedures.

**Limit setting** – discipline comes before instruction. The teacher must “mean business” – use body language and eye contact to quell disruptions. It is important that teachers respond to misbehavior in a calm manner and do not overreact physically or emotionally.

**Responsibility training** – teaching students to be attentive and accountable for their work through a series of positive incentives.

**Backup systems** – negative consequences ranging from a warning to school expulsion. Most teachers should be able to deal with the low-range backup systems in class without resorting to administrative help.

# ASSERTIVE DISCIPLINE

Lee Canter

Basis: No student has the right to interrupt the teacher's lesson and disturb the learning of his/her fellow students.

The Solution: **A Systematic Discipline Plan with a maximum of 5 rules**

**ONLY INCLUDE RULES THE TEACHER IS COMFORTABLE ENFORCING.**

# Graduated consequences

Canter suggests using graduated consequences, like the example below:

First offense: student warning

Second offense: ten minute timeout

Third offense: fifteen minute timeout

Fourth offense: call home

Fifth offense: visit to the principal's office.



# No Assuming...



- Teachers must *teach* appropriate behavior. Do not assume the students already know what the expectations are.
- Then the teacher must reinforce the appropriate behavior when it occurs: *praise students for following directions.*
- Canter suggests praising 2 students for doing the right thing before punishing a negative behavior.
- It is the student's CHOICE to follow/break the rules.

# PRAISE EVERYDAY!

GOAL: to praise every student every day.

Simplifying the Task:

Marbles in a Jar

Ready to fill in awards

Monthly citizen slips



PURPOSE: to concentrate on the positive, not the negative. Otherwise, it reinforces the idea that negative behavior brings attention.

# I-messages



*First invented by Thomas Gordon, but Canter created his own version:*

I feel... when you... I would like...

Teachers should use the Canter version of I-messages to help students understand the impact of misbehavior **and the appropriate behavior that should take place instead.** (the Gordon version of I-messages focuses more on feelings than behavior.)

Ultimately, it helps students understand how they are making the teacher feel.

# Social Learning Theory

## Albert Bandura

- Cognitive factors in social learning:
- 1. Learning without performance: there is a distinction between learning through observation and the actual imitation of what has been learned.
- 2. Cognitive processing during learning: attention is a critical factor in learning.
- 3. Expectations: people expect certain behaviors to bring reinforcements and others to bring punishment. Reinforcement increases a response only when the learner is *aware* of that connection.
- 4. Reciprocal causation: 3 variables- the person, the behavior, and the environment all can have an influence on each other.
- 5. Modeling

# Social Learning Theory

## Albert Bandura

- <http://www.youtube.com/watch?v=Pr0OTCVtHbU&feature=related>

- This video, with actual clips of Albert Bandura's 1961/1963 Bobo doll experiment, attempts to answer the question:

Is aggression learned?



# Is Aggression Learned?

- Children observed an adult role model yelling angrily and beating up a “bobo doll.” Then they were sent into a room with their own bobo doll.

## THE RESULT:

- Exposure to aggressive modeling did indeed have an effect on the children’s behavior.

# GROUP WORK

A photograph of a classroom scene where a group of students and a teacher are gathered around a table. The teacher, wearing a blue cap and a yellow shirt, is leaning over the table. Several students are sitting around the table, some looking at papers or objects. One student in the foreground is holding a green object. In the background, there are boxes with colorful patterns and a red object. The overall atmosphere is collaborative and focused.

There are many benefits of incorporating group strategies into the classroom.

Teachers must be able to assess how to effectively group students based on the way students interact with one another, their personalities, and their strengths or weaknesses.

Though many teachers may not realize it, there is a difference between COOPERATIVE LEARNING and COLLABORATIVE LEARNING.

# COOPERATIVE LEARNING

- Definition: Cooperation is a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in groups.

Cooperative learning activities for the classroom

Cooperative learning involves the teacher at all levels.





# COLLABORATIVE LEARNING

Definition: Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers.

Collaborative learning is student-centered and involves students to prepare and assess the information they have in order to effectively complete a particular assignment.

The teacher does not take much control of the activity, but provides feedback and facilitates the progress of the assignment's completion.

# Strategies and Suggestions for Using **Group Work in the Classroom:**

Organizing and designing group work can be challenging. One must take into account the skill levels of each of the students, as well as consider the level of readiness that each student has regarding interdependence.

Students must be able to delegate and divide work equally. The teacher must make sure that all students in the group are willing to work together and that the size of the group does not become too large for the task.

Teachers must be able to mediate, facilitate, and re-arrange groups if necessary when group members are unable to cooperate.

# POSITIVE STRATEGIES

Teaching for Good Behavior: *from the Open University*

***THE GOAL: Keep students engaged in lessons so they feel no need/see no opportunity to misbehave.***

Some strategies to create better lessons:

**Map the lesson:** Start your lesson with a statement of aims, telling the students 'This is what we are going to achieve today'. Map out the direction of the lesson, giving your students an overview of all the places (activities) they will visit.

**Use short tasks:** With short activities, there is less opportunity for the students to get bored, and they are more likely to stay on task. Using short tasks allows you to: set a clear time limit to focus the class; give a target to aim for; and offer a reward for achieving that target.

**Use a variety of tasks:** By using a range of tasks you will allow students with different learning styles to succeed. This range might include: writing; speaking; listening; drawing; hands-on, practical work; and active, 'get-up-and-do' work.

**You be teacher:** Think about ways in which you can hand over the learning to the students whenever possible. This helps give them a sense of 'ownership' of the learning, and will also give you a rest from teacher-led work.

# Positive Strategies:

## *Teacher sets the tone*

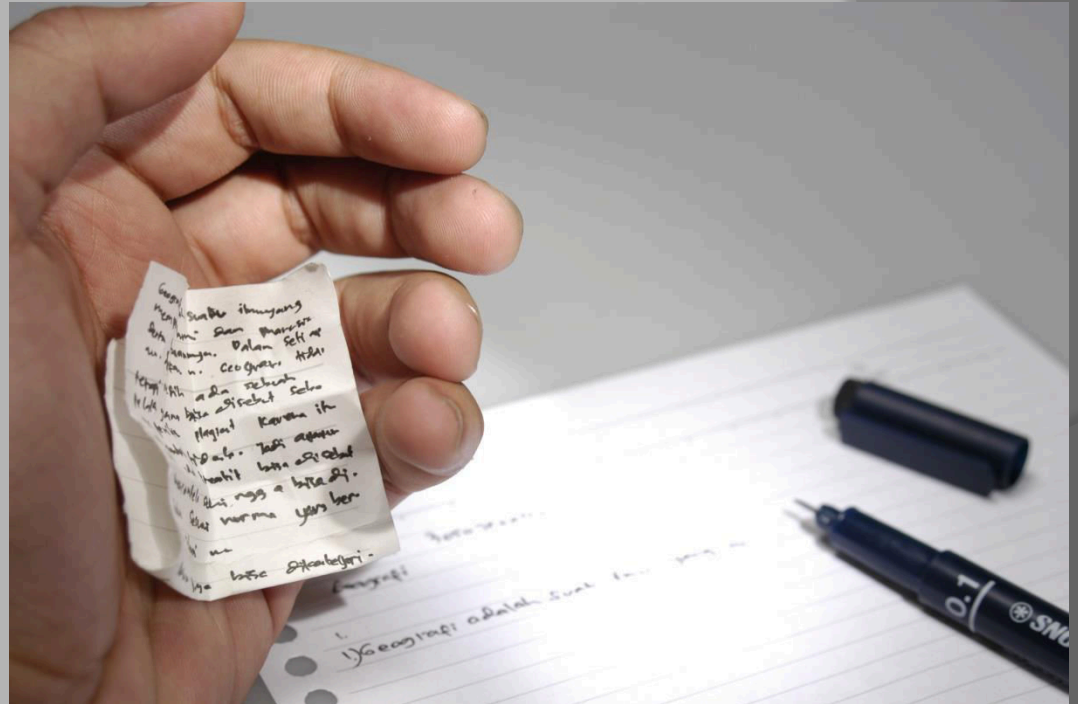
The successful teacher will deliver his or her lessons with pace, clarity, energy/enthusiasm, positive attitude, high expectations, and imagination.

The successful teacher will make lessons appealing by using props, personalizing the teaching, being imaginative/inventive, making the learning active, and incorporating all the senses.

# HINDRANCES

Several factors that can hinder a teacher's ability to teach effectively include:

Cheating  
Inattention  
Procrastination  
Defiance  
Narcissism



# Battling Hindrances

- ⦿ <http://www.4faculty.org/includes/108r2.jsp>
- ⦿ Dr. Lisa Rodriguez outlines common conduct issues in the classroom and provides suggested solutions for each one. These suggestions may not coincide with every teacher's disciplinary philosophy, but it is still helpful for teachers to see how other educators handle issues like students "spacing out," sleeping, using cell phones, and monopolizing discussions.
- ⦿
- ⦿ <http://theapple.monster.com/benefits/articles/1842-how-to-keep-students-from-cheating>
- ⦿ This website provides a few tips to keep students from cheating in your class. Some of the tips include incorporating student choice into lessons, avoiding busywork, and allowing students to work in groups.

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