Classroom Management

Describe the importance of classroom management and its impact on academic learning time. Describe differences in the approach to classroom management from a behavioral, cognitive, and humanistic perspective. Name and describe three general categories of the events of classroom management from a behavioral perspective, giving examples of specific teacher activities for each category.

Classroom Management

Primary purpose is to gain control of the classroom

Good classroom management results in high levels of student engaged time

Classroom Management

Brophy (1983) states there are 3 general principles for good classroom management:

- **Willingness of the teacher to accept responsibility for classroom control**

- **Long-term, solution-oriented approaches to problems (rather than short-term, desist/ control responses**

Brophy, J. (1983). Effective classroom management. <u>The School Administrator, 40</u>(7), 33-36.

Classroom Management

Brophy (1983) states there are 3 general principles for good classroom management:

> • **Check to see if symptomatic behavior is caused by underlying personal problems (impulsivity, lack of awareness, home problems, etc.)**

Brophy, J. (1983). Effective classroom management. <u>The School Administrator, 40</u>(7), 33-36.

Classroom Management

Brophy (1983) also cites 3 theoretical orientations to classroom management:

• Self-concept/personal adjustment -- the teacher encourages discouraged students, builds self-esteem by arranging for and calling attention to success, improving peer relationships, etc.

Classroom Management

Brophy (1983) also cites 3 theoretical orientations to classroom management:

- Insight (cognitive) -- teacher spends time with problem students individually, getting to know them personally, attempting to instruct and inform them

Classroom Management

Brophy (1983) also cites 3 theoretical orientations to classroom management:

- Behavioristic -- teacher offers incentives, negotiates contracts, calls attention to and reinforces desirable behavior

Classroom Management

This presentation will focus on the application of principles from behaviorial psychology, especially the application of consequences to modify behavior.

Behavioristic Approach

There are 3 major categories of actions to take in establishing a behaviorally-oriented classroom management program:

- **Structuring/Selecting and Arranging Activities**

- **Monitor Student Behavior**

- **Reinforce Positive Behavior/ Redirect Inappropriate Behavior**

Behavioristic Approach

Structuring/Selecting and Arranging Activities

- **Establish rules and procedures early**

Establishing Rules

General Recommendations

• **Select 4 or 5 rules that you will use to set guidelines and limits for behavior in your classroom.**

• **State the rules in terms of positive expectations of behavior you want to see. Be careful about stating rules in the form of "Don't."**

Establishing Rules

General Recommendations

- **Think about specific examples of behavior that would demonstrate each rule.**

- **Post the rules in your classroom.**

- **Teach the rules just as you would academic content using the discussed previously.**

Establishing Rules

Sample Rules For The Elementary Level

- **Be polite and helpful.**
- **Take care of your school.**
- **Behave in the cafeteria.**
- **Do not hit, shove or hurt others.**
- **Keep the bathroom clean.**

Establishing Rules

Sample Rules For The Secondary Level

- **Bring all needed materials to class.**

- **Be in your seat and ready to work when the bell rings.**

- **Obtain permission before speaking or leaving your seat.**

- **Respect and be polite to all people.**

- **Respect other people's property.**

Establishing Rules

Rules Our Family Uses At Home

- **I will do what I am asked to do without an argument.**

- **I will be kind and respectful to my parents and other family members.**

- **I will ask permission and accept the decision without getting angry.**

- **I will remain calm when I feel angry and talk about how I feel.**

Behavioristic Approach

Structuring/Selecting and Arranging Activities

- **Establish rules and procedures early**

- **Establish consequences**

    1. **reinforcers (Premack principle)**

    2. **punishers**

Establishing Consequences

Consequences are environmental stimuli that increase or decrease the probability that a behavior will occur again.

We want to establish consequences that will either reinforce or redirect behavior.

Rewards and punishers should be selected that match the significance or meaningfulness of the exhibited action.

Establishing Consequences

Level of Significance	Reward	Penalty
Mild	• Smile • Compliment • Cheery note on assignment • Small amount of tokens traded for small reward	• Eye contact • Have student state rule broken • Change seats Isolation • Confiscation of forbidden objects or notes

Establishing Consequences

Level of Significance	Reward	Penalty
Moderate	• Posting good work • Positive note to parents • Special privileges	• Staying after school • Loss of privileges • Call to parents • Isolation in special room

Establishing Consequences

Level of Significance	Reward	Penalty
Extensive	• Field trips • Recognition at award's banquet • Write up in newspaper	• Trip to principal's office • Loss of special class event (e.g., field trip)

Establishing Consequences

The most important aspect of delivering consequences is the consistency of delivery.

Especially in terms of punishers, any inconsistency might actually increase rather than decrease the probability that the behavior will occur again.

Behavioristic Approach

Structuring/Selecting and Arranging Activities

- **Establish rules and procedures early**

- **Establish consequences**

    1. **reinforcers (Premack principle)**

    2. **punishers**

- **Establish method of delivering reinforcers**

    1. **Token reinforcement programs**

    2. **Contingency contract programs**

Behavioristic Approach

Structuring/Selecting and Arranging Activities

- **State expectations clearly**

- **Focus on positive expectations**

- **Practice "positive" behavior**

- **Establish group cohesiveness and responsibility**

- **Establish cues**

- **Model appropriate behavior**

Behavioristic Approach

Monitor Student Behavior

- **Physical layout: ability to see all students**

- **Teacher movement: move around the room**

- **Group focus: keep students involved**

- **Overlapping: ability to supervise several activities at once**

Behavioristic Approach

Monitor Student Behavior

- **Withitness: communicate to students you are aware of what's happening**

- **Pacing/movement management: keep lessons and students moving**

Behavioristic Approach

Reinforce Positive Behavior/
Redirect Inappropriate Behavior

- **Anticipate occurrence of positive and inappropriate behavior**

- **Hold students accountable**

- **Provide specific feedback regarding behavior and expectations**

- **Focus on positive behavior; teacher attention to inappropriate behavior can be reinforcing**

Behavioristic Approach

**Reinforce Positive Behavior/
Redirect Inappropriate Behavior**

- **Effective praise will:**

    1. be contingent on display of positive behavior

    2. specify clearly the behaviors being reinforced

    3. be believable by the student

Behavioristic Approach

**Reinforce Positive Behavior/
Redirect Inappropriate Behavior**

- **Methods of coping with inappropriate behavior:**

  1. **Negative reinforcement**

  2. **Satiation**

  3. **Punishment**

Behavioristic Approach

While there are viable alternatives to the behavioristic approach to classroom management, it is clearly the most often used in public schools today.

Remember that the long-term goal of any classroom management program is self-management.