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## Classroom management theories ppt

1 Classroom Management Leading Theories 12 Leaders in the field Kounin Jones Ginott Dreikers Canter SkinnerGlassen 3 Kounin Conducted studies examining the influence of certain teacher behaviors on students' tendencies to be active (K-college) Withinness Organization 2 4 Withinness Teacher constantly takes steps to suppress the bad behaviors exactly of those students who instigated the problems When two disciplinary problems arise simultaneously, the teacher usually deals with the most serious first. Teacher deals decisively with cases of off-task behavior before behaviors get out of control or are modeled by others 3 5 Response to wrong behaviorHow does a teacher's treatment of a student's behavior affect the behavior of other students? When a teacher's response to a student's bad behavior includes anger, threats, physical handling, or signs of stress, other students become anxious and nervous, but the chances that they themselves are exposing bad behavior in the future are not reduced. 4 6 Organization/management behaviorOn-task dependent on how teachers move smoothly from one learning activity to another how efficient they are how well the moment is maintained. 5 7 Reduce boredom/increase engagement in learning activities Students informed about what they were doing as the lesson progresses Interception of challenges for students at different stages of the lesson Using a variety of approaches in learning activities in 6 8 Jones 0 50% of the allotted time is lost because of behaviors out of the task 99% of off-task behaviors take one of several forms 7 9 Massive loss of time is epidemic in schools! so typically talk out of time, clown, daydream, or move without permission Antisocial and dangerous behaviors represent only a minute proportion of the time students spend off the task Massive time loss is epidemic in schools 8 10 Incentive systems for students Efficient individual help for students Suggestions Body language incentive for students Efficient individual help for students 9 11 Body language and proximityNo contact with facial expressions Gestures Physical proximity with students The way you behave Calm Control Plan Activities that allow you to roam among students 10 12 Incentives Free time to watch video free time to talk or play a game Listen to music (with headphones) 11 13 Ginea Cooperation through communication Teachers should verbalize to students descriptions of situations of behaviors, but never value judgments of the individuals themselves Avoid labels Praise students' work and desirable behaviors, not individuals Focus on behavior to be changed 12 13 Teachers dreikurs who fail to establish and enforce rules of conduct leave their confused and misguided by being in task 13 15 Democratic Classrooms This voice in determining rules Suffer the logical consequences of their own bad behaviors Instead of submitting to arbitrary punishment Are motivated to on-task because of the intrinsic benefits derived from being on-task 14 16 Misguided beliefs about the misbehavior of students' social acceptance are attributable to mistaken beliefs about how to obtain the recognition they seek Attention receiving Power seeking revenge seeking to exhibit inadequacy 15 17 Attention-Seeking Prefer to be punished, warned or criticized for being ignored Pay attention when they are on task and cooperating 16 18 Quest for Power Refers to the mistaken belief of the student that if a teacher does not let them do what he wants, then the teacher does not approve of them Students who seek power try to provoke teachers in will fights 17 19 Students seeking power of vengeance will likely develop resentment toward those to whom they have lost battles of will They feel hurt by others who have shown power over them Consequently, they want to hurt others to show their own power and thus achieve status 18 20 Exhibiting inadequacies uses inadequacy as an excuse when they are discouraged 19 21 Assertive Discipline Canter Use assertive responseRecognize the fallacies in reasons to dispense behaviors outside the task Specify exactly what types of behaviors will be needed and what types will not be tolerated 20 22 Persists in following with the plan Develop a plan to encourage behaviors encourage outside the task and discourage behaviors outside the task Persists in following the plan Seek and expect support from parents , instructional supervisors and school administrators 21 23 Canter emphasized the needs of teachersCanter emphasized the needs of teachers I learned that they have trouble stating exactly what they want or want 22 24 Behaviorist Based on B. F. Skinner Behavior ModificationRefers to the behavioral approach by which students' environments are manipulated to increase the chances of desired behaviors being rewarded while undesirable behaviors are not recorded We condition students to be in task 23 25 Rational Choices Glasser Inexcusable Behavior Understand why a student exhibits undesirable behaviors no reason to tolerate them Students are rational beings and quite capable of choosing to cooperate and be in task The teacher should never compromise his standards 25 26 Group Meetings On social conduct Of these meetings to discuss important issues Discussing how well students are progressing Accomplished to solve problems 27 28 Rules rules should be established cooperatively by teachers and students Rules should be followed rigorously and consistently 28 The NOTE ON RULES ROUTINES RULES RULES CONSEQUENCES 24 1 General Theories of Classroom Management 2 Social Discourses Three main models of classroom managementSte in a continuous low control of teachers to the high control of Different theories use different terms to describe each approach 31: Interventionist: High teacher controlFocus on the environment that controls the rules of the child without Autocratic explanations 4 For example, Canter and Canter: DisciplineAspects of behavioral principles Rules and clear limits are established by the teacher The consequences (positive and negative) are described in advance 5 Consequences: All consequences (negative or positive) immediately follow the target behavior Four main types of consequences Positive reinforcement Negative reinforcement Punishment (2 types) 6 An easier way to remember: O positive term is like the sign of Mathematics (+) and means that something is added The negative term is like the math sign (-) and means that something is taken Away Punishment ALWAYS aims to decrease a target behavior The reinforcement ALWAYS aims to increase a target behavior 7 ADD SUBTRACT Positive reinforcement in order to increase the behavior Punishment in order to decrease the behavior SOMETHING CHILD LIKES Punishment in order to decrease negative reinforcement behavior in order to increase behavior SOMETHING CHILD DOES NOT LIKE 8 Uses token savings (for example, gUses token savings (e.g. council names with check marks for transgressions, or check marks to earn rewards). Uses kounin's Ripple Effect (also called BANDURA Inhibition): The teacher makes reward and punishment public in order to increase/decrease the chance of others copying behaviors 9 2. Non-interventionist Low teacher controlFocus on child learning to control your environment Anything goes few rules, little application 10 Congruent Communication From Ginott: Children are able to control their own behavior if teachers let them be the key to making good behavioral choices is healthy self-esteem Teachers use communication to help children understand their feelings and thoughts 11 Techniques of Ginott Healthy Messages: Tell students what you want them to do instead of what they did wrong Accept and reflect the students' feelings, do not deny them Avoid compliments Instead, clearly describe what the child did 12 Trade instead of dictating Use I messages to convey your anger calmly 13 3. Interactionist Moderate control of professorFoba in reconciling the balance of the power/rights of the child with the power/rights of the Group Rules agreed by consensus Discussion and explanation Benevolent dictator 14 E.g. Glasser Reality Therapy What is the purpose of the discipline? Why do we need discipline in our classrooms? The purpose of the discipline is self-discipline 15 Principles of Humanism: People should be free to make choices and take responsibility for them People are whole and complex and can not be treated as a sum of parts people are more important than the ideas 16 Theories of Control of GlasserScreve 5 human needs Needs are not in a hierarchy (like Maslow) The need to Survive The need to belong and love others The need for power and influence The need to play, feel joy and have fun 17 Schools fail children by not giving them control over the fulfillment of these needsWhen they are not met, Learning decreases and behavioral problems increase 18 How can we give control to students? Teaching Teaching Thought skills make students independent of objectivism The positive respect of communication in the classroom, the waiting time, the reflective responses Classification practices that encourage learning instead of the benchmarked competition criterion, the rich feedback 19 Learning cooperativeGlasser thinks this is the most important Inquiry Learning also called discovery learning center-based students select activities and learn concepts and relationships through them 20 Restitution 21 Restitution focuses on relationships and not rules By responsibility, not obedience. And out of respect, not gold stars Research has repeatedly shown that when students and teachers treat each other with respect, the learning environment improves and test scores increase 22 Restitution is based on the theory of control, which is a theory of internal motivation Traditional discipline programs are based on stimulus-response psychology and focus on positive consequences, such as rewards or negatives, such as removal of privileges or detention 23 Restitution teaches students the self-discipline and skills necessary to accept personal responsibility for their actions Restitution strengthens The focus of restitution is to restore the i, which teaches students to behave like the person they want to be and not please others 24 25 Task: Choose the classroom management guidance you most agree with Discuss the strengths and weaknesses of the approach with your partner 26 Reference permission of U of W instructors

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