

Classroom Management

Negotiated Order Theory

- A sociological theory which maintains that the smooth functioning of social groups (including classrooms) depends on implicit or explicit agreement among the members of the group with regard to the boundaries of acceptable behavior and the consequences of going beyond these boundaries.

Self-Discipline

- The ultimate goal of classroom management is to develop *self-discipline* among the learners.
- Self-discipline refers to “knowledge about oneself and the actions needed to grow and develop.”

Classrooms management can be a daunting task according to Doyle (1979) due to the nature of the classroom environment, which by nature tend to be:

- Multidimensional – there are various people, doing various things, working toward various goals
- Simultaneous – these various things are all going on at the same time
- Immediate – many of the simultaneous and various things going on require the teacher’s immediate attention, often requiring the teacher to make on-the-spot decisions
- Unpredictable -- you never know what might happen

Models of classroom management

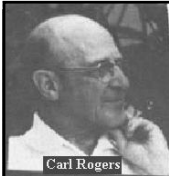
- Vary on a continuum from permissive humanistic models to very controlled and restrictive behavior modification models.
- All tend to agree that *preventive strategies* are best, i.e. strategies designed to prevent discipline problems.

Black (1994) Research on Classroom Management

1. The nature of the on-going classroom activity is the most important factor to order in the classroom.
The most effective teachers were ones who:
 - Design engaging and motivating lessons
 - Communicate goals and expectations clearly to their students
 - Use unobtrusive and subtle techniques for maintaining students’ attention and on-task behavior.

Black (1994) Research on Classroom Management

2. The teachers most successful at classroom management were those who seemed to anticipate when misbehaviors are likely to occur and intervene early to prevent them.
3. The most effective interventions for classroom misbehavior were those that were subtle, brief, and almost private, and did not interfere with ongoing classroom activity.



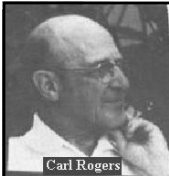
Carl Rogers

Humanistic Models of Classroom Management:

Carl Rogers

Learner- rather than teacher-centered

- Recommend a minimal amount of classroom intervention
- Recommend active student participation
- Develop a supportive environment with an emphasis on self-development
- Teachers act as facilitators



Carl Rogers

Humanistic Models of Classroom Management:

Carl Rogers

- Draw-backs – offering specific classroom management techniques would be counter to the Humanistic model, and therefore it is often not seen as very helpful to teachers.

Humanistic Models of Classroom

Management: Carl Rogers

- According to Rogers, teachers need to be nondirective.
- Nondirective teachers are:
 - ✓ Reflective
 - ✓ Provide support for learners
 - ✓ Encourage self-assessment
 - ✓ Develop responsibility in students
 - ✓ Foster self-actualization by encouraging the development of special talents and providing opportunities for growth

Michael Marland (1975): Humanist who offered 5 distinct recommendations for classroom management:

1. Let the children know that the teacher truly cares for them (e.g. learn their names, get to know them).
2. Establish appropriate rules and routine early in the school year.

Michael Marland (1975): Humanist who offered 5 distinct recommendations for classroom management:

3. Give legitimate praise. Praise should be public, and criticism or correction private. General terms should not be used. Rather, the student should be directed to engage in a specific behavior and given a reason for that behavior.
4. Use humor.
5. Shape the learning environment to make it personalized.

Strengths of the Humanistic model:

- Its emphasis on the development of personal responsibility,
- The importance of teacher's attitude toward children,
- It's attention to the uniqueness and worth of the individual,
- Development of a climate of trust and respect.

Weaknesses of the Humanistic model:

- It doesn't provide enough specific recommendations for teacher behavior

Democratic Models of Classroom Management:

- Still learner-centered
- Students are given the opportunity to participate in important decisions in the classroom,
- But advocate greater degree of teacher direction.

Kounin (1970) *Discipline and Group Management In Classrooms*

- **With-It-Ness** – successful teachers are aware of what’s going on in their class, who is misbehaving, and what intervention is necessary. Their desists (instructions to learners to stop off-task behavior) are on target and on time.
- **Ripple effect** – Successful teachers are aware that the effects of a teacher’s behavior spread to other students to whom the behavior is not directed.

Kounin (1970) *Discipline and Group Management In Classrooms*

- **Overlapping** -- Successful teachers can handle simultaneously occurring events without much disruption to the flow the class.
- **Smoothness and Momentum** – Successful teachers keep the pace of the classroom activity flowing.

Kounin (1970) *Discipline and Group Management In Classrooms*

- **Maintaining Focus** – Successful teachers are able to maintain students’ focus on ongoing activities by developing ways to make students accountable (each student has to demonstrate his competence, answer questions, take notes, etc.); using group-alerting cues (e.g. asking questions at random); and altering the format of the class to prevent boredom.

Kounin (1970)

Common Problems in Maintaining Momentum and Smoothness

Problem	Definition	Example
Dangle	Teacher leaves a topic or activity “dangling” to do something else or to insert some new material	“All right, please take out your math books. Turn to page...Oops, I forgot to send this form to the office. Raise your hand if you ride the bus. All right where were we?”

Kounin (1970)

Common Problems in Maintaining Momentum and Smoothness

Problem	Definition	Example
Flip-flop	Like a dangle, except that the topic inserted is left over from an earlier activity	“OK, let’s leave vocabulary now. We’ll pick up the discussion tomorrow. Please move your chairs into your writing groups. Take your pencils and a blank piece of paper, and that’s all.” (students move into their groups and the teacher begins to give instructions for today’s writing activity.) All right now, does everyone understand what I want you to do? Oh, and did everyone remember to write down their vocabulary workbook assignment? I put it on the board, pages 235-242. OK, go ahead and start.”

Kounin (1970)

Common Problems in Maintaining Momentum and Smoothness

Problem	Definition	Example
Thrust	Teacher inserts some information at a point where students are involved in another activity, and it seems irrelevant to them.	Students are working quietly on a standardized test. The teacher has been circulating and offering help; otherwise, there is scarcely a sound in the room. The teacher looks up and comments quietly, “When you’re done, bring your test booklets to the front table and put your answer sheets in this box.” Students continue to work quietly. When they begin completing their tests, the teacher must explain to each one individually where to put the test booklet and answer sheet.

Kounin (1970)

Common Problems in Maintaining Momentum and Smoothness

Problem	Definition	Example
Stimulus-bound	Teacher is distracted by some outside stimulus and draws the class's attention to it and away from the lesson.	Students are taking turns reading their writing aloud. Each student's reading is followed by comments from the rest of the class. During one such discussion, the teacher notices a student reading a paperback. "What are you reading, Alice?" she asks. "Have you read anything else by that writer?"



Alfred Adler: there are four hierarchical goals that drive a child's behavior

1. Gain attention. If that fails, they try to ...
2. Gain power, perhaps by asserting themselves and becoming rebellious and defiant. If that fails, they may then try to...
3. Gain revenge. If all else fails, they may try to...
4. Appear helpless and inadequate.

Rudolf Dreikurs' Model of Classroom Management (1968, 1982).

- "Children often make mistakes in their assumptions about what sorts of behaviors are most likely to lead to the goals they seek."



In this theory, student misbehavior results from these mistaken assumptions.

- Many children mistakenly assume that the way to gain attention is to misbehave, be disruptive, cry, be lazy, etc.
- If children do not get the attention they want, they may then get into a power struggle with the authority figure. If they fail to gain a sense of power, they become frustrated, become stubborn, argumentative and rebellious.

In this theory, student misbehavior results from these mistaken assumptions.

- If the child mistakenly perceives that he is denied attention and power, they then go for revenge and take steps to hurt others.
- If all other tactics fail, the child may feel hopeless and give up.

Responding to Attention-Seeking Behavior:

- Do not punish, nag, placate, admonish or advise the attention-seeking.
- All of these reinforce the attention-seeking.
- Instead, pay special attention to him at times when he is not misbehaving.

Responding to Power-Seeking Behavior:

- Neither fight nor give in.
- Recognize that the child has legitimate power, grant the child power where appropriate, avoid power struggles, ask for the student's help when possible, respect the child, and reach an agreement using logical consequences.

Responding to Displays of Inadequacy:

- Students who display feelings of inadequacy may actually be excessively ambitious and find it difficult to succeed at the level they desire; they may be very competitive and can't stand being anything but the best.
- Others may feel so chronically frustrated that they feel as if they are unable to succeed and have internalized negative self-images which they then live up to (self-fulfilling prophecy)

Responding to Displays of Inadequacy:

- Teachers must remain supportive and constructive.
- Encourage the child's efforts, even if they result in mistakes.

Teaching Children to Apply Logical Consequences:

- **Natural consequences – not contrived or arranged; the natural outcomes of misbehaviors**
- **Logical consequences – arranged or contrived consequences for misbehavior in an attempt to modify the behavior; they are arranged, explained, discussed, and agreed upon by teachers and students**

Teaching Children to Apply Logical Consequences:

- **Natural consequences – not contrived or arranged; the natural outcomes of misbehaviors**
- **Natural consequence of refusing to eat what your mother made for dinner is to be hungry**
- **Natural consequence of refusing to get out of bed on time is to be late**

Teaching Children to Apply Logical Consequences:

- **Natural consequences are very effective “teachers” of lessons**
- **However, many parents and teachers try to “protect” their children from the consequences.**

Teaching Children to Apply Logical Consequences:

- Logical consequences are designed to “the punishment fits the crime.”
- Effective logical consequences should create some restitution or “undo the damage” of the wrongdoing.
- A logical consequence for fighting with a peer is to do something nice for the peer.

Strengths of the Democratic Model:

- Promotes a high degree of autonomy and responsibility in students by having them involved in the development of logical consequences

Weaknesses of the Democratic Model:

- It can be difficult for the teacher to establish which motives underlie the child’s misbehavior.

Behaviorist Models of Classroom Management:

- Reinforcement
- Token Economies
- Modeling
- Extinction
- Punishment
- Time-out (exclusion and non-exclusion)
- Response cost
- Reprimands

Effective reprimands:

- Identify the undesirable behavior and provide specific rationales for not doing it
- Are consistent
- Are given softly, privately
- Consist of simple, unobtrusive squelches, such as cue words, signals or gestures.

**Assertive Discipline:
Lee & Marlene Canter**

- Lee Canter (1992) feels that school have become too permissive, too lenient, and have paid too little attention to the rights and responsibilities of teachers.

Assertive Discipline:

- The rights are responsibilities of teachers are:
 1. To establish rules and directions that clearly define the limits of acceptable and unacceptable student behavior.
 2. To teach students to follow these rules and directions consistently throughout the school day and school year.
 3. To ask for assistance from parents and administrators when support is needed in handling the behavior of students.

According to Canter...

- Teachers have the right to determine what is best for students.
- Compliance should be expected out of all students.
- No student should interfere with the teacher's teaching or others students' learning

According to Canter...

- Teachers must react quickly and assertively to all misbehavior.
- Rules should be few in number, clearly stated, and concise.
- Teachers need to give clear directions about how to follow the rules.
- Rules are taken home and signed by parents.

According to Canter...

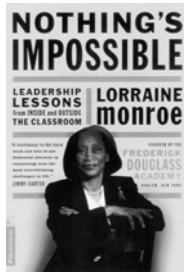
- **There should be negative consequences for noncompliance without teachers being abrasive or sarcastic.**
- **Likewise, there should be positive consequences for compliance.**

According to Canter...

- **Off-task or misbehaving students should be clearly and assertively told the behavior they should be doing.**
- **Positive repetitions are done to overcorrect misbehaviors.**

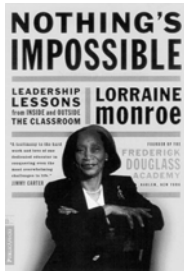
The Lorraine Monroe Method

- **plan strategically for school-wide academic achievement**
- **observe teachers formally and informally**



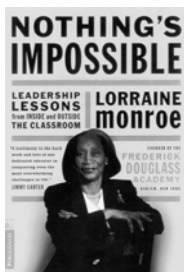
The Lorraine Monroe Method

- use the results of classroom observations to focus internal staff development
- instruct teachers to plan lessons that are tailored to state academic standards and to students' diagnosed needs



The Lorraine Monroe Method

- coach and teach test taking success strategies to all students
- create innovative projects that drive instruction
- increase parents' involvement and personal growth



Lorraine Monroe's 12 Non-negotiables

- *Respect Yourself: Do only those things that will help you to achieve a successful and healthful future.*
- *Respect Your Associates: Treat your associates with courtesy, justice and truthfulness.*
- *Respect Property: Take care of your things and take care of those things which we share.*

**Lorraine Monroe's
12 Non-negotiables**

- 1. Attend school daily and come on time. There is late detention.*
- 2. Leave all outer clothing in your classroom closet.*
- 3. Move quickly from class to class. Enter the room quietly, take your assigned seat and begin work immediately.*

**Lorraine Monroe's
12 Non-negotiables**

- 4. Be prepared to work every day. Bring large loose leaf notebook, assignment notebook, pens, pencils, rulers, protractors, and whatever equipment is required for learning.*
- 5. Do homework nightly. There is homework detention and homework help (after school*

**Lorraine Monroe's
12 Non-negotiables**

- 6. Eat only in the cafeteria. Gum chewing and candy are prohibited even in the cafeteria.*
- 7. Do not bring cards, radios, iPods, games, beepers, cellular telephones, laser pens, and/or any other items not related to academic instruction. They will be confiscated.*

**Lorraine Monroe's
12 Non-negotiables**

- 9. *Do not engage in physical or verbal violence. Learn to disagree without being disagreeable. Do not fight.*
- 10. *Respect the building. Do not graffiti or deface any part of the building.*

**Lorraine Monroe's
12 Non-negotiables**

- 11. *Show your student program card or ID to any adult in the building who requests it.*
- 12. *Wear the school uniform daily. Hats are not to be worn in the building.*

**Lorraine Monroe's
12 Non-negotiables**

Consequences

- | | |
|-------------------------------------|----------------------------------|
| 1. Conference with involved teacher | 4. In-school suspension |
| 2. Conference with counselor | 5. Out of the Academy suspension |
| 3. Conference with parent | 6. Transfer to another school |

Strengths of the Behaviorist Model of Classroom Management:

- It offers detailed programs and concrete recommendations

Weaknesses of the Behaviorist Model of Classroom Management:

- It pays too little attention to the dignity and worth of the student
- It fails to recognize the value of autonomy and self-direction

Reasoning

- As a disciplinary strategy, the process of providing a rationale for doing or not doing certain things; can be both corrective and preventive and can be used with humanistic and democratic models.

Summary: 10 Procedures for Preventive Classroom Management: Grossnickle & Sesko (1990)

1. Establish clear behavioral guidelines with expectations, rules and standards specified and written out for students, teachers and parents.
2. Adopt a teamwork approach with the team extending beyond the classroom to include parents and administrators as well as teachers and students.

Summary: 10 Procedures for Preventive Classroom Management: Grossnickle & Sesko (1990)

3. Design a complete discipline ladder, e.g. first a verbal warning, second a note to parent, third offense a phone call home, fourth a trip to principal...etc.
4. Teach self-management and self-discipline.
5. Expect good discipline.

Summary: 10 Procedures for Preventive Classroom Management: Grossnickle & Sesko (1990)

6. Focus on students' success and self-esteem.
7. Implement firm, fair and calm enforcement.
8. Plan lessons thoroughly.
9. Continually monitor the classroom environment.
10. Minimize problems early.
