

Theories in Classroom Management

Democratic Teaching – Rudolf Dreikurs

Main Arguments/Tenets	Strategies/Techniques	Personal Reflection/ Usefulness (Specific to content area)
<ul style="list-style-type: none">• Help students acquire a social interest (condition in which students come to see that it is in their advantage to contribute to the welfare of the group).• Students come to us with a desire to become part of the classroom community, called a genuine goal.• As teachers we want to offer encouragement, not only praise.<ul style="list-style-type: none">○ Authentic encouragement as difficult or complex tasks are occurring○ Use praise sparingly○ Encouragement recognizes effort not achievement• Punishment<ul style="list-style-type: none">○ Counter productive to what you are trying to do in the classroom○ An action taken by the teacher to get back at students and show them who is boss• Consequences:<ul style="list-style-type: none">○ Need to be consistently applied○ Should be arranged with the students	<ul style="list-style-type: none">• When students are unable to attain the genuine goal of belonging, they turn to mistaken goals.<ul style="list-style-type: none">○ Trying to get attention○ Seeking power○ Seeking revenge○ Displaying inadequacy	<ul style="list-style-type: none">• Since students desire to be part of a community, it is imperative that we create that environment.• Providing students with roles within the classroom, including leadership, will help foster a community environment.• Encouragement will be more beneficial to students and the learning environment than praise.• Encouragement of one student may be a motivating factor for another student.

Instructional Management – Jacob Kounin

Main Arguments/Tenets	Strategies/Techniques	Personal Reflection/ Usefulness (Specific to content area)
<ul style="list-style-type: none"> Investigated how instructional management affected student behavior Desist – remark or reprimand to stop misbehavior Ripple effect – the spread effect of desists <ul style="list-style-type: none"> Desists do have a ripple effect at the early elementary level Have no effect at secondary level There is no correlation between a teacher’s use of desist and a student’s misbehavior Withitness – ability of teachers to know what is going on in the classroom at all times <ul style="list-style-type: none"> Enables teachers to manage classroom effectively More likely to discipline the student(s) who are misbehaving Momentum – teacher gets things started promptly and keeps things moving Smoothness – transitions seem to flow with no abrupt changes Group alerting – a system to getting student attention and clarifying expectations Student accountability – keep students on attentive and actively involved <ul style="list-style-type: none"> Everyone needs to have a role, something they are responsible for Overlapping – teacher who can manage 	<ul style="list-style-type: none"> Use desist at the elementary level and the ripple effect will occur. Be aware of all activities in the classroom at all times for better control of students and more learning. Create an environment where students recognize there is order and structure and they feel safe. Consistently follow established procedures and routines. 	<ul style="list-style-type: none"> Desist will not be a primary behavior management technique in my classrooms. The ability to know what is going on in all parts of the classroom at all times is invaluable to motivating students and increasing learning potential. Students are responsible for their own learning and they need to own up to that. Teachers should provide students the opportunities to accept responsibility.

several things at one time <ul style="list-style-type: none"> ○ Goes hand in hand with withitness <ul style="list-style-type: none"> • Satiation – students become tired or bored with doing the same thing repetitively <ul style="list-style-type: none"> ○ Routine helps delay satiation ○ Positive techniques or exercises that regain student interest and excitement • Enjoyable and challenging <ul style="list-style-type: none"> ○ If the teacher is enthusiastic, students will be more interested 		
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Discipline with Dignity – Richard Curwin and Allen Mendler

Main Arguments/Tenets	Strategies/Techniques	Personal Reflection/ Usefulness (Specific to content area)
<ul style="list-style-type: none"> • Focus on dealing with troubled students • Classroom discipline based on dignity and hope • Reclaim students who are destined to fail • It is essential to restore a sense of hope in students who chronically misbehave 	<ul style="list-style-type: none"> • Always in all circumstances interact with students in a way that preserves their dignity • Underlying principles of effective discipline <ul style="list-style-type: none"> ○ Discipline is important ○ Short term solutions are rarely effective ○ Students must always be treated with dignity ○ Discipline must not interfere with motivation to learn ○ Responsibility is more important than obedience 	<ul style="list-style-type: none"> • I don't agree with the phrase "students who are destined to fail" because it connotes a situation where students have no positive alternatives. • All students should be provided equal access to all opportunities. • Students should be treated with respect, regardless of the circumstances.

Noncoercive Discipline – William Glasser

Main Arguments/Tenets	Strategies/Techniques	Personal Reflection/ Usefulness (Specific to content area)
<ul style="list-style-type: none"> • Increasing student satisfaction with school as a deterrent to misbehavior • Teachers should change themselves from Boss teachers to Lead teachers • Genuine motivation to learn must come from the students • Emphasizing quality of curriculum, teaching, and learning 	<ul style="list-style-type: none"> • Focuses on student-centered classroom • Student needs <ul style="list-style-type: none"> ○ Survival ○ Belonging ○ Power ○ Fun ○ Freedom • Organize interesting activities and topics and constantly provide assistance to support them • The class decides on functions of classroom • Provide a warm, supportive classroom environment • Provide useful work that students see as valuable • Always ask students to do their best • Have student evaluations • Quality work helps students feel good • Quality work should always be constructive 	<ul style="list-style-type: none"> • School acts as a force for students to behave and perform well. • This suggests that student take a high priority role in the classroom and it's administration. • The teacher is primarily a facilitator when students need them. • Work should be clearly applicable to students and how they will use it in the future.

Assertive Discipline – Canter and Canter

Main Arguments/Tenets	Strategies/Techniques	Personal Reflection/ Usefulness (Specific to content area)
<ul style="list-style-type: none"> • Teachers must be consistent with their 	<ul style="list-style-type: none"> • Teachers must continually model the 	<ul style="list-style-type: none"> • Always follow safety rules in lab areas

<p>discipline.</p> <ul style="list-style-type: none"> • Students must be taught, in an atmosphere of respect, trust, and support, how to behave responsibly. • Students have the right to have teachers who help them learn in a calm, safe environment • Teachers have the right to teach without disruption. • Teachers need to establish a classroom climate in which: <ul style="list-style-type: none"> ○ Needs are met ○ Behavior is managed humanely ○ Learning occurs as intended • Teachers must both model and directly teach proper behavior. • Three types of teachers: <ul style="list-style-type: none"> ○ Hostile teachers – seem to view students as adversaries ○ Nonassertive teachers – take a passive approach to students ○ Assertive teachers – clearly, confidently, and consistently, express class expectations to students 	<p>kind of trust and respect for students that they want their students to show towards others.</p> <ul style="list-style-type: none"> • Teachers should get to know their students as individuals and acknowledge them as such. • Teachers should establish strong ties between the classroom and home. • Develop a discipline hierarchy that lists consequences and the order in which they will be imposed within the day. • Fulfilling students' primary needs: <ul style="list-style-type: none"> ○ Attention – provide the maximum amount of attention in the shortest amount of time ○ Firmer limits – enforce class rules in a non-confrontational way ○ Greater motivation – let student know you have faith in their ability 	<ul style="list-style-type: none"> • Learn about individual students, their interests, activities, likes/dislikes, and personalities to tailor their projects and assignments to maximize the motivation. • I am most like the assertive teacher. • Students will be involved in creating the discipline hierarchy on the condition that it will be modified if necessary.
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Teaching with Love and Logic: Taking Control of the Classroom – Jim Fay and David Funk

Main Arguments/Tenets	Strategies/Techniques	Personal Reflection/ Usefulness (Specific to content area)
<ul style="list-style-type: none"> • Kids take responsibility • Rules are not necessary (because school/administration rules are 	<ul style="list-style-type: none"> • Provide choices within limits • Give students time to cool down • Decide what to do when the time comes 	<ul style="list-style-type: none"> • Students should take ownership of their actions and be able to explain why they do what they do.

sufficient) • Show interest in students • Four principles: <ul style="list-style-type: none"> ○ Share control ○ Share thinking ○ Balance consequences with empathy ○ Maintain self-concept 	• One sentence intervention	• Additional rules will need to be established in my classroom for the sake of safety. • I can offer students chances to create a project of their choosing as long as it meets the goals that I have listed for the assignment.
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Beyond Discipline – Alfie Kohn

Main Arguments/Tenets	Strategies/Techniques	Personal Reflection/ Usefulness (Specific to content area)
<ul style="list-style-type: none"> • Should be no rules • Very student-centered • Class should be called meetings • Shouldn't focus on methods of discipline but on goals of discipline • Believes in having a community and having strong relationships with students 	<ul style="list-style-type: none"> • Students should develop their own methods • Have an engaging curriculum • Develop a caring community • Students have latitude in making decisions (it doesn't matter how students do it, just as long as they meet the base requirement/goal) • Class meetings (involve students and teachers) <ul style="list-style-type: none"> ○ Sharing ○ Deciding ○ Planning ○ Reflecting 	<ul style="list-style-type: none"> • No rules in my classroom is a recipe for disaster. • I can allow students to choose their projects, how they will go about making them, and having them document that process. • Students should work with each other to learn material and skills. They will learn more from each other (through peer teaching) than they will from me.

How To Be An Effective Teacher: The First Days of School – Harry Wong and Rosemary Wong

Main Arguments/Tenets	Strategies/Techniques	Personal Reflection/ Usefulness (Specific to content area)
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<ul style="list-style-type: none"> • Four stages of teaching: <ul style="list-style-type: none"> ○ Fantasy ○ Survival <ul style="list-style-type: none"> ▪ Worksheets (most common at primary level) ▪ Textbooks (most common at secondary level) ○ Mastery ○ Impact • Efficient – doing things right • Effective – doing the right thing • The effective teacher: <ul style="list-style-type: none"> ○ Is a good classroom teacher ○ Designs lessons to reach mastery ○ Has positive expectations that students will be successful • Factors that govern student learning (28 – given in order from first to last): <ul style="list-style-type: none"> ○ Classroom management (1) ○ Learning processes (2) ○ Home and parental support (3) ○ Teacher and student relationships (4) ○ District demographics (28) 	<ul style="list-style-type: none"> • If you give students more than they ever expected, you will get more than you ever expected • The teacher makes the difference in the classroom • Assign seats on the first day • Greet students at the door • Memorize students’ names by second day • Post assignments in the same location every day • Students must immediately get to work • Personality profile of teacher (bulletin board) • Personality profiles of students (bulleting board) • Promise all students that they will succeed • Discipline Plan (posted in classroom, placed in students’ binders, sent home to parents) <ul style="list-style-type: none"> ○ Rules ○ Consequences ○ Rewards • The teacher dismisses the class • Procedure – what you want students to do • Routine – what students do automatically • Procedures must be rehearsed • Ways to manage a classroom: <ul style="list-style-type: none"> ○ Clearly define and explain procedures 	<ul style="list-style-type: none"> • Challenging students will give them the confidence they need to believe in themselves • Posting assignments for class may be difficult if they are working projects • Bell-work may be difficult because of students working projects (in the labs) • Self-Fulfilling Prophecy plays a large role in this theory • Me dismissing the class should be fairly easy as I can use lab cleanup as a determinant as to whether class is dismissed or not • There will most likely have to be different procedures and routines for classroom work and lab work
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	<ul style="list-style-type: none">○ Teach students classroom procedures and routines• Procedures for getting students' attention:<ul style="list-style-type: none">○ Where are my students?○ What is my signal?○ What are the number of steps?• As you are dressed, so shall you be perceived, and as you are perceived, so shall you be treated.	
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