

## Classroom Management

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## Discussion Questions

1. What factors can cause students to misbehave?
2. Is it possible to prevent students from misbehaving in class? If so, how?
3. What do you believe about beating in schools?
  - What are the advantages of beating misbehaving students?
  - What are the disadvantages of beating misbehaving students?

## Introduction

- **Classroom management:** Process of *anticipating, planning for* and *handling* behaviour problems in the classroom.
  - **Anticipating:** Think about what might cause misbehavior
  - **Planning for:** Put structures in place to avoid misbehavior
  - **Handling:** Manage misbehavior when it occurs
- Strategies to create a healthy learning environment with minimal behavior problems
- Class management is the teacher's responsibility

## Importance of Classroom Management

- Influences learners' academic achievement
  - Research has found that classroom management impacts student learning even more than home environment, peer group, and community influences
- Helps learners develop responsibility and self regulation
- Increases time engaged in learning
- Decreases disruptive behaviors

## Classroom Management

- Two strategies for promoting positive behavior in school:
  - Prevent misbehaviors from occurring by creating a positive classroom climate
  - Effectively manage misbehavior

## Strategies to Prevent Misbehavior

- Set clear rules and expectations (Dos and Don'ts)
- Set clear consequences for rule breaking
- Consistently and fairly enforce consequences for misbehavior
- Enforce rules immediately
- Encourage students who are behaving well
- Develop positive relationships with students

## Strategies to Prevent Misbehavior

- Be organized and prepared for lessons
- Keep students interested in and engaged in lessons
- Monitor students' behavior
  - *With-it-ness*: Awareness about what is going on in every part of the class all the time
- Have high expectations for students
- Be a positive role model

## Class Rules

- Establishing clear rules and expectations is one of the most important classroom management strategies
- Class rules should be:
  - Set early in the school term
  - Clearly communicated to students
- Students can help set rules
  - Students understand the rules more clearly
  - Students are more committed to the rules
  - Students are more obedient

## Class Rules

- Example Primary Class Rules
  - Respect and be polite to all people
  - Be prompt and prepared
  - Listen quietly while others are speaking
  - Obey all school rules
- Example Secondary Class Rules
  - Bring all needed materials to class
  - Be in your seat and ready to work when class starts
  - Respect and be polite to all people
  - Respect other people's property
  - Listen and stay seated while someone else is speaking
  - Obey all school rules

## Class Rules

- Clearly post the rules in the classroom for all students to see
- Frequently discuss rules at the start of the term
- Give students practice following the rules and procedures
- Periodically remind students of the rules

## Possible Reasons why Students Misbehave

- Get attention
- May not understand appropriate behavior
- May be frustrated by something, either inside or outside of school
- Boredom
- Simple error in judgment

## Managing Minor Misbehavior in Class

- *Interventions should be brief to avoid taking time away from learning*
- Ignore it.
- Nonverbal signal: Eye contact, touch the student's shoulder
- Brief verbal hint: Use student's name, ask them a question, acknowledge the positive behavior of a student seated nearby
- Remind the student of the rule.
- Ask the student to acknowledge the rule. "Are you following this rule? What should you be doing instead?"
- Offer the student a choice to either continue misbehaving and suffer the consequences, or stop

## Beating

- Beating generally results in short-term obedience
- Beating only teaches which behaviors are incorrect, not why it is incorrect or how the student can behave better in the future

## Beating

- Research in Western cultures has found frequent beating is related to negative long-term outcomes, such as increased criminal behaviour and increased antisocial behaviour
  - Children who are frequently beaten are more likely to cheat, lie, be disobedient, and have higher levels of aggression both as a child and also as an adult
- Even nursery school children learn violent behaviors by observing others who engage in violence

## Alternative Consequences for Misbehavior

- **Restitution:** Have the student make up for the problem that was caused
- Remove something pleasant (Negative Punishment)
- **Punishment:** Give the student an unpleasant task, preferably something connected to the misbehavior
  - Require the student to reflect on their behavior and consider what they could do differently next time
  - Have the student practice the correct behavior

## Managing Serious Misbehavior

- **Confront:** Approach the student about their misbehavior
  - What were you doing? What was the result?
- **Confess:** Help the child confess they caused a problem that needs correction
- **Commit:** Help the child commit to a plan to improve their behavior in the future

## Managing Serious Misbehavior

- Discuss child's perspective of the problem
- Identify the root cause of the problem
- Develop acceptance of responsibility and commitment for improvement by the child
- Ask the child to identify solutions for how the conflict can be resolved
- Encourage openness, admission of guilt and forgiveness
- Hold students accountable for their commitments
- Let love and truthfulness guide restoration
- Seek guidance of Holy Spirit

## Restorative Discipline

- **Restorative discipline:** Process that restores a wayward student and helps him engage in positive learning behaviours.
- Key belief of Restorative Discipline: Misbehaviour requires corrective discipline to educate the pupil about appropriate behaviours.
- Purpose of restorative discipline is to help the student:
  - Understand what he did wrong
  - Understand why his misbehaviour was harmful
  - Develop empathy towards the individuals who were hurt by the misbehaviour

## Process of Restorative Discipline

- Classroom rules are well explained at the beginning of the term.
- If a student breaks a major rule, they are gently made aware of their misbehaviour and asked if they plan to change their behaviour.
  - If the student changes their behavior, the teacher encourages and supports the student
- If the pupil continues to misbehave, a teacher/student meeting is held.
  - The pupil and the teacher each describe the problem separately, considering six questions

## Six Questions to Ask after a Misbehavior in Restorative Discipline

- Who has been hurt?
- What are the needs of the person who has been hurt?
- Who is responsible for meeting the hurt person's needs?
- What was the reason for the misbehaviour?
- Who has a stake in correcting the misbehaviour?
- What is the appropriate process to involve stakeholders in an effort to put things right?

### Process of Restorative Discipline

- After one party speaks, the other listens and summarizes what has been said.
- The teacher and student together develop a written agreement about the restitution necessary to fix the problem and a plan to prevent the misbehaviour in the future.

### Process of Restorative Discipline

- A few weeks later, a follow-up meeting is held to ensure that the agreement is being followed.
  - If the student holds to the agreement, then they are encouraged and supported.
- If the student does not hold to their agreement, a family conference is held with the parents, teacher, student, and other stakeholders