Chapter 13: Managing the Classroom Environment

Chapter 13 Objectives

After completing chapter 13, students should be able to do the following:

1. Define classroom management, and identify its various aspects.

2. Identify similarities and differences in classroom management in the elementary, middle, and high school levels.

3. Identify and describe the self-discipline, instructional, and desist approaches to classroom management, as well as characteristics of the different illustrative models of discipline associated with each approach.

Chapter 13 Objectives—Continued

4. Identify and discuss causes of classroom misbehavior.

5. Discuss organizational techniques that lead to effective classroom management.

6. Identify and discuss teacher-tested techniques for effectively preventing classroom management problems.

7. Identify and discuss punishment and its appropriate use in the classrooms.

The Role of Classroom Management

- ## Classroom Management:
  - Establishment and Maintenance of the Classroom Environment so that there is Optimal Learning.

- ## Punishment and Discipline:
  - Punishment—Consequences of Misbehavior.
  - Discipline—Prevention of Classroom Misbehavior and the Consequences of Disruptive Actions.

The Role of Classroom Management—Continued

- **Effective Classroom Managers Do the Following:**
    - Ensure that there is Optimal Learning.
    - Establish and Maintain Rules.
    - Get Students to Cooperate.
    - Effectively Deal w/Problems.
    - Utilize Good Communication Strategies.
- The Two **Opposing** Ways to Manage a Classroom:
    1. Older Viewpoint—Emphasis on Creating and Applying Rules to Control Students' Behavior.
    2. Newer Viewpoint—Emphasis on Students' Needs for Nurturing Relationships and Opportunities for Self-Regulation/Self-Control.

Leadership Styles and Classroom Management

1. Authoritarian	• Power, Dominance and Criticism. • **Teacher-Centered.** • **Little Input** from Students. • Produces in Students: Fear of Failure, Low Self-Esteem and **Defeated** Attitude.
2. Democratic	• Kind, Caring, Warm But **Firm—Student Centered.** • **Shared-Decision** Making. • **Risk-Free** Environment w/High Self-Esteem.
3. Laissez-Faire	• **Permissive**, *Anything Goes* Environment. • **Chaos** and Disorganized Classroom. • Students Feel **Frustration**, High Levels of Stress and have a Sense of Being Lost.

Self- Discipline Approaches to Classroom Management

1. Reality Therapy— William Glasser (1965, 1977, 1986)	• Assist Students in Becoming Responsible, Productive Members of the Classroom—to Prepare them for the **Real World.** • Students Examine and Solve Own Problems.—because they are **Rational Beings.** • Misbehaving Students Utilize a **Written Plan** to Assist in Changing a Behavior. • Whole Class Meetings are Used to Discuss Classroom Issues.

Self- Discipline Approaches to Classroom Management—Continued

2. Teacher Effectiveness Training (TET)—Dr. Thomas Gordon (1974)	• Based on **Positive Relationships** between Teachers and Students. • Clear Communication, Nonverbal Language and active Listening in an Atmosphere of **Openness and Trust.** • Teacher is a Counselor and Supporter of Students Experiencing Problems. • Teachers use **I Messages** to Correct Student Misbehavior. • *No Lose* Problem Resolution Used when Basic Intervention Fails—Student/Whole Class Engages in Problem Solving.

Self- Discipline Approaches to Classroom Management—Continued

3. Inner Discipline— Barbara Coloroso (2002)	• Students Take **Ownership** of their Mistakes. • Students **Think Through** Solutions. • Teachers Correct Student Misdeeds Leaving Dignity Intact. • **Consequences**—Natural and Reasonable—Should be Associated w/Rules, and Should Invoked Consistently when Needed.

4. Beyond Discipline—Alfie Kohn (1996)	• Management Problems Might Come From **Dull Curriculum** and
	
	  from **Poor Teaching**.
	• Punishments and Rewards **do not** Cultivate Long-Lasting Moral
	
	  Values in Students.
	• **Shared Decision Making** in a Democratic Classroom—Student Input is
	
	  Essential.

The Instructional Approach to Classroom Management

1. The Kounin Model—Jacob Kounin (1970)	• Emphasized **Prevention.** • Effective Managers Used Four Preventive Measures: — **Withitness**—Knowing what's Going on in their Classroom at all Times. — **Overlapping**—Multitasking and Maintaining the Ability to Still Monitor the Class. — **Group Focusing**—Keeping Students On-Task/Busy on Meaningful Tasks the Entire Instructional Day and Holding Students Accountable for Learning. — **Movement Management**—Smooth Transitions, Appropriately Paced Instruction, Well Planned Lessons, and Involved Students in Lessons.

The Instructional Approach to Classroom Management—Continued

2. The Jones Model— Frederick Jones (1979)	• **Optimal Learning** by Eliminating Wasting Time.
	• **Increased Time on Learning** can be Achieved by Using:
	  – **Limit the Setting**—Establishing Classroom Boundaries for Appropriate Behavior w/Clear Expectations and the Use of Routines.
	  – **Good Body Language**—Nonverbal Communication that Gets Students Back to Work without Much Disruption to Instruction (Physical Proximity, Direct Eye Contact, Facial Expressions).
	  – **Incentive Systems**—Using Motivational Rewards for Desired Behaviors and Peer Pressure using Whole Reward Systems that Affect Preferred-Activity Time.
	  – **Provide Help Efficiently**—Focused Individualized Work w/ Students Provided in a Short Time Period Enabling teachers to See Others and Reduces the Tendency for Students to Work Only When the Teacher is Standing Over them.

The Desist Approach to Classroom Management

1. Assertive Discipline—Lee and Marlene Canter (1976)	• Teachers have the **Basic Right** to Require Decent Behavior in the Classroom. • Teachers in Charge in the Classroom in a Calm Yet Forceful/Assertive Way. • Teacher Makes Promises **not** Threats. • Discipline Plan is Required and it Consists of: — Explicitly Defined **Rule**s. — Specified **Rewards.** — Explicitly Stated **Consequences.**

The Desist Approach to Classroom Management—Continued

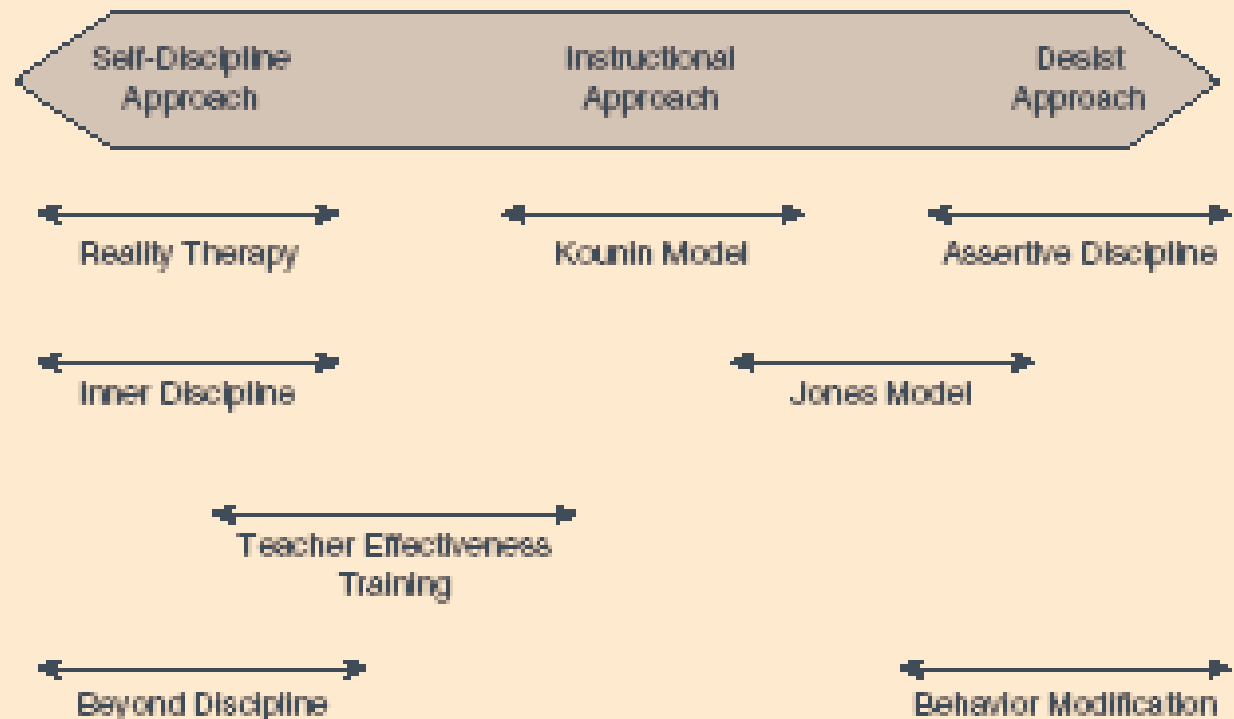| 2. Behavior Modification—Based on the Work of B.F. Skinner (1968,1971) | • Student Behavior Can be Changed by Altering the **Consequences** that Follow Their Actions and Behaviors.
• Utilize Four Types of Consequences:
    – **Positive** Reinforcement—Rewards are Presented (Praise, Free Time/Grades)—**Increase Occurrence of Behavior.**
    – **Negative** Reinforcement—Removal of Undesired Behavior (No Visiting, Change in Seating Arrangement, missing recess)—**Increase Occurrence of Behavior.**
    – **Punishment I**—Application of Some Undesirable Stimulus (Private Reprimand, Demerits)—**Decreases the Chances the Behavior will Occur Again.**
    – **Punishment II**—Removal of Desired stimulus/Withholding a Desired Stimulus (Taking Away Privileges)—Decreases the Chances the Behavior will Occur Again. |

Management Approaches

TABLE 13.1 Management Approaches

Approach	Description
Self-Discipline Approach	View that students can evaluate and change to appropriate behavior
Instructional Approach	View that well-planned and well-implemented instruction will prevent classroom problems
Desist Approach	View that the teacher should have full regulatory power in the classroom

The Continuum of Classroom Management

Figure 13.1
The Continuum of Classroom Management Model

Self-Discipline Approach — Instructional Approach — Desist Approach

Reality Therapy

Kounin Model

Assertive Discipline

Inner Discipline

Jones Model

Teacher Effectiveness Training

Beyond Discipline

Behavior Modification

The Connection Between Home and Student Misbehavior

Home Environment:

- Parents/Caregivers Establish the General Acceptable Conduct of Behavior of their Children.
    - Lack of Discipline at Home will Adversely Affect a Child's Behavior in School.
    - Lack of Supervision at Home will Also Adversely Affect a Child's Behavior in School.
    - Parental Attitudes Toward Schooling will Also Influence Students Behavior in School.
    - Parents/Caregivers who have Both High Expectations and Unrealistic Goals can Produce in Poor Motivation, Low Self-Esteem and Behavior Problems in their Children.

Preventing Misbehavior

1. The Teacher Can Do the following to **Prevent Misbehavior:**
   - Must Plan Carefully to Maximize Optimal Learning.
   - Must Design Lessons that Offer Challenges to Bright Students **But** Give Low Ability Students Reasonable Opportunities.
   - Show **Respect** for Students as Individuals with Rights, Values, and Feelings.
     - Expect Some Noise and Let Common Sense be Your Guide.

Preventing Misbehavior—Continued

2. **Personality Factors that Teachers Should Know to Prevent Misbehavior:**

   - Immaturity is a Problem in the Elementary School—Therefore, Be Realistic About Expectations About Rules, Awards and Punishments.
   - Older Students Feel Insecure about Appearance, Lack of Peer Recognition and Lack of Respect from Home and this Might Lead to Constant Talking, Immature Actions etc.
     - Teachers Should Establish Relationships with Older and Students.
     - Teachers Should Allow for Student Input/Shared Decision Making.
     - Teachers Should Be Fair and Consistent.

Preventing Misbehavior—Continued

3. **Health Problems that Teachers Should Know About to Prevent Misbehavior:**
   - Allergies, Poor Eyesight, Respiratory Ailments, and Poor Hearing Can Affect Classroom Behavior because they Affect Attention and Energy Levels.
   - Teachers Should be Aware and Sensitive to Health Issues—Checking Records and Talking to Other Teachers and their Administration for Information.
     - This Allows Teachers to Plan and Be Proactive when It Comes to Health Issues.

Organizing for Effective Management

1. **Planning:**
   - Planning Increases Instructional Time and Minimizes Classroom Problems.
   - Teachers Should:
     - Know Exactly What and How You will Teach Each Lesson.
     - Have Required Materials Ready for Students.
     - Over Plan to Avoid Having *Dead* Time.
     - Have Alternative Activities Planned and Available in Case they are Needed.
     - Consult School Calendar to Plan Special Activities for Major Holidays, Week for Christmas and Spring Recess.

Organizing for Effective Management—Continued

2. The Establishment of **Routines:**
   - Routines are Practices Students Complete Automatically to Save Time and Maximize Instructional Time.
   - Routines are Taught by Teachers and Practiced during the First Days and/or First Weeks of School.
   - Routines can be Established by the:
     - School—Taking Attendance, Dealing w/Tardy Students, Recording and Reporting Grades etc.
     - Individual Teachers—Entering and Exiting the Classroom, Passing Out Materials, Lining Up in Class, Checking Homework etc.
   - Use a Seating Plan to help Learn Names and Take Attendance.
   - Use a Monthly Calendar to Facilitate Dealing w/Absences.

A Seating Chart

Figure 13.2
A Seating Chart

Teacher _____ Period _____

Subject _____ Room number _____

Monthly Calendar

Figure 13.3
Monthly Calendar

S	M	T	W	T	F	S
1 Welcome back to class, Jesse.	**2** Text pages 460–461. Do practice 1–10. Do pages 462–463. Apply section.	**3** Text pages 454–455. Do practice work 1–10. Persevere, you can do it!	**4** Text 456–457. Do all practice work.	**5** Text pages 458–459. Do all practice work. This one is a "piece of cake."	**6** Spelling test. All assignments must be in baskets today!	**7** Birthdays this month are: Kevin, Kendra, Thomas, Alison, Jennifer, and Hope!
8 Failing notices go out Friday. Don't be caught off balance. Turn in all work NOW.	**9** Spelling. Text pages 462–463. Do all practice work.	**10** Text pages 464–465. Do all practice work. Stretch your neck out and try Part C.**	**11** Text pages 468–469 do A&B.	**12** Text pages 470–471. Do all practice work.	**13** NO SCHOOL TODAY!	**14** ALCOHOL IS A DRUG.
15 Welcome back to class, Carlos.	**16** Tune into Spelling 50 words this week for the spelling spin-off on Friday.	**17** Text pages 472–475. Do all practice work. Challenge** Try the Apply*	**18** Film today on preparing speeches!	**19** TIME FOR TALK. DISCUSS TOPIC FOR SPEECHES TODAY.	**20** SPELLING SPIN-OFF** Today!	**21** Character Comes from the Heart! Students Persevere** *** **** *** ****
22 "Write On" with Learning. Essay winners this month are Jay and Natalie****	**23** Library to begin research.	**24** Library work. Bibliography due end of class today. See page 339.	**25** Library work. Topic outlines due today! See page 340 for help.	**26** Library work. Rough drafts due today. See page 343 for help.	**27** Library work. Final drafts due today. See pages 347–349 for help.	**28** Remember to say "NO" to drugs.
29 Don't forget to vote this month for the most improved student in your class.	**30** Text Pages 502–504. Do all practice work.					

Organizing for Effective Management—Continued

3. **Managing Space:**
   - Should be Planned.
   - Arrange Classroom Space to Facilitate The Delivery and Reception of Instruction.
   - Arrange Space so Traffic Flows Easily.
   - Arrange Space so You Can Monitor the Whole Classroom at all Times.
   - Decorate Room and Its Walls—Creates a Positive Attitude Toward Your Room and Subject.
   - Bulletin Boards Should be Colorful and Up to Date
     - One Bulletin Board Could be used for Administrative Notices.

Organizing for Effective Management—Continued

4. Establishing **Usable Limits:**
    - Rules Help Identify Forbidden Actions in the Classroom.
    - Rules Should:
        - Contain Only Essential Needed General Rules.
        - Should be Taught, Explained, and Discussed w/Students.
        - Be Given to Parents/Caregivers and Copied by Students in their Notebooks.
        - Consistently Enforced.
    - **Examples of Rules:**
        - Be Prepared w/Books, Paper, Pencil when you Come to Class.
        - Be in Your Seat When the Bell Rings.
        - Respect Other People's Property.
        - Be Polite and Respectful.
        - Obtain Permission Before Speaking/Leaving Your seat.

Managing the Class

1. **Sharing Control:**
   - Get Off to a Good Start—Teach Routines and Express High Expectations.
   - Provide Students w/the Opportunity to Voice their Opinions About Classroom Matters.
   - Provide Time for **Shared Decision Making** where Students are Directly Involved in Problem Solving.
   - Utilize Class Meetings to Help Facilitate the Use of Input from Students.
   - Giving Students the Opportunity to Express their Beliefs and Ideas Gives them a Sense of Ownership.

Managing the Class—Continued

2. **Getting Started**
   – First Days of School will Help Establish Your Credibility as a Manager:
       – Establish Limits with Rules.
       – Teach and Practice Routines/Classroom Procedures.
       – Monitor Students Carefully—Withitness.
       – Enforce Rules Consistently to Avoid the Ripple Effect.
       – Create a Positive Classroom Environment.
       – Plan Interesting and Meaningful Lessons.
       – Clearly Communicate Standards for Academic Work.
       – Assign Books and Keep an Accurate Records of Assigned Book Numbers.
       – Continue to Build Relationships with Parents/Care Givers.

Managing the Class—Continued

3. **Getting to Know Students:**
    – Use Surveys and/or Questionnaires to Familiarize Yourself w/ Students' Interests, Feelings about Content Areas, Hobbies, Favorite Games.

    – Learn Names Immediately Shows Definite Interest on Your Part.

    – Utilize Student Files if More Information is Required.

    – Enforce Rules Consistently and Apply them Fairly— this Will Help You Avoid the Ripple Effect Especially with High Status Students.

Information Card

Figure 13.4
Information Card

Family Name: _____ First Name: _____

Address: _____ Telephone: _____

Homeroom Teacher: _____

Father's First Name: _____

Occupation: _____

Mother's First Name: _____

Occupation: _____

Number of Siblings: _____

Interests (hobbies, clubs, sports, other activities): _____

_____

_____

_____

Managing the Class—Continued

4. **Monitoring the Classroom:**
   - Plan the Arrangement of the Classroom.
   - Withitness is Essential—You Must be Aware of What is Taking Place in the Classroom.
   - Teachers Should be Able to See All Parts of the Classroom at all Times.
   - Eliminate Barriers that May Keep You from Seeing Certain Areas of the Room.

Managing the Class—Continued

5. Resolving Conflict:

- Violence is Preventable.

- Young People Must Realize that They Have Many Choices for Dealing w/Conflict Other than Passivity and Aggression.

- Conflict Resolution Encourages Young People to Openly Discuss their Conflicts.

- Shared-Decision Making Should be a Part of the Classroom Daily Procedures.

- Peer Mediation Should Be Integral Part of School Programs—where Students are Trained to Mediate Disputes between Other Schoolmates.

6. **Using Punishment**—the List Precedes from Basic to Severe:

- Using Verbal Reprimands—Private are More Effective.

- Loss of Privileges—Loss of Free Time, Reduction in Computer Time.

- Detention—Report to Detention Hall at a Specified Time/Report to Teacher's Classroom After/Before School (Students Should be Required to Complete Serious Academic Work).

- Send Student to the School Administration—Vice-Principal/Principal)—for Severe Misbehavior (Parents Should be Made Aware of this Immediately when Possible).

Managing the Class—Continued:

6. **Punishment (continued)**
    - In-School Suspension—Students are Placed in a Separate Room where they Complete Academic Work for the Entire Day.
    - Out of School Suspension—Used only for Extreme Cases.
    - Corporal Punishment is Ineffective.
    - Avoid Giving Extra Work Because it Might Create a Dislike for the Subject.
    - Punishment Should be Administered Immediately After the Misbehavior and Should *Fit the Crime*.
    - Use Punishment and Make it Swift, Sure, and Impressive.
    - Punishment Should be Used as the Last Resort—when there are No Other Alternatives.

Reflection

Based on your reading of this Chapter, explain how **Planning** helps Teachers with Classroom Management.

The End!