Chapter 12
Classroom Management
Overview

• Authoritarian, Permissive, and Authoritative Approaches to Classroom Management
• Preventing Problems: Techniques of Classroom Management
• Techniques for Dealing With Behavior Problems
• Violence in American Schools
Authoritarian, Permissive, and Authoritative Approaches to Classroom Management

- Authoritarian
  - Student compliance is main goal
  - Makes heavy use of rewards and punishments

- Permissive
  - Impose minimal control
  - Allow students to make many basic decisions
  - Gain control by having students like and respect you

- Authoritative
  - Goal is for students to regulate their own behavior
  - Set rules but adjust as students show their ability to regulate their own behavior
Preventing Problems: Techniques of Classroom Management

• Kounin’s Observations on Group Management
  • Show your students you are “with it”
  • Learn to cope with overlapping situations
  • Strive to maintain smoothness and momentum in classroom activities
  • Keep the whole class involved, even when working with individual students
  • Introduce variety and be enthusiastic
  • Be aware of the ripple effect
Preventing Problems: Techniques of Classroom Management

• Contemporary Studies of Classroom Management
  • Demonstrate that you have thought about classroom procedures prior to the first day of class
  • Post and/or announce a short list of basic classroom rules and penalties
  • Engage in whole-group activities under your direction the first few weeks of school
  • Maintain control by using Kounin’s techniques
  • Give clear directions, hold students accountable for completing assignments, and give frequent feedback
Video: Elementary Classroom Management: Basic Strategies
Preventing Problems: Techniques of Classroom Management

• Managing the Middle, Junior High, and High School Environment
  • The arrangement of the seating, materials, and equipment is consistent with the kind of instructional activities the teacher favors
  • High traffic areas are kept free of congestion
  • The teacher can easily see all students
  • Frequently used teaching materials and student supplies are readily available
  • Students can easily see instructional presentations and displays
Preventing Problems: Techniques of Classroom Management

- Technology Tools for Classroom Management
- New Classroom Roles for Teachers
  - Must be able to manage technology-related group activities that have higher levels of student talk and physical activity
Techniques for Dealing with Behavior Problems

- Influence Techniques
  - Planned Ignoring
  - Signals
  - Proximity and Touch Control
  - Interest Boosting (giving student extra attention)
- Humor
- Helping Over Hurdles (lack of understanding)
- Program Restructuring (changing activities)
Techniques for Dealing with Behavior Problems

• Influence Techniques (cont’d)
  • Antiseptic Bouncing (time-out)
  • Physical Restraint
  • Direct Appeals (conduct and its consequence)
• Criticism and Encouragement (in private)
• Defining Limits
• Postsituational Follow-Up (discussion afterward)
• Marginal Use of Interpretation
Techniques for Dealing with Behavior Problems

• I-Messages
  • Talking to the situation, not the personality or the character of the student
  • Explaining how one feels
    – “I get angry when I see bread thrown around”
Techniques for Dealing with Behavior Problems

• Problem Ownership
  • Determining the problem behavior and who it is affecting
    – Disruptive behavior that is caused by the teacher’s actions is a problem that is owned by the teacher
    – Anger that is caused by a low grade on a test is a problem owned by the student
Violence in American Schools

• How Safe Are Our Schools?
  • Crime and serious violence occur relatively infrequently in public schools and have been declining
    – For 2005-2006, there was less than 1 homicide per million students
    – For 2005, there were 5 violent crimes per 1,000 students
    – During the 2003-2004 school year, 4 percent of elementary grade teachers and 2 percent of secondary grade teachers were physically attacked
Violence in American Schools

• The Problem of Bullying
  • Bullying is a situation in which one person has more power than another and repeatedly uses that power for his or her own benefit
    – For 2005-2006, 28% of 12- to 18-year-olds reported having been bullied at least once
    – Girls are more likely than boys to bully and more likely to engage in name-calling, insults, spreading rumors, and property destruction
    – Bullying by boys more likely to involve pushing, shoving, tripping, or spitting on someone else
    – Cyber-bullying is bullying conducted on social networking web sites
Violence in American Schools

• The Problem of Bullying (cont’d)
  • Characteristics of Bullies
    – More likely to be hyperactive, impulsive, and inclined to respond aggressively when provoked
    – Receive less support from classmates and teachers
    – More likely to have witnessed domestic violence and less likely to have close relationship with their mothers
Violence in American Schools

• The Problem of Bullying (cont’d)
  • How Bullying Affects Its Victims
    – Staying home from school
    – Avoiding certain places in school
    – Asking to transfer to another school
    – Lower grades because of difficulty concentrating on schoolwork
    – Feelings of depression, anxiety, and insecurity that produce physical ailments
    – Social isolation
Violence in American Schools

• The Problem of Bullying (cont’d)
  • How Schools Can Address Bullying
    – Implement school-wide programs that involve increased reporting of bullying, intervention by other students, rules that discourage discrimination, and increased awareness of the feelings of bullies and their victims
    – Establish classroom atmosphere that counteracts the negative effects of bullying
Violence in American Schools

- Analyzing Reasons for Violence
  - Biological Factors
    - Males are more aggressive due to neurological, hormonal, and physiological factors
  - Gender-Related Cultural Influences
    - Assertive and aggressive behavior in males is more accepted
  - Academic Skills and Performance
    - Males are more likely than females to experience frustration and hostility at school
Violence in American Schools

• Analyzing Reasons for Violence (cont’d)
  • Interpersonal Reasoning and Cognitive Problem-Solving Skills
    – Students who have a *hostile attributional bias*, and lack *means-ends thinking* and *alternative solution thinking* are more likely to get in trouble
  • Psychosocial Factors
    – Students who experience difficulty with identity formation may misbehave to release tension
  • School Environment
    – Large, impersonal schools that do not meet the needs of their students may promote misbehavior in students
Violence in American Schools

• Reducing School Violence, Bullying, and Misbehavior

• Classroom Interventions
  – The Good Behavior Game: All students receive reinforcement only when the group meets its goal for good behavior
  – Brain Power: Students are taught how to respond to negative behaviors in nonaggressive ways
Violence in American Schools

• Reducing School Violence, Bullying, and Misbehavior
  • School-Wide Programs to Reduce Violence and Improve Discipline
    – **Unified Discipline**: Teachers, administrators, other school personnel follow the same rules for dealing with misbehavior
    – **Smart and Good High Schools**: Develop performance character and moral character
    – **Resolving Conflict Creatively Program**: Students mediate disputes between peers
Violence in American Schools

• Using Technology to Keep Students in School
  • Hueneme School District
    – Computerized robotics, computer-aided manufacturing, desktop publishing, aeronautics and pneumatic technology
  • Azusa Unified School District
    – Integrated learning system
  • Virtual Schools
    – As of 2007-2008, serving over 1 million students in almost all states