Our Classroom's Approach to Classroom Management

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Social Psychological:
teaching social skills to create a positive learning envrionment

FOUR APPROACHES TO CLASSROOM MANAGEMENT:

BEHAVIORAL:
This model "defines learning in behavioral terms that can be measured," and teaches behaviors through:
1. Modeling desired behaviors
2. Using reinforcement to encourage desired behavior
3. Using punishments to diminish undesirable behaviors
(Ferguson, 2011, Slide 2)

COGNITIVE:
This approach relies on assisting students in their abilities to use reason to identify and assess their actions in school, rather than relying on external reinforcement to guide behavior alone. Teachers:
1. Help students control their own behavior,
2. Teach students to use "inner speech" or self-talk to change their thinking and, therefore, behavior.
(Responsive classroom)

FOUR APPROACHES TO CLASSROOM MANAGEMENT CONT.:

HUMANIST:
This approach encourages students to manage their own learning environments through:
1. Student-centered learning based on content that is personally relevant to students,
2. Playful and exciting learning experiences,
3. The development of students' self-esteem through teacher care and love towards students
(Humanist approaches)
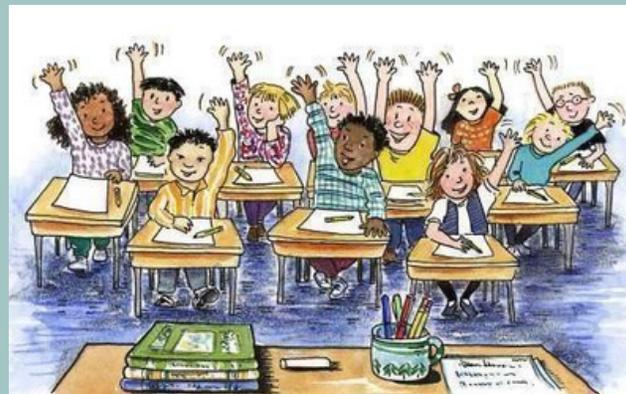
CHOSEN APPROACH

The approach we will be using in our classroom to manage students' behavior is the Social Psychological Approach. This approach:
1. Emphasizes the instruction and attainment of social skills to manage the learning environment
2. Utilizes small groups to foster cooperative learning
3. Values interdependence of students and student empowerment in the classroom
(TeacherVision, p.1)

TEAM
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WHY THIS APPROACH

Social skills instruction and cooperative learning is important because:
1. It "teaches students appropriate interpersonal communication skills, self-discipline, and problem solving skills" (U.S. Office, p.1).
2. Children who do not develop good social-behavioral skills have lower academic achievement, especially reading abilities (U.S. Office, p.1).
3. Students will feel more agency over their learning environments, grow in their abilities to encourage and support each other, and learn important collaboration skills that will mirror skills needed in professional careers (TeacherVision, p.1).

HOW IMPLEMENTED

In our class this will be implemented by:
1. Direct instruction on social/emotional development and feelings
2. Having students identify how they are feeling and why throughout the day by placing personal sticks in feeling cups
3. Creating classroom rules together and signing our adopted rules
4. Utilizing small groups of mixed-ability, race, and gender students to scaffold each other's learning
5. Creating a "cool down corner" for students to reflect on harmful behavior and think of positive solutions
6. This plan allows for the accommodation of students with IEPS or cultural differences as it is student-centered and small group based

THE COLOR MONSTER
A POP-UP BOOK OF FEELINGS

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Hand 'n Hand