Developing Positive Relationships, Classroom Management & Discipline

"We will never have enough techniques to get kids to behave if we first do not develop positive, supportive relationships." (Fay & Fay)

What do you consider to be your underlying philosophy or values for creating and maintaining a controlled classroom environment?

Two major fears of students: Two major needs of students:

1. fear of failure   1. to be successful
2. fear of not belonging   2. to be loved

I. Developing Classroom Success and Love

1. Greet each student at the door.
2. Call on each student by name.
3. Acknowledge individual accomplishments.
4. Show interest in outside lives.
5. Self-disclose: keep it real and classroom appropriate.

II. Classroom Management: how things are done

Mosiah 2:5-9 How is this an example of classroom management?

The effective teacher   The ineffective teacher

1. manages classroom using procedures   1. attempts to discipline students with treats
   and routines.   and punishments rather than laying a
2. manages students, space, time, and materials   foundation of effective procedures for the
                                                    learning environment.

III. Classroom Discipline: how people behave

D&C 130:20-21

There is a law, irrevocably decreed in heaven before the foundations of this world, upon which all blessings are predicated—And when we obtain any blessing from God, it is by obedience to that law upon which it is predicated.

- Students need to be provided with consequences for all behaviors, not just misbehavior.
- Praising desired behavior is more effective than reactive discipline and punishment.
- Focused praise, within an overall management system, teaches children how to take responsibility for their actions and internalize positive values.
- All students need to make the connection between choosing to disregard or violate a classroom expectation and the appropriate consequence.
- Teachers need to discuss the consequences with the class to help students make these connections.

Constructive Correction

- Do not be one of the kids—When teachers try to act more like students than adults, they undermine the building discipline system.
- Do not use humiliation or sarcasm—Humor is a great way to build positive relationships; however, humor that comes at the expense of a student's dignity is unwise, unprofessional, and inappropriate.
- Use "I" messages: "What I am observing is...what I need is..."

Punishment

1. Adult does all the thinking.
2. Little relationship between the deed and world.
3. Creates resentment, hostility, aggression, etc.

Consequences

1. Creates thinking in the child.
2. Connection between behavior and consequence.
3. Creates self-control and positive relationship.

Principles of Student Behavior

- Children behave according to what motivates them.
- Children use learned patterns of behavior to control their environment.
- Inappropriate behavior can be modified.
- Different interventions work with different children.
- Power struggles are not an effective way to change behavior.
- Consequences are more effective than punishment.
- Recognition and praise are significant factors impacting behaviors.
- Your actions as an educator make an impact on the behavior of children.
- There will be students who do not behave; do not take this personally.
- Students respond to structure.
- Most students must be taught the appropriate behaviors.