

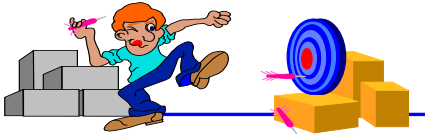
Overview of Ch 12: Creating Learning Environments

- Changing Trends in Classroom Management
- Facilitating a Positive Learning Environment
- Kounin's Research on Effective Management
- Fostering Self-Management
- Dealing with Discipline Problems
- Communicating Effectively



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Changing Management Goals



- Historically: Focus on maintaining discipline and controlling misbehavior
- Currently: more proactive
 - Facilitating a positive, productive learning environment
 - Guiding students towards Self-management & self-regulation

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Create a Positive Learning Environment

- Establish rules. Rules for Making Rules:
 - Few but comprehensible
 - Reasonable & necessary
 - Consistent with learning goals
 - Consistent with school rules
 - Consequences for breaking them clear, logical, enforceable
- Plan procedures ahead. Examples



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Plan spaces for learning

- Minimize congestion & make needed materials accessible
- Make sure you can see all & vice versa
- Provide personal territories
- Pick a suitable classroom arrangement:
 - Horizontal rows: whole group presentations. Be aware of the action zone
 - Circle: whole-class student interactions
 - Clusters: cooperative learning activities

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Get off to a good start

- First day thoroughly planned & organized
- Show confidence
- Teach rules & procedures
- Start strict then ease up if you wish
- Deal with student's main concerns
- Whole-group, teacher-directed activities
- Let them feel successful

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Maintain the Positive Environment

- Be fair & consistent
- Maintain no-nonsense, productive atmosphere
- Maximize academic learning time
- Establish a “classroom-community” feeling
 - Learn names
 - Self-disclose
 - Sharing time

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Kounin: Prevention



- Movement management
 - Momentum
 - Smoothness
 - Transitions
- Maintaining group focus
- Withitness
- Overlapping

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Foster Self-regulation

- Styles of management & their outcomes
 - 2 dimensions: Control/demands & nurture/communication
 - 3 Styles: Authoritarian, Permissive, & Authoritative
- The Authoritative style
- Gordon's no-lose method of conflict resolution

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Dealing with Discipline Problems

First Step: Determine Ownership:
Does this affect my role as a teacher?

- Student owned: actively listen & give helpful feedback
- Teacher owned: Intervene

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General Guidelines for Interventions

- Handle it immediately, but allow cool off time when necessary. Need to be calm
- Always make eye contact
- Keep it private
- Focus on the behavior
- Use “I” messages
- Don’t order, threaten or moralize
- Accept changes not excuses
- Use behavior modification techniques
- Re-establish rapport as soon as possible
- Put out the fire with as little water as possible

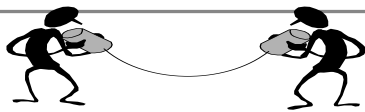
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Hierarchy of Interventions

- Non-verbal cues
- Directly tell them to stop
- Revoke privileges
- Isolate or Remove student
- Behavioral contract/reflection
- Detention
- Get others’ help

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Effective Communication



- What is your Style?
 - Aggressive
 - Manipulative
 - Passive
 - Assertive

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Being Assertive

- Clearly state the problem & its consequences
- Express your feelings & request changes you want
- Do not apologize for your request
- Describe the benefits of the request
- Use assertive non-verbal behavior
