

Behaviour management assignment

[Education](#)



Introduction Since the sass, the discipline of students In the classroom has transfigured from a forceful and authoritarian approach too more evolved Influential approach which helps build students self-awareness and allows self-accountability. As a teacher It Is vital to be acquainted with different behavior management theories In order to consider which approaches best suit the classroom setting for successful learning and quality teaching in the classroom.

In an effective table this documents outlines and analysis the nine key behavior management theories, as outlined by Charles (2012) and discusses the appropriateness of these strategies in the primary classroom setting. Also include is my personal beliefs about children and discipline, discussing what theories I would consider using in my classroom. Behavior Management Theories Examine and discuss the behavior management theories as outlined in the Charles (2012) text. Your analysis should include the key aspects of each theory. Note each of the theories' strengths and weaknesses from a teacher's perspective.

When the teacher correct misbehavior in one student, and it positively influences the behavior of others. – awareness of what is going on in all parts of the classroom at all times – multitasking. Making sure all students have something to do – early finishers – Keeping instructive tasks short to avoid boredom, avoid abrupt changes – Keep member of the class/group paying attention Being satisfied or having enough suitable for all ages H. GINGKO Matt-I concept Students are self-regulated and can learn to manage their own behavior. Students rebel when other try to regulate their behavior

Students can solve their own problems when teachers listen to them.

Rewards and prepaid may undermine intrinsic Students will alter their misbehavior when the teacher deliver “ I” messages All learning occurs in the ‘ present tense’ Each learning requires a personal approach and attention How suitable for Stages 1 , 2, and/or 3? Justify with support from the literature. Age 7 – 8 able to reason about cause and effect R. DERIDERS Matt-I concept All humans want to belong, to belong to a group, students believe they need to gain attention, , exercise power, exact revenge and display inadequacy (lecture 2, 2014).

Democratic classroom where students are treated as social equals and self-discipline their behavior. – Learning is dependent on the feeling of self-worth and full potential, – If students feel valued they will display appropriate behavior – Use of praise and encouragement When students don’t belong they turn to mistaken goals Strengths Teachers provides encouragement and motivation for student to do the right thing More democratic than authoritarian – provide a ‘ space’ where students can take responsibility Weakness Incompatibility with traditional teaching and management of students’ behavior too democratic. Students emotional needs not met – unrealistic expectations. – Students who are not motivated in self-management, may not taker responsibility for their actions. CANTER & CANTER Matt-I concept The main concept of Canter & Caner is that the teacher takes change and students have the right to learn along with the teacher having the right to teach.

Therefore of discipline – Authoritative/ behavior Strengths: Sufficient and produces results quickly Discipline proactive rather tan reactive Weakness: <https://assignbuster.com/behaviour-management-assignment/>

Not all students may respond well to authoritative figures – Relies on students achieving acknowledgement based on compliance- Not based on pedagogical theory No interest in why the inappropriate behavior is occurring How suitable for Stages 1, 2, and/or 3? Justify with support from the literature. I said SSI and SSL for canter.

And that after this students require something that will foster self discipline Canter and Canter was that would be suitable to all primary stage however due to moral and cognitive immaturity this would be most suitable to SSI and SSL B. COLORS Matt-I concept I am finding it difficult to find info on Colors other than Charles text, that has not en written by Colors herself. I am having trouble finding criticism of the theory. Any suggestions? A.

COHN Main concept How suitable for Stages 1 , 2, and/or 3? Justify with support from the literature. Deft SO, maybe SO, but not encounter 2. Reflect on your own beliefs about children and discipline and state what theory/ theories you would consider using in your classroom and why. Only comment on the school setting you are currently studying for, so if you are studying to become a primary school teacher, don't respond to a secondary classroom setting you will not be teaching in (and vice versa).

My view towards students discipline is an Egalitarian theory as I believe all members of the classroom are to be treated respectfully and Canter & Canter theory I believe positive reinforcement is the best kind of behavior modification along with minimal punishment to avoid botheration. Regarding the three types of teachers in the Canter & canter theory I believe I fall in the “ assertive; identifier as I am confident and consistent in my classroom

practice, I am clear with my expectations, my rules are reinforced and consequences are followed through.

Explanation of personal alignment Students need to explain which theory/theories they would consider using in their classroom and why Highly comprehensive, outstanding and well-thought out account of their own personal alignment showing highly perceptive personal reflection and extensive understanding of how the discipline theories support their beliefs. Numerous links to different literature sources observing PAP style. Appropriateness of particular theories related to school Stages and child development An outstanding and highly comprehensive analysis of the appropriateness of particular theories to meet student developmental needs. Professional understanding of how different theories best meet the needs of students in the school Stages. Numerous links to different literature sources observing PAP style. Conclusion A summary that draws together the key elements presented in the main body of the assignment Highly articulate, outstanding, and accurate summary of the required content. Professional Literates. Writing and Presentation Structures essay effectively. Clarity of writing spelling, grammar, punctuation. Employs PAP referencing appropriately and accurately Sophisticated level of professional language achieved. All required sections completed.

Paragraphs succinct with excellent control over grammatical structures, technical vocabulary and spelling. Impeccable. Words are specific and accurate. It is easy to understand what the writer means. Sentences and paragraphs are well constructed, with natural flow/ rhythm, and expressive,

varied structure. Consistent application and observance of PAP referencing.
Reference List Outstanding reference list, More than 10 texts, Journals and a few websites. [Http://owl. English. Purdue. Dude/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)

*Professional literates refer to the quality of writing and presentation: use PAP

Guidelines, follow the AC code of conduct, use respectful language to discuss all people regardless of their condition, avoid emotive language e. G. , suffers from, employ inclusive non-sexist language – generally person first and condition second e. G. , person with a disability, avoid using a deficit approach – describe person’s achievements and strengths rather than lacks when compared to the norm, support observations with evidence, use client’s own words whenever possible, separate the person from the behavior, Cause subheadings to indicate each set task e. G. , Description of school organization or specific need.