

Behaviour management essay sample

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Since the 1950s, the discipline of students in the classroom has transfigured from a forceful and authoritarian approach to a 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 behaviour 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 behaviour 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. Behaviour Management Theories

Examine and discuss the behaviour 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. Please use the Assignment 1 Theorist Table to outline and link your points. Please ensure that your work is supported by the literature. REDL & WATTENBERG Main concept

How particular group behaviour affects individual behaviour.

Particulars about the theory

e. g. characteristics, strengths and weaknesses from a teacher's perspective
- Learn to predict what students are likely/not likely to do when in groups and when alone.

How suitable for Stages 1, 2, and/or 3? Justify with support from the literature.

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B. SKINNER Main concept

-Voluntary

-People will engage in and learn from activities that bring them pleasure i. e If we perform an act and receive a reward/positive outcome, then we will do it again (lecture 2, 2014).

Particulars about the theory

-Behaviourist classroom

-Help students change their behaviour for the better.

-Individual work,

-Order is required for quality learning-

How suitable for Stages 1, 2, and/or 3? Justify with support from the literature.

W. GLASSER Main concept

Behaviour as choice and reality therapy.

The only person whose behaviour we can control is our own.

All we can give and get from other people is information. How we deal with that information is our own choice. Teachers need to influence students to make better choices.

Students are driven by Five needs:

1. Survival, safety and security
2. Love, belonging and acceptance
3. Personal power, competency and achievement.
4. Freedom, independence and autonomy
5. Fun and learning

Particulars about the theory

-Behaviour motivated by students choice of thinking and feeling -In order to meet these needs, the most fundamental change to schools will be a move from bossing students to leading them -Students take responsibility for their actions

-Misbehaviour – teacher counsel students through restorative justice principles Reality therapy.

How suitable for Stages 1, 2, and/or 3? Justify with support from the literature.

J. KOUNIN Main concept

Good behaviour is dependent upon how lessons are presented and how teachers deal with different groups in the classroom.

Particulars about the theory

-When the teacher correct misbehaviour in one student, and it positively influences the behaviour 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

How suitable for Stages 1, 2, and/or 3? Justify with support from the literature. suitable for all ages

H. GINOTT Main concept

Students are self-regulated and can learn to manage their own behaviour.

Students rebel when other try to regulate their behaviour

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

Rewards and praise may undermine intrinsic

Students will alter their misbehaviour when the teacher delivers “ I”

messages All learning occurs in the ‘ present tense’

Each learning requires a personal approach and attention

Particulars about the theory

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. DREIKURSMain 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).

Particulars about the theory

-Democratic classroom where students are treated as social equals and self-discipline their behaviour.

-Learning is dependent on the feeling of self-worth and acceptance.

-Students need encouragement and respect in order to achieve their full potential,

-If students feel valued they will display appropriate behaviour

-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

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-Incompatibility with traditional teaching and management of students' behaviour – too democratic.

-Students emotional needs not met – unrealistic expectations.

-Students who are not motivated in self-management, may not take responsibility for their actions.

How suitable for Stages 1, 2, and/or 3? Justify with support from the literature.

CANTER & CANTER Main concept

The main concept of Canter & Canter is that the teacher takes charge and students have the right to learn along with the teacher having the right to teach. Theore of discipline – Authoritative/ behaviour

Particulars about the theory

Strengths:

-Sufficient and produces results quickly

-Discipline proactive rather than reactive

Weakness:

-Not all students may respond well to authoritative figures -Relies on students receiving acknowledgement based on compliance -Not based on pedagogical theory

-No interest in why the inappropriate behaviour is occurring

How suitable for Stages 1, 2, and/or 3? Justify with support from the literature. I said ES1 and S1 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 ES1 and S1 B. COLOROSO Main concept

Particulars about the theory

I am finding it difficult to find info on Coloroso other than Charles text, that has not been written by Coloroso herself. I am having trouble finding criticisms of the theory. Any suggestions?

How suitable for Stages 1, 2, and/or 3? Justify with support from the literature.

A. KOHN Main concept

Particulars about the theory

How suitable for Stages 1, 2, and/or 3? Justify with support from the literature. def S3, maybe S2, but not Ouynger

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 behaviour modification along with minimal punishment to avoid badbehaviour. Regarding the three types

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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. I show my students what behaviour is acceptable through the consistent reinforcement of rules.

3. Taking into consideration the varying age and abilities of students, critically review how successful the application of each of the models would be when used in the different Stages for the Primary setting OR the Secondary setting in Australian schools. So, if you are studying to become a primary school teacher, you only discuss your response within the primary school stages ES1, 1, 2 and 3, and if you are studying to be a secondary school teacher, then you only discuss your response within the three secondary school stages of 4, 5, and 6. 4. You must include an introduction and a conclusion in your paper.

To conclude,

Primary school stages ES1, 1, 2 and 3 = Yrs Kinder, 1&2; 3&4; 5&6

Secondary school stages 4, 5 and 6 = Yrs 7&8; 9&10; 11&12

PLEASE NOTE: The marker will use the detailed criteria below to ascertain the final mark for your essay. As the marking rubric is a detailed document, please be advised that your assignment may not contain a great deal of written detailed feedback, nor attend to grammatical, spelling and syntactical errors. If you wish for more detailed feedback, then please send an email to the Unit coordinator who will do this once all of the submissions

have been graded. EDSP422 – Marking criteria for Assignment 1 – DUE

MONDAY 04 AUGUST 2014

High Distinction

Introduction

Outlines the key content of the paper Outstanding, insightful, and sophisticated explanation of the key content and direction of the paper

Description of theories' strengths, weaknesses, and guiding

philosophy Outstanding explanation of theoretical model(s) with a polished

rationale that demonstrates a sophisticated understanding of the theories'

strengths, weaknesses, and key aspects. Numerous links to different

literature sources observing APA style. 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 APA 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 APA style. Conclusion

A summary that draws together the key elements presented in the main

body of the assignment Highly articulate, outstanding, and accurate

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summary of the required content. Professional Literacies. Writing and Presentation

Structures essay effectively.

Clarity of writing spelling, grammar, punctuation.

Employs APA 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 APA referencing.

Reference List

Outstanding reference list, More than 10 texts, journals and a few websites.

<http://owl.english.purdue.edu/owl/resource/560/01/>

*Professional literacies refer to the quality of writing and presentation: use APA Guidelines, follow the ACA 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 behaviour, ^use subheadings to indicate each set task e. g., Description of school organisation or specific need.

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