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Running header: Classroom Management: Exploring 5 Strategies Classroom Management: Exploring 5 Strategies Jessica L Fiedler Grand Canyon

University: EDU 450 August 26, 2012 Classroom Management: Exploring 5 Strategies Classroom management styles vary from teacher to teacher.

Some follow one method while others pick and choose what works for them from a variety of methods. Certain methods work better on different ages of students such as elementary, middle or high school students and some are good for all age levels. Deciding what approach would work best in their classroom is a personal choice that requires taking many things into consideration. Five classroom management strategies are Wong's Pragmatic Classroom, Lee Canter's Behavior Management Cycle, Kagan, Kyle and Scott's Win-Win, Morrish's Real Discipline and Curwin and Mendler's Discipline with Dignity. All of these are useful in the classroom just some are better suited to different grade levels. Wong's Pragmatic Classroom Wong's classroom management theory is based in believing that students misbehave because the classroom is unorganized and classroom rules are not clear. Wong's theories depend on the teacher first setting up the classroom and running it from the first day letting students know what is acceptable or unacceptable. This theory is generally used in elementary levels as most teachers in the upper grades find that it is impractical for daily use for older students. Some teachers believe that it is very helpful in the high school level and that it should be utilized at least partially. (Charles, 2010) Ms. Sanchez had come into her classroom two weeks early in order to set up her classroom, she arranged the desks, assigned seats, labeled the different stations in the room and where supplies were located. On the first

day Ms. Sanchez went to the cafeteria to pick up her fifth grade class. She started by introducing herself and telling the students how they were to walk in the hallway. She asked them to line up and walk silently to the classroom. Once in the classroom she told the students where to sit, after everybody was at their desk she reviewed the class and school rules with the students and gave them their own copy to put in their notebooks. When Angie got up from her desk at the sound of the last bell without being dismissed Ms. Sanchez had her sit down and reviewed the rules on how the students are dismissed from class, by doing so she reinforces the correct way to follow the classroom procedures. Canter's Behavior Management Cycle Canter's classroom management theory believes in assertive teachers that decide what is best in their classroom and they expect the support of the administration and the parents in backing up their decisions when necessary. Canter's style is well suited to all levels of education but especially to lower levels as they learn to navigate themselves in the school environment. (Charles, 2010) Angie is a seventh grade student at Mead Junior High, her strictest teacher is Mr. Bradley who teaches her math class. Mr. Bradley follows the Canter's management style, all students were made aware of the rules of the classroom and he made sure that they were understood. Angie like to talk in class which is not allowed while Mr. Bradley is lecturing the class, yet Angie continues to talk. When she does Mr. Bradley calms states that talking is not allowed during the lecture time and goes right back into teaching the class, when it happens again Mr. Bradley calls her out by name and says, " Angie, talking is not allowed during the lecture time" and goes back to teaching the lesson. If the disruption continues he will then move

Angie to a different spot in the classroom and if needed send her to the hall or the office. Kagan, Kyle and Scott's Win-Win Plan Win-Win discipline is better suited for older grade levels where the students are reaching a maturity level that will allow them to be able to make the decisions that are best for them. Win-Win discipline allows students and teachers to work together in order to make the classroom a better place. Students learn skills such as anger management and empathy, these skills will help them in the real world as well as the classroom. (Kagan, 2002) Mrs. Roberts a sophomore English teacher liked the values taught in the Win-Win discipline program, she felt that young high school students are old enough to be able to make choices that are beneficially to the whole class. While reading 'Animal Farm' with the class Mrs. Roberts overheard Mike saying that it was a stupid kid story and that they shouldn't be reading about farm animals in high school. Mrs. Roberts asked Mike what the correct way to ask for help when they did not understand something and after Mike explained asked if anyone in the class could clarify for Mike what the theme of the story was. Jenny raised her hand and explained and then offered to help Mike with the assignment when they were done reading. Morrish's Real Discipline Real Discipline is used throughout a student's school years and is modified to fit the age level the teacher is working with. Young students are taught that the teacher is the authority figure and to do what they say without question. As the students get older they are taught how to make decisions for themselves and how their decisions will affect their education and life. (Morrish, N. D.) Megan is a sixth grade student who does not really enjoy school and especially homework. Without a strong adult role model at home she usually spends

little time on homework preferring to watch TV or to play with her friends. In elementary school she was allowed to turn in her work incomplete and her teachers would grade her based on what she did instead of the entire assignment. Ms. Jones' is Megan's Reading teacher and has asked Megan to complete her assignments so that it does not affect her grade, it is now time for progress reports and Megan finds that she is close to failing her reading class and a few others. When she questions Ms. Jones she is told that she is graded on the entire assignment not just the parts she chooses to do and if she wants her grades to go up she needs to complete her work. It takes some time but Megan learns that the little bit of extra effort raises her grades and she starts to complete her assignments. Curwin and Mendler's Discipline with Dignity Discipline with Dignity is suitable for all grade levels as it teaches students how to behave but it also respects the students. It is a good plan for students who have behavioral issues or are at risk students. Instead of students being told exactly how to do everything (like Wong's plan), students are taught how to make choices for themselves that will lead them on the right track (similar to Win-Win). Instead of teaching discipline this plan teaches values. (Curwin, Mendler, & Mendler, 2008) Charlie was an at risk student at his school, in first grade he had been sent to ISS more times than any other student in the school and in second grade he was moved to the alternative school for thirty days due to violent outbursts. Charlie had been diagnosed as being ADHD with Bipolar tendencies and lacked a strong male role model in his home. At the start of third grade Charlie was with a teacher who asked for him to be moved because she could not teach the rest of the students so he was moved to Mrs. Salinas'

class. In her classroom Mrs. Salinas used Discipline with Dignity and when Charlie was starting to get upset she asks him if he would like to get a drink of water. This allows Charlie to step away from the situation that is upsetting him and take a time out with getting in trouble. After several weeks of not seeing Charlie in the office the vice principal asks what Mrs. Salinas has been doing in the classroom and decides to have some other teachers try parts of the Discipline with Dignity plan with great results. Conclusion With all the types of classroom management plans out there teachers are bound to find one that suits their needs and aligns with their values. Teachers need to learn to be flexible enough to make changes when something is not working but not so much that students feel they are in charge of the classroom.

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