

**Kotebe Metropolitan
University
College of Education and
Behavioral Studies**

**Refresher Training on
Classroom Management to
School Supervisors and
Inspectors of A.A. City
Administration**

Training @ Kokob Building

By: Wubante Mekonnen

**November, 2020
Addis Ababa**

Activity-1

Dear instructor,

- ***What is classroom management?***
- ***Why should you manage your class room?***
- ***What are the areas to be managed?***
- ***What resources do teachers have for effective classroom management?***

Classroom management

What is classroom management?

It refers to methods used to :

- Organize classroom, activities, instruction, physical structure, and other features.
- Make effective use of time,
- Create a happy and productive learning environment,
- Minimize behavior problems and other disruptions.

Classroom management

- Requires careful planning,
- Provides students with pleasant and supportive climate,
- Creates interests and desires to learn ,
- Establishes control and avoid disciplinary

purposes of classroom management

- To ensure that class time to concentrate on instruction, not on side issues.
- To secure the support and cooperation of students in classroom activities.
- To ensure the active and meaningful engagement of students in the learning task at hand, and
- To promote the physical and psychological environment to be conducive to effective learning.

Resources for effective CRM

According to Slavin (1994) resources for effective CRM Include:

- Prevention and intervention strategies,
- Effective communication and feedback,
- Effective use of reinforcers and consequences,
- Classroom rules and procedures,
- Effective use of time, space, equipment, and effective instruction.

Dimensions of CRM

Classroom management involves managing

- Contents of the lesson,
- Methods of teaching,
- Materials and space,
- Time allotted to a given lesson, and
- Students' behavior and their social relationship.

Thus, managing students' behavior and their social relationships through democratic way

Activity-2

Dear instructor,

- ***How do you explain the term misbehavior?***
- ***What are the categories & types of misbehaviors?***
- ***What are the major causes for students' classroom misbehavior?***

Misbehavior

What is misbehavior?

- **It is the act of breaking rules.**
- **It is any act of a student that violates the established rules,**
- **Any act of a student that disrupts the normal teaching-learning process is known as misbehavior.**

Classification of Classroom Misbehaviors

Do you think all classroom misbehaviors are of the same category?

- Classroom misbehaviors are different in their nature and complexity.
- Some are **minor** while others are **serious**. They can be classified into three forms.
- **Minor misbehaviors**
- **Repeated misbehaviors**
- **Persistent and serious problems**

Types of misbehaviors

1. Minor misbehavior of a passing kind

- These are problems limited mostly to a single student.
- They are likely to pass soon.

Example: inattentiveness, distractions, unfriendly feelings, etc.

2. Repeated misbehaviors

These are problems, which do not spread to and don't distract other student in the class.

Example:

Day dreaming, attention seeking, not meeting work requirement, failure to show interest, becoming uncommunicative and withdrawn, persistent inattentiveness, and restlessness belong to this category misbehavior.

Types of misbehaviors (cont'd)

3. Persistent and serious problems

- These are major offenses and are likely to harm the teaching learning activities as well as the social relationship existing in the class and in the school.

Example

- **Breaking the classroom rules;**
- **Involving in anti-social behaviors (stealing, lies, quarreling), insensitivity to others, disrespect, disobedience, cheating, insulting,**
- **Leaving seats without permission, excessive movement about the rooms,**
- **Calling out without raising one's hand,**
- **Use of bad language, whispering and over noisy talk, giggling, and physical aggression to other students.**

Causes of classroom misbehavior

What are the major causes of students' misbehavior ?

The majority of the discipline problems originate from difficulties within the school environment. Thus, discipline problems can be assessed as

- **Teacher-related problems,**
- **Student - related problems,**
- **School environment - related problems,**
or
- **Home environment - related problems.**

Teacher-related causes

How do teachers be the cause for students' classroom misbehavior?

A. Poor teaching, which can be a result of:

- Lack of planning and preparation
- Poor mastery of subject matter
- Ineffective style of presentation
- Failure to use teaching aids,
- Failure to involve students in the instructional activities
- Failure to apply the major principles of teaching, and
- Failure to structure one's lessons and present them.

Teacher-related problems (cont'd)

B. Failure to enforce the rules set

mostly rules are set at the beginning of the year when teachers and students meet first to manage the classes. Nevertheless, teachers failure or inconsistency to enforce or implement the rules set at anytime lead to students' misbehavior.

Teacher-related problems (cont'd)

C. Failure to set appropriate task

Students actively engage in the instruction process when the tasks are relevant, meaningful, interesting, challenging, and rewarding. If the tasks are **too difficult** or **too easy**, the students will be discouraged, frustrated or bored. In addition, ambiguity of directions, absence of relationship between the tasks given and the lesson taught. These situations make students to be different and misbehave.

Summary of teacher-related problems

- **Lack of knowledge and skill on the subject thought**
- **Lack of variety in instructional techniques and failure to use appropriate teaching-learning methods.**
- **Failure to involve students in the teaching learning process.**
- **Failure to apply major principles of teaching.**
- **Failure to use appropriate teaching-learning materials**
- **Bad pacing (too fast or too slow).**
- **Unfair assessment and evaluation of students work.**
- **Unclear assignments.**
- **Insufficient activity for students.**
- **Negative teacher attitudes towards students and the subject.**
- **Using corporal punishment and negative statements.**
- **Arriving late for class.**
- **Unequal treatment and unenforceable threats.**
- **Absence of language or gestures.**
- **Failure to enforce the rules set.**
- **Failures to properly plan lessons.**
- **Inadequately communicated goals and objectives.**

Student-related problems

What are some of the factors that make students misbehave?

1. **Attention seeking:** *students who are denied attention will actually be encouraged to misbehave further to attract more attention.*
2. **Ignorance of classroom rules :***sometimes students involve in misbehavior when they do not know the “dos” and “don’ts”*
3. **Opposition to school or disinterest in learning:** *students who come to school without their interest will be not attentive in a classroom. They rather be engaged in disruptive activities*

Student-related causes (cont'd)

4. lack of interest in a particular subject

Sometimes students develop lack of interest when they are biased to the subject.

5. Disliking the teacher or having hostility towards a teacher:

sometimes students dislike a subject because of the negative attitudes they developed to their teacher

Summary of student-related problems

- **Negative students' attitude to education and antipathy to school.**
- **Lack of interest in a particular subject.**
- **Lack of prerequisite skills on the subject taught.**
- **Ignorance of classroom rules.**
- **Dislike to a teacher or hostility towards a teacher.**
- **Day dreaming.**
- **Student lack of concern.**
- **Failure to follow instruction.**
- **Attention seeking**
- **Arriving late for class**

School -Environment related Causes

1.The class size

sometimes students who have the tendency to misbehave will be engaged in undesirable activities when the student per section increase in number.

2. Shortage / absence of material

The absence of sufficient material for the classes, laboratories, workshops, etc.

Home environment related causes

1. **Absence of nourishment and sleep**

Missing meal and lack of adequate sleep can be the cause of unpleasant behavior.

2. **Emotional upset**

Students who are disturbed and upset may not be attentive in a classroom.

3. **Disruptive home environment**

Students with poor family relationships are highly involved in misbehavior

4. **Peer pressure:** can cause students to rebel against class rule.

Summary of school-related problems

- **Lack of a systematic routine for procedural activities**
- **Moving the class to different rooms.**
- **Poor management of extra curricular activities.**
- **Large class size.**
- **Shortage of teachers.**
- **Shortage of teaching-learning materials.**
- **Poor communication with parents.**
- **Poor monitoring of classroom situations.**
- **Failing to reserve a special room or space for an activity.**
- **Conflicting rules in school and at home.**

Activity-3

Dear instructor,

- ***Discuss how the different approaches view classroom management***
- ***What strategies are used by the different approaches of classroom management ?***
- ***How can a teacher apply them at a classroom environment?***

Approaches in managing student behavior

There are five different classroom management approaches.

- 1. The authoritarian Approach**
- 2. The instructional Approach**
- 3. The Behavioral Approach**
- 4. Modeling**
- 5. Behavioral counseling**

The authoritarian Approach

This approach suggests five managerial strategies that a teacher can use to preserve order and maintain control

- a) **Establishing and enforcing rules:** The teacher should use rules that are realistic, reasonable, well defined, limited in number, and clearly understood.
- b) **Issuing commands, directives and order:** Commands are statements which describe what students are expected to do. The commands, directives and orders should be clearly stated and easily understood to control student behavior.
- c) **Utilizing mild Desist:** The teacher reproves the student for behaving in an unacceptable way for violating a rule. They are verbal or nonverbal teacher behaviors intended to inform.
- d) **Utilizing proximity control :** this refers to moving closer to a student whom the teacher sees misbehaving. The physical presence might cause the student to refrain from misbehaving.
- e) **Utilizing isolation and Exclusion :** this refers to using isolation, exclusion, school detention, suspension and others in response to serious student misbehavior.

The instructional Approach

This approach argues that effective classroom management is the result of high quality instructional planning. Thus, a teacher have to carefully plan good lessons that are tailored to the needs and abilities of each student. The instructional approach suggests the following strategies to be practiced by teachers.

- 1. Provide interesting, relevant and appropriate instruction;**
- 2. Employ effective movement management (i.e., the ability to regulate the flow and pace of classroom)**
- 3. Establish classroom routines**
- 4. Give clear directions,**
- 5. show genuine interest in a student's work when he/she shows sign of boredom or restlessness,**
- 6. provide assistance before a situation gets out of hand,**
- 7. plan and modify the classroom environment**
- 8. restructure the situation when necessary (i.e., changing the nature of activity, the focus of attention , etc.)**

The behavioral modification approach

Behavioral modification refers to a systematic application of antecedents and consequences to change behavior.

The following strategies for dealing with misbehaviors are based on behavioral learning theories.

- **Non-verbal cues (i.e., eye contact, gestures, physical proximity or touching used to communicate without interrupting verbal discourse)**
- **Praising behavior that is incompatible with misbehavior**
- **Verbal reminders**
- **Repeated reminders**
- **Applying consequences**

Thus, appropriate behaviors are strengthened by praise and inappropriate ones diminished by ignoring them.

The behavioral modification approach (cont'd)

An accurate summary of the lessons gained from the behavior-modification approach:

- 1. Rewarding appropriate student behavior and withholding the rewarding of inappropriate behavior are effective in achieving better classroom behavior**
- 2. Punishing inappropriate student behavior may eliminate that behavior, but may have serious negative side effects. (avoid physical punishment)**
- 3. Rewarding appropriate behavior is probably the key effective classroom management.**

Modeling/Social learning

- **Modeling is a process in which a student, by observing another person behaving, acquires new behavior without himself/herself being exposed to the consequences of the behavior.**
- **Modeling is learning by observing and imitating other's behavior.**
- **Modeling, as a managerial approach, may be viewed as a process in which the teacher demonstrates, by his/her own actions, the values and behaviors he/she wants students to acquire and display.**
- **Modeling involves four phases: Attention phase, retention, reproduction and motivational.**

Modeling (cont'd)

- **Attention phase:** is the first phase in observational learning. It is paying attention to a model. Students pay attention to models who are attractive, successful, interesting and popular
- **Retention phase:** once teachers have students' attention, it is time to model the behavior they want students to imitate and then give students a chance to practice or rehearse.
- **Reproduction phase:** during this phase, students try to match their behavior to the model
- **Motivational phase:** is the final stage in the observational learning. Students will imitate a model because they feel that doing so will increase their own chances to be reinforced. Students pay attention to the model, practice it, and reproduce it.
- In general teachers should reinforce good working behaviors for doing a good job). On the other hand, misbehaving students will be discouraged for doing wrong things.

Behavioral counseling

- Behavioral counseling is a process involving a private conference between a teacher and the student. It is a conference intended to help the misbehaving student see that his/her behavior is inappropriate, and to plan for change.
- In the classroom, the teacher's role as counselor becomes important in situations where students who misbehave need some guidance or someone to give them a sense of direction.
- A teacher can win a student's confidence by establishing emotional contact with the student's feelings, taking the student's feeling seriously and,
- respecting the student's dignity considering him/her as unique individual

Counseling strategies

- **Listening and talking** :talking and being listened are basic universal forms of human interaction. Counselor's listening is professional type rather than lay type of everyday lives.
- **Using escape values**: for many people , crying, laughing, and singing provide instant tension relief.
- **Encouraging and reassuring** these involve praising and reinforcing good behavior. Teachers effectiveness in using encouragement depends on two factors. The authenticity of the encouragement; and the realistic means with which it is given.
- **Enlightening**: it should help students recognize the reasons for their behavior and make them more aware of alternative ways of behaving. it can be achieved in two ways:
 1. Helping students understand the natural relationship between actions and consequences
 2. Helping students become knowledgeable about alternative actions which have a greater likelihood of leading to desired consequences.

Techniques of classroom management

- Classroom management is an integral part of teaching, and the teacher must acquire basic techniques of managing students.
- Classroom management is seen as set of activities by which the teacher establishes and maintains those classroom conditions to facilitate effective and efficient instruction.
- It can be described as an act of a teacher taken as preventive or curative activity to administer so as to minimize or to put an end to any classroom misbehavior respectively.

The specific classroom management techniques that teachers employ to maintain classroom misbehaviors can be classified as:

- **Preventive techniques**
- **Curative techniques**
- **Constant monitoring is a technique that is both preventive and curative. It is an activity that makes all and every student under a constant observation of the teacher.**

The Preventive Techniques

What is a preventive classroom management technique?

Can you mention some of the preventive techniques of classroom problems?

- **The preventive techniques are measures to be taken before students misbehave.**
- **They are precautions not to give way for misbehavior.**
- **The preventive techniques are usually used to avoid or reduce the cause of misbehavior in a classroom and to save time by removing the conditions of disciplinary acts.**
- **They all are applied on the basis of the principle, *“prevention is better than cure”*.**
- **Effective classroom managers are distinguished by their success in preventing problems from arising in the first place, rather than by special skills in dealing with the problems once they occur.**

Preventive Techniques (cont'd)

what is discipline? What is the difference between internal and external discipline? From your classroom experience how can you help students to become self-disciplined?

- Discipline is a degree of order or behavior, which one expects from a group or a class. It is a Latin word which means, “**to learn**”. Thus discipline can be taken as the development of a character or a trait from within an individual that controls his/her personality. Discipline can be internal or external.
- **External discipline** is the influence that comes upon some one from others (teachers, friends, directors, unit leaders, etc.) to be punctual, quite, obedient, clean, etc.
- **Internal discipline** is the self -control that one exercise over him/her. It comes out from the aims and desires within the individual. The ultimate aim of internal discipline is the development of self-control.

Some of the ways teachers work to help students become **self-disciplined** include the following;

- **Help students establish a code of conduct for themselves.**
- **Help students improve their own standards of conduct.**
- **Enforcing rules may itself be an opportunity to teach the fundamental of self discipline**

Planning

- Proper planning is initially time consuming, but teachers who make explicit plans are better organized and see the worth of these plans.
- Teachers who plan and communicate their expectation to their students promote academic achievement.
- Proper planning is necessary for establishing and maintaining good classroom discipline.

Most disturbances result from

- poorly organized classes.
- Classes which lack purpose,
- Classes that do not have material ready for their students,
- Classes which lack smooth transition between classes and activities, Classes which students have nothing to do, etc. are caused due to lack of proper planning and result disturbances.

Establishing usable class rules

- The purpose of rules is to enhance students' academic and social achievement.
- Establishing usable class rules is the first management activities at the beginning of the year. The process is governed by the following principles:
- **Rules should be few in number**
- **Rules should make sense and be seen as fair by students**
- **Rules should be clearly explained and deliberately taught to students. Simplicity is the hallmark of effective rules.**
- **Rules should be stated positively and offering a goal towards to work rather than to avoid./"work quietly" is better than "Don't talk"/**
- Classroom rules covers routines like starting and ending class, distributing materials, progressing to new activities,
- If your rules are clear and simple it will be easy for you to **explain** and **enforce** the rules.
- Allowing students to participate in amendments or suggesting new rules of their own makes them anxious to enforce their own rules rather than violating them.

Provision of freedom

- It can be seen as physical freedom (seating arrangement) and spiritual freedom making students feel free from frustration, and express their ideas). What is expected of every teacher is to create an environment where students sit or stand comfortably and allowing them to feel free to ask and answer easily and comfortably.

Sharing Responsibilities

- It is a means to create a deep seated feeling to control. When a class has a large number of responsible students, it is guaranteed to be a good class. Thus assigning and giving responsibilities to individuals such as monitoring the whole class, acting as a study mentor, as a cleaning officer, as a flag ceremony leader, as a club leader etc makes a class to be well managed.

Making effective good teaching

- The teachers' ability and skill to systematically handle the lesson is one of the preventive techniques. It has a powerful effect on students. Making students active participants in the teaching-learning process and orderly arrangement of tasks are effective mechanisms to effective classroom management.
- Thus teachers must provide students with systematic, supportive and useful learning experience and environment.

Establishing and maintaining good interpersonal relationship

- This refers to the relationship that exists between the teacher and students and among students themselves. The teacher should commit himself/herself to the following points in order to maintain good relationships in the classroom.
- Keep on mentioning the need for concern and respect to one another, and the need for thought of others; treat students with respect and kindness and provide opportunities for success in classroom; show positive feeling which will create a pleasant, supportive and cooperative atmosphere in the classroom; and Introduce the tasks at every period.

The Curative Technique

What is a Curative classroom management technique?

Can you mention some of the Curative techniques of classroom problems?

- These are remedial measures that are taken during or after every miss-behavior.
- Curative Technique is a remedial measure or corrective measures taken when preventive techniques are not effective in curbing the appearance of a disciplinary problem.
Before you take the curative measures you have to find out:
 - **The real cause (s) of students' misbehavior (s);**
 - **Determine the degree of misbehavior; and**
 - **Matching the measure with the cause (s) and the level of misconduct.**
- The intent is to minimize and control the disruptive effects of inappropriate behavior and use teaching learning resources effectively.

The controlling mechanisms under curative techniques include:

- **Non verbal Cues**
- Non verbal cues include ignoring, eye contact, gestures, physical closeness or proximity closeness, touch and signals, etc can be used as non verbal cues i.e. without interrupting verbal discourse.
- Much routine classroom misbehavior can be eliminated without breaking the momentum of the lesson by the use of simple nonverbal cues.
- **Ignoring:** is turning a blind eye (overlooking) to unwanted behavior except when it is serious. It can be used if a student is with problems of inattentiveness or restlessness.
- **Eye-contact:** is giving a furtive glance and cold stare (long and fixed look) to a student who is repeatedly misbehaving in the class. It sends a message for him/her to stop misbehaving.
- **Physical or proximity closeness:** is a technique that involves moving in the direction of the offender. It means “be quiet” or “focus on your task”. The teacher should move slowly without stopping his/her teaching.

Curative Techniques included()

- **Touch and signals:** if the misbehaving student is near by the teacher, touching his/her head or shoulder slightly or signals and gestures could be shown in the following forms:
 - **shaking the head negatively;**
 - **Raising the eye brows;**
 - **Frowning a finger on the lips;**
 - **Wagging a finger; and,**
 - **Waving the hand.**
- But never use **heavy signals** such as hand clapping, book slamming, knocking a table with a feast, or knocking a chalkboard with a duster. All nonverbal techniques clearly convey the same message. **“I see what you are doing and don’t like it. Please get back to work.”** The advantage is that the lesson need not be interrupted.

Verbal Cues & Praising

- **Verbal Cues**

- If a non verbal cue is impossible or ineffective, a simple reminder may help bring a student into a line. The reminder should be given immediately after students misbehave.
- Example “Azeb, please work on your exercise book.” Rather than saying, “Azeb, don’t copy from Hiowt’s exercise book.”
- The reminder should focus on the behavior not on the students.

- **Praising**

- Praise can be a powerful motivator for many students. We can use it by **praising behavior that is incompatible with misbehavior** or by **praising other student**. One strategy for reducing misbehavior in class is to make sure to praise students for behaviors that are incompatible with the misbehavior you want to reduce. That is, catch students in the act of doing right.
- Another strategy which is used to reduce miss-behavior in class is to praise other students. It is often possible to get one student to behave by praising others for behaving. For instance, if Amanu and Selamawit talk to each other while you are engaged in some kind of classroom activity, you might say “I am happy because most of you are attentive to my lesson, Seyoum is attentive, Sara is attentive, Dawit is attentive and Genet is also listening carefully.

Repeated Reminder, Out of sight technique, & Restructuring

- **Repeated Reminder**
- When a student refuses to comply with a simple reminder, one strategy to attempt first is *repeating the reminder*, ignoring any relevant excuse or argument.
- **Out of sight technique**
- When a student shows disruptive behavior that is really out of his/her control, you may allow the student to leave the room for a while until he/she cools off or regains self-control.
- Disruptive behaviors such as uncontrolled laughter, looking dizzy and sleepy, restless feeling, etc. are quite normal and demand tolerance on the part of the teacher.
- **Restructuring**
- When the whole class seems tired or restless and unable to get settled to work, you might change the whole situation. Then the students may begin learning once again by stopping restlessness or inattentiveness. Techniques that you might employ in this regard could include:
- **Changing the teaching method;**
- **Giving them energizer or activator/songs, physical exercise, short stories, etc. This can be presented by yourself or by allowing any of your students; and,**
- **Giving the class five minutes rest.**

Applying Consequences

- Applying consequences can be used if and only if the previously treated steps have been ineffective to reduce or to control students' misbehavior. The final step is to pose a choice to the student to act in accordance with the agreed norms or to suffer with upcoming consequences.
- The following mechanisms could be used as Applying Consequences for misbehaviors
- **Sending the student out of class;**
- **Making the student miss a few minutes of recess or some other privileges;**
- **Having student stay after school; and,**
- **Calling student's parents.**
- Consequences for misbehaviors should be slightly unpleasant, **short in duration, and applied immediately after the behavior occurs. Students must notice that consequences follow miss-behavior.**