

Nanou Agnini Alex Antoine
ID : UD77373ED86580

COURSE NAME:
**(Creating a Managed Environment: Models and Theories of
Classroom Management)**

Assignment Title:
(Classroom Management, Education chapter 3)

ATLANTIC INTERNATIONAL UNIVERSITY
October/2022

During the mid-1900's, teachers started to express their concerns about managing classrooms. There was not any systematic approach developed by then. Traditionally, teachers used the authoritative assertion techniques, however, this technique did not last long and began to fade gradually (Allen, 1996). Later, researchers began to observe teachers all over the country to study what worked well and what did not for almost a decade from 1969 to 1979. This led to a systematic development of classroom management models. There are several models that have been developed over the years. Allen (1996) in his research "Seven Models of Discipline" summarizes seven systematic models of classroom management borrowing from Charles' book *Building Classroom Discipline: From Models to Practice* (1985). These models were a derivative of extensive classroom observations studying the student- teacher behavior in addition to considering the psychological aspects of humans (Allen, 1996). Over time scholars built on these models and developed other models based on their classroom needs

A management model is the choices made by a company's top executives or teachers regarding how they define objectives, motivate effort, coordinate activities and allocate resources; in other words, how they define the work of management.

According to the theory, anyone (and even most animals) can be trained to be well-behaved. All the teacher needs to do is teach the students to associate some behaviors with negative consequences and other behaviors with positive consequences. Over time, students will learn to do the positive behaviors more and the negative behaviors less. It is that simple. Another element of this theory is spaced repetition. The theory believes that students will need less reinforcement as time passes. However, the theory also states that some students will become desensitized to

negative reinforcements over time, meaning you may have to mix up your reinforcements to keep students on their toes.

The theory was founded first by Ivan Pavlov who trained a dog to associate a bell with food. We learned from Pavlov that the mind can associate one thing with another thing when they are put together often enough. After Pavlov came B.F. Skinner who adopted Pavlov's idea for training conscious behaviors. He used association between behaviors and rewards to teach a pigeon how to play piano.

Management is a set of principles relating to the functions of planning, organizing, directing and controlling, and the application of these principles in harnessing physical, financial, human and informational resources efficiently and effectively to achieve classroom goals. The goal of planning is to maximize the health, safety, and economic well-being of all students in the classroom.

Planning helps create classroom of lasting value. Management is essential for an organized life and necessary to run all types of management. Good management is the backbone of successful organizations. Classroom Management means getting things done to achieve life's objectives and managing a classroom means getting things done with and through other students to achieve its objectives.

Organizing is the second key management function, after planning, which coordinates human efforts, arranges resources and incorporates the two in such a way which helps in the achievement of objectives. It involves deciding the ways and means with which the plans can be implemented. It entails defining jobs and working relationships, assigning different tasks to each student associated with the plans or technics , arranging and allocating resources or materials that can be

a tools for students , design a structure which distinguishes duties, responsibilities each and every one should know what to do and when that should be done. Authorities, scheduling activities, in order to maintain smoothness and effectiveness in operations. Students must have a division of labor, teachers must provide effective communication.

Directing is said to be a process in which the teachers instruct, guide and oversee the performance of the students to achieve predetermined goals or results. Directing is said to be the heart of management process in the classroom. Planning, organizing, have got no importance if direction function does not take place. In simple words, it can be described as providing guidance to students is doing work. Direction has the following elements such as supervision, motivation, leadership and communication.

Controlling is necessary for even the very best can be improved. Control implies information combined with action. It is a process of directing a set of variables towards predetermined objectives. One very important point that should be kept in mind is that for having the control, it is very necessary to plan the things. Without the planning, the control cannot be obtained. The major reason behind this is that if we will not know about the things that are to be achieved, the resources that are available, the various things that are to be taken care of etc. then it will not be possible to carry on with the process in a controlled manner.

Teacher should be aware of such a large number of models or theories for management in a situation where the two words can be defined as, the definitions of the two terms can be confusing. Students may come up with both models and theories after performing the step-by-step process of scientific methods; however, models and theories are produced in different periods and levels of the study. A model can simply be defined as an example of something. A model provides the

individual with a structural representation of the phenomenon, allowing him to gain a fuller understanding of it. In various disciplines, models are used to comprehend the phenomena. This allows the individual to build his theory based on the constructed model. In the other hand a theory can be defined as a set of ideas that provide an explanation to a phenomenon. Once the researcher has gained sufficient data, he builds the theory based on the information that he has gathered. In some cases, the information can come in the form of a model. However, in other cases, it is through observation and analysis of data.

We think as a teacher it is very important or crucial to be aware or have a knowledge in models or theories. In a situation where they help to understand or master the classroom management. According to theorist Jacob Kounin on focus on management models « the focus is on teachers learning behaviors that will allow them to become better leader in classroom ».

A model can simply be defined as an example of something. A model provides the individual with a structural representation of the phenomenon, allowing him to gain a fuller understanding of it. In various disciplines, models are used to comprehend the phenomena. This allows the individual to build his theory based on the constructed model. Teachers may not use some of the models or theories but it is necessary for them as an instructor to have an idea about for a better classroom management. Though they have been developed by human beings they are also tools in education system and basically in classroom management.

The important points to consider in adopting any or a part of a model for classroom use, model focus on the implementation of strategies that address the most frequently asked questions related to the classroom management. Models serve as an example for better understanding, and guidelines to assist teachers in selecting management models. One of the most critical steps to effective modeling

is to select a student to follow your example, to mimic your moves down to the very last detail. It is important because it proves to the rest of your class that it can be done. It proves that one of their own can perform the task, routine, or objective as well as the teacher and without a stitch of help. Through that students must be able to visualize completing each step along the way *before* it can become a reality, which takes not only a skillful performance from you, but also from one of your students. The lesson can learn from this part is that models and management theories are very useful in classroom management even they be applied in our daily life and communities. But teachers are advised to analyse this information to determine which model collection of models or part of models would best suited to their individual personalities and classroom. Before making decision to adopt any management models teachers should critically think if possible go on the ground such us classroom and schools where the model is being successfully utilized.

Applied Behavior Analysis (ABA) is a therapy based on the science of learning and behavior also an approach to management. It helps to understand how behavior works, how behavior is affected by the environment how learning takes place. It applies our understanding of how behavior works to real situations. The goal is to increase behaviors that are helpful and decrease behaviors that are harmful or affect learning. Applied behavior analysis is individualized to each child.

Do not agree with the principles upon which Applied Behavior Analysis mean that go against such of practices in classroom management and it opposite point.

Many autistic advocates claim Applied Behavior Analysis can be harmful even without the use of aversive. There are still many Applied Behavior Analysis practitioners who prioritize making an autistic child look and act “normal” over helping them communicate. For example, an Applied Behavior Analysis professional may try to train an autistic child to make prolonged eye contact

during conversations, even if eye contact causes the child significant discomfort. If an ABA therapist is not careful, research suggests it is possible to cause a child significant harm. If a child is forbidden from stimming and given no other way to self-regulate, they may experience a traumatic sensory overload. The consequences are mainly divided into two categories reinforcement and punishment. Reinforcements are the incentives/rewards given to increase the frequency of behavior. It is used to help increase the probability that a specific behavior will occur in the future but giving a reward/stimulus immediately after the behavior is exhibited. Punishment is the incentive/reward taken away to decrease the frequency of behavior. Punishment is a process by which a consequence immediately follows a behavior which decreases the frequency of that behavior to occur in future. In generally it is strongly recommended emphasis be placed on what students are doing correctly as opposed to what they may be doing incorrectly? Antisocial behavior a behavior directed toward bringing about negative consequences for someone or something.

In other hand early in the twentieth century, E.L.Thorndike (1905; 1911) established that people repeat behaviors that bring pleasant feelings and the more the more the behavior is repeated the better one's performance in the behavior becomes. It leads to applied behavior analysis, teachers who manage classroom must use applied behavior analysis for the following reasons:

It is a very simple concept given by teachers to reinforce students when they behave in certain manner .It is type of give and take strategy any effort from a student's needs a remuneration, focus on praising and rewarding without punishing.

Shaping behavior is an important aspect of applied behavior analysis, it refers to the practice of gradually changing a student's unwanted actions to more acceptable behavior over time through of reinforments. Two other areas of functioning that Applied Behavior Analysis deals with are

Functional Behavior Assessment and Social Skills Training. Functional Behavior Assessment deals with evaluating the function of behavior i.e. the reason behind the occurrence of a behavior and reducing it. An in-depth assessment is conducted to find out the reason for the harmful behavior and treatment is planned accordingly. Applied Behavior Analysis principles are used to teach social skills which facilitate successful school and play behavior. Applied Behavior Analysis teaches basic independent play skills, appropriate social and functional play, social interactions, etc. Prosocial behavior a behavior directed toward promoting the well-being of someone else.

Thus, Applied Behavior Analysis is a method of life that follows basic learning principles and provides a systematic, scientific and easy way of dealing with all kinds of behavior. Like other forms of treatment, Applied Behavior Analysis can be beneficial or harmful depending on how it is used. The well-being of the person in therapy should always come first.

Alfie Kohn firmly believes that students need to be taught how to be responsible and respectful. Once this is accomplished, all other "content" can be learned at a more "reasonable" rate, with a greater threshold of proficiency. "Adults who are respectful of children are not just modeling a skill or behavior, they are meeting the emotional needs of those children, thereby helping to create the psychological conditions for children to treat others respectfully" (Kohn 1997a). The goal of education is to help students realize that they can think, learn, act, and change things. Kohn believes that knowledge is a system of learned material, experiences, and/or facts. Knowledge does not necessarily always have to relate to traditional "content-areas". "Mistakes are not only an inevitable part of learning, but that learning could be described as a the process of coming to more sophisticated kinds of mistakes" (Kohn, 1999a). Learning is a process in which the words discovery, exploration, and curiosity are found in abundance. "Learning is more

important than the products that result" (Kohn, 1997c). "Skillful educators tap students' natural curiosity and desire to become competent. In a learning environment, teachers want to help students engage with what they are doing to promote deeper understanding" (Kohn, 1997c). "Someone who facilitates students' learning welcomes mistakes--first, because they are invaluable clues as to how the student is thinking, and second, because to do so creates a climate of safety that ultimately promotes more successful learning" (Kohn, 1997c). "Teachers who want to encourage intellectual growth give students time to be confused and create a climate where it's perfectly acceptable to fall on your face" (Kohn, 1999a). According to Kohn, teachers must know how to manage a classroom and students' behaviors; they should not give too much material for students to memorize, just summarize or give the key points to them since students will learn what they find interesting and do not force students, basically students succeed where they feel known and cared about. Kohn goes further by saying that teachers should not use rewards and punishment as tools to motivate and manage students; rewards should be based on a merit system since a reward is like 'bribe'. Rewards and punishment produce temporary compliance and will not help to bring long-term goals.

For the learning environment in school and classroom, teachers have to apply the following guidelines provided by Kohn:

Collaboration: Both should be involved in decision making, plan together how a problem can be faced and prevented in the future.

Choice opportunity should be given to students to participate in decision making concerning what will happen to them as a result of their exhibiting unacceptable behavior. Students need to have autonomy in choice making.

Caring must be at the center in school and classroom children will care for other people if they feel other people care for them.

Modeling teachers must be a role model or a good example

Explaining teachers need to explain in a language that student understand with example, language should be used according to the level. Avoid using semantic language or words.

Certains are very important to establishing the classroom environment class meetings, unity-building activities, school wide programs, prosaically literature.

Teachers must apply Kohn principles for effective and efficient classroom management problem.

Take a moment to consider behavior in the classroom. Inevitably, it seems that there are always one or two students who push the limits. This presents issues for students and teachers alike, and if not resolved properly, may lead to disruptions in learning and future behavior issues in the classroom. How can teachers effectively discipline students and set the tone for appropriate behavior in the classroom? What can you do to eliminate behavior issues in your classroom? Dreikurs' model the focus is on analyzing behavior problems to determine their source of origin to responding to them. This may be just the answer for resolving problem behaviors in the classroom and preventing them from occurring altogether. His principle is strongly related to the field of social psychology which focuses on the influence of society on human behavior. In short, Dreikurs blamed inappropriate or problem behavior in the classroom on the student's inability to fit in. According to this model, punishment is largely ineffective. Instead, Dreikurs' model of social discipline in the classroom focuses on consequences and encouragement as the keys to effective discipline. Dreikurs' theory classifies misbehavior in the classroom into four areas. Let's

take a closer look at these with the use of fictional students. . Dreikurs worked under the assumption that all students, in one way or another, desire to be socially recognized and accepted by both their peers and authority figures (teachers, parents, older siblings, etc.). When this need is not met, students will typically act out in a variety of ways, including In any situation in the classroom or school proper analysis should be done if possible go to the root to know more before taking a decision

The one we think is the least and most sound? Why?

The focus on student resolving their own conflicts by David and Roger Johnson, they call for cooperative effort of student's teachers, administrators, parents and community members to work toward mutual goal. We think learning should not be a cooperative matter, we easily copy bad behavior in our various communities and because of the crowd control each and every one is difficult. How come a trainee can resolve his own conflict? He or she does not have the necessary tools for him to resolve his own conflict. What will in school as a challenge or conflict teachers or administrators have to be involved for pacific resolution. Does not allow individuals to work out problems on their own. Some other disadvantages when students in group they pay attention they will socializing, tease others stop them from learning

The theory of William Glasser more or less applicable to teachers who teach in the upper grades as opposed to the lower grades.

Implementation of choice theory into secondary education would basically allow students the freedom of choice. Educators would only be supportive entities only to help the students make a better choice. Reaffirming that one can only control oneself would be the focus of teachers in this particular environment. Educators and students will recognize everyone's basic needs and the

necessity in fulfilling those needs in an environment that fosters caring and respect for all. Ensuring the students attain self-awareness and esteem to make better choices for themselves develops as a secondary goal. The primary goal of an educator is to prepare students for the “real world”. Real world skills that are needed are interpersonal skills and group problem solving. Secondary education would emphasize not blatant memorization but more on critical thinking skills and a problem-based learning. As in the real world, students are encouraged to seek help and help one another as necessary. Students will use all resources available, including parents, each other, texts, to demonstrate understanding. The grading system is based on competence and credit will be given only if competence is demonstrated (B). Student with an understanding above the competence level along with willingness to help others would earn an exemplary grade (A). Glasser’s ideas focus on personal choice, personal responsibility, and personal transformation, Glasser is noted for applying his theories to broader social issues, including education, management, and marriage.

Finally the three (3) most important concepts we learned in this course are management, management models and theories. Management is a problem solving in managerial system it can be in a family classroom or organizational. The process of effectively achieving organizational objectives through the efficient use of scarce resources in a changing environment. is a set of principles relating to the functions of planning, organizing, directing and controlling, and the application of these principles in harnessing physical, financial, human and informational resources efficiently and effectively to achieve organizational goals. Management models and theories associated with motivation, leadership and change management, and their application to practical situations and problems.

It can be applied by teachers information should be reviewed, find the ideas that appeals to their personal style and philosophy and do further research before making decision a final decision about what will work best. We can use it to improve our life, in any situation critical thinking or analysis should be put in place before having a final say for the effective and efficient use of management theories and models.

This can increase our income in a good use of the management theories and models also always update the information's.

Since management is at the center of our family, classroom and organization huam right scan be promoting in the world by using justice, free and fair understand the issues. Many people have good intentions, but if they lack accurate information, their efforts can make things worse. Commit to thorough research from credible sources, such as the United Nations, the World Health Organization, and news organizations with good track records. Bear in mind that no source is perfect and even reliable organizations can miss the mark. It's your responsibility to read widely, listen to people's stories, and recognize that learning is a continuous process. A person's rights are disrespected every time they face discrimination. You can promote human rights in your daily life by doing something when you witness things like racism or sexism. Taking action can mean different things depending on the situation. Commit to finding out what best serves the people you want to help as opposed to trying to "play the hero." As an example, if you see discrimination in a workplace, try to talk to the person who was the target of the discrimination before taking any action. They might have specific ideas about how you can support them.

Models and Theories of Classroom Management have helped us understand how and when theories should be used in classroom as a teacher and also in our daily life. We went further to

know how classroom management is, when it is based on models and theories. To be human we also think that the above mentioned will be useful in family, classroom and organization.

References

David Johnson and Roger Johnson: The Three C's of School and Classroom Management

http://aiustudev.aiu.edu/submissions/profiles/resources/onlineBook/L6q4B4_motivation%20classroom%20management%20education%20use.pdf

Helpfulpressor.com