

Classroom and Behavior Management

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Introduction

The artifacts chosen for this competency include a photograph of the clip chart used in my classroom, photographs of the treasure box used as a reward system based on the clip chart, and a copy of the think sheet used as a consequence based on the clip chart. These artifacts show an effective system of classroom management that reflects my worldview as a Christian.

Rationale for Selection of Artifacts

The clip chart is a system that is used to reward or discipline children who misbehave. Every day each child has multiple opportunities to move up for good behavior. This could include following directions, helping others, or keeping the classroom rules. If the child moves to the top of the chart, then they will get to choose a prize out of the treasure box that day. If is above the orange part of the chart they will get a stamp at the end of the day. Five stamps results in the child being able to pick a prize out of the treasure box at the end of the week. The child could also move down the chart for bad behavior. This could include not following directions, being rude to another, or failing to complete work. If a child moves all the way down the chart, they will be sent home with a think sheet. I expect them to tell me why they are having the sheet sent home so they understand why their actions are being punished. This system is effective especially with the positive and negative reinforcement..

The treasure box and the think sheet both represent the consequences of the clip chart, the treasure box being the positive consequence. The prizes change weekly, and from time to time there are special prizes put in the box. The children are always excited to see if they have gotten five stamps at the end of the week. For the children who do not

always get to have a prize they are especially motivated each week, because they look forward to the new things that may be in the box. The think sheet is the negative consequence of the clip chart and students are motivated to avoid having one sent home. When it is sent home, the parent must sign and return the sheet. The children know that the negative consequences can go beyond the classroom and that is not something they want to happen. These consequences are the proverbial carrot and stick.

Reflection on Theory and Practice

My views on discipline stem mainly from two bible verses from Proverbs. Proverbs 22:5 (NKJV) says, “Train up a child in the way he should go, and when he is old he will not depart from it.” Proverbs 3:12 (NKJV) says, “For whom the Lord loves He corrects, just as a father the son in whom he delights.” Both of these verses address discipline in a meaningful way.

Proverbs 22:5 has always spoken to me, as a teacher and future parent. It tells Christians that regardless of what your child is doing now, whether they are rebelling or have turned their back on God, if you as the parent have raised the child in the light of God they will return to it when they grow old. This was a verse that my parents both discussed regularly with their children. They knew that we would go through stages of doubt and self-discovery that come with youth, but they also knew that it was God’s calling on their life to let that happen, so we could grow in our relationship with God. As an educator, it is important for me to teach my students the way they should behave and how they should live, knowing that I may not always see the benefits of that teaching.

Proverbs 3:12 is the verse that guided me through my pursuits in education. Every time I struggled I thought of this verse and how God was me teaching a lesson because he

loves me. Often, when I feel I have been unduly punished for something, I reflect on this verse and use that lesson to grow. Discipline is not pleasant for anyone being disciplined. Students do not always know why they are being punished for something. In order for a child to learn how to correctly behave they need to understand the behavior that is being punished. I want my students to grow and become the best they can be, so I make sure they understand why they receive negative consequences when they do. Discipline is not always punishment; it is training a child in the correct way to act. It is helping them build their character so they can become great people and leave a lasting impact on the world.

Classroom management requires a teacher to manage behavior and expectations of students. These expectations can be the routines or the transitions in a classroom. A good teacher understands that the implications of the routines are deeper than external actions; they are respect for others. Long ago I researched manners and etiquette and created a thesis based on my beliefs. Manners come from internal character not external rules. Manners stem from an understanding of the second great commandment, to love others as you love yourself (Martin, 2005). Teachers use classroom management to demand this of their students. Students may not always understand this, and very likely will not until they are grown and can reflect upon their life. The classroom is a place where students need to feel safe enough to learn and in order to achieve that they need to know they will have respect from their teacher and from their peers. A good teacher will teach children respect using discipline because they love their students.

References

Martin, J. (2005). *Miss Manners' guide to excruciatingly correct behavior* (Freshly updated. ed.). New York: W.W. Norton &.